

INDEPENDENCE MOVEMENTS CONT'D.



ADMINISTRATIVE REORGANIZATION

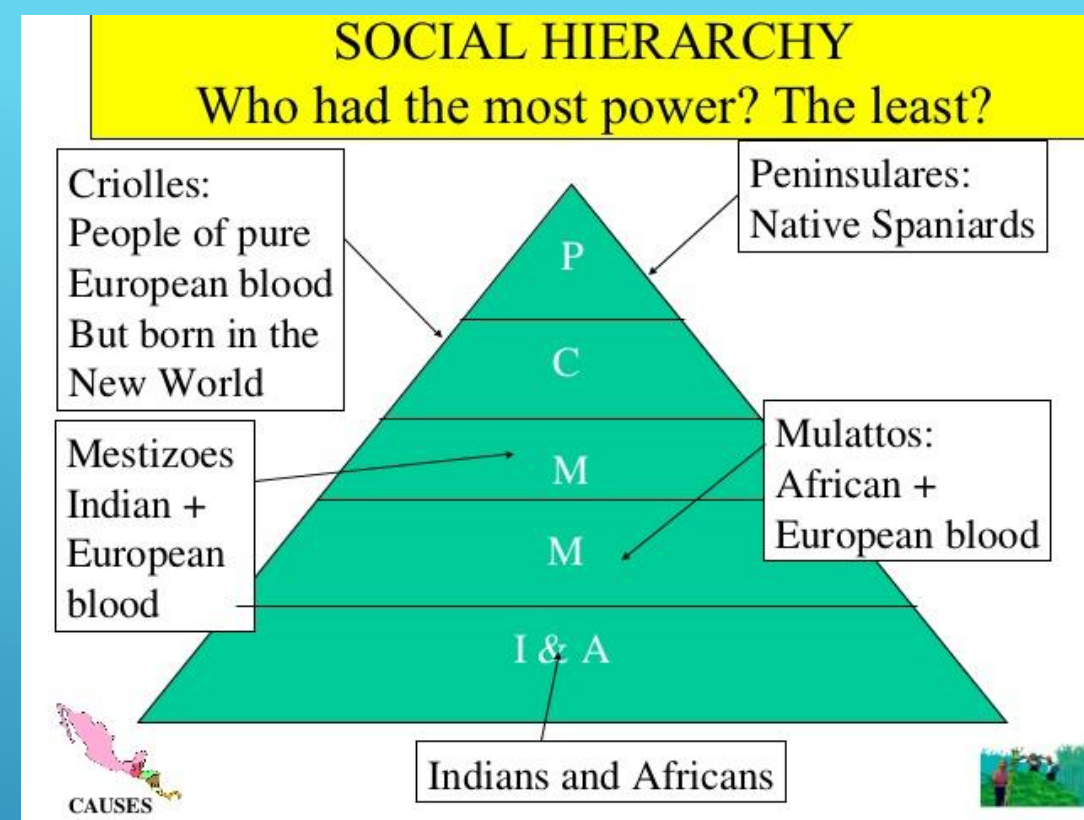
- a. Goal – improve tax yield by restructuring imperial commerce, to stimulate the SPANISH economy
- b. Crown made two new Viceroyalties
 - a. New Granada 1717, in Bogotá
 - b. La Plata 1776, in Buenos Aires



ADMINISTRATIVE REORGANIZATION CONTINUED...

a. Created “intendancy system”

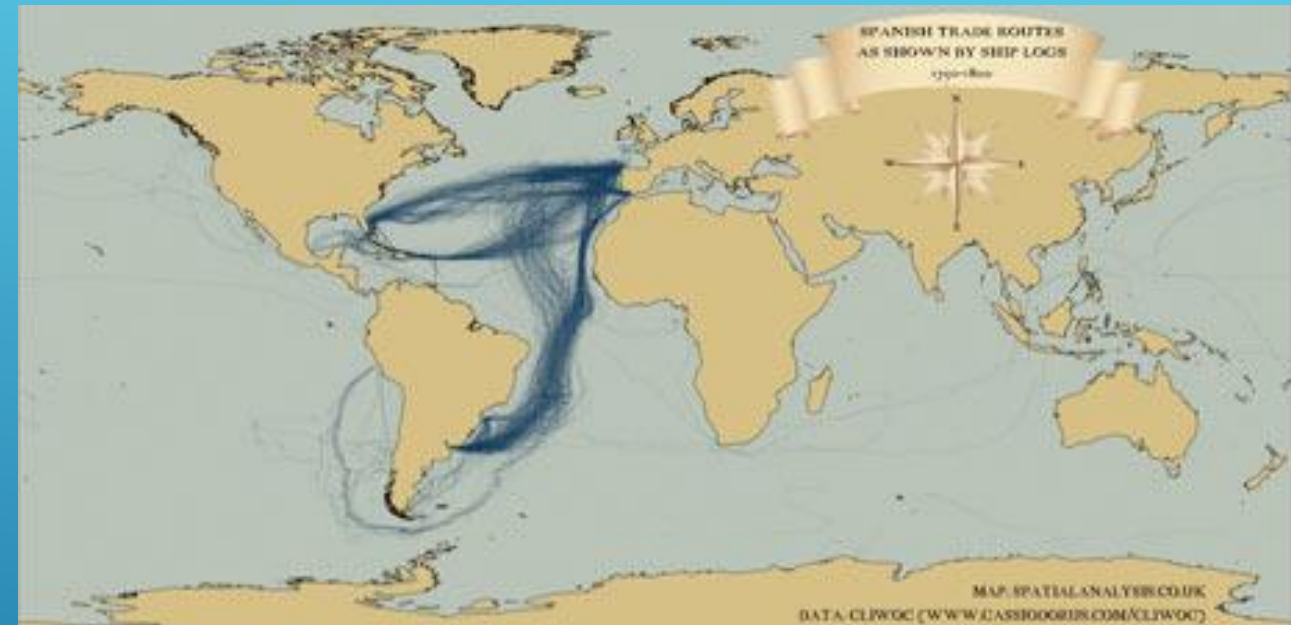
- i. Peninsulares who were appointed as officials to oversee military leadership, implement imperial law, collect taxes from creoles and native communities
- ii. Intendants were directly responsible to the crown, not viceroys or generals
 - i. **Intendent**
 - ▶ the title of various government officials, especially administrators serving under the French, Spanish, or Portuguese monarchies. Dictionary.com Unabridged
Based on the Random House Dictionary, © Random House, Inc. 2015.
- iii. Proved to be an efficient means to increase revenue collection
- iv. Thus new taxes, and tightening of tax collection lead to further outflow of bullion and transfer of wealth to Spain
 - i. however Creoles who lost status looked to overturn or circumvent



ECONOMIC REORGANIZATION:

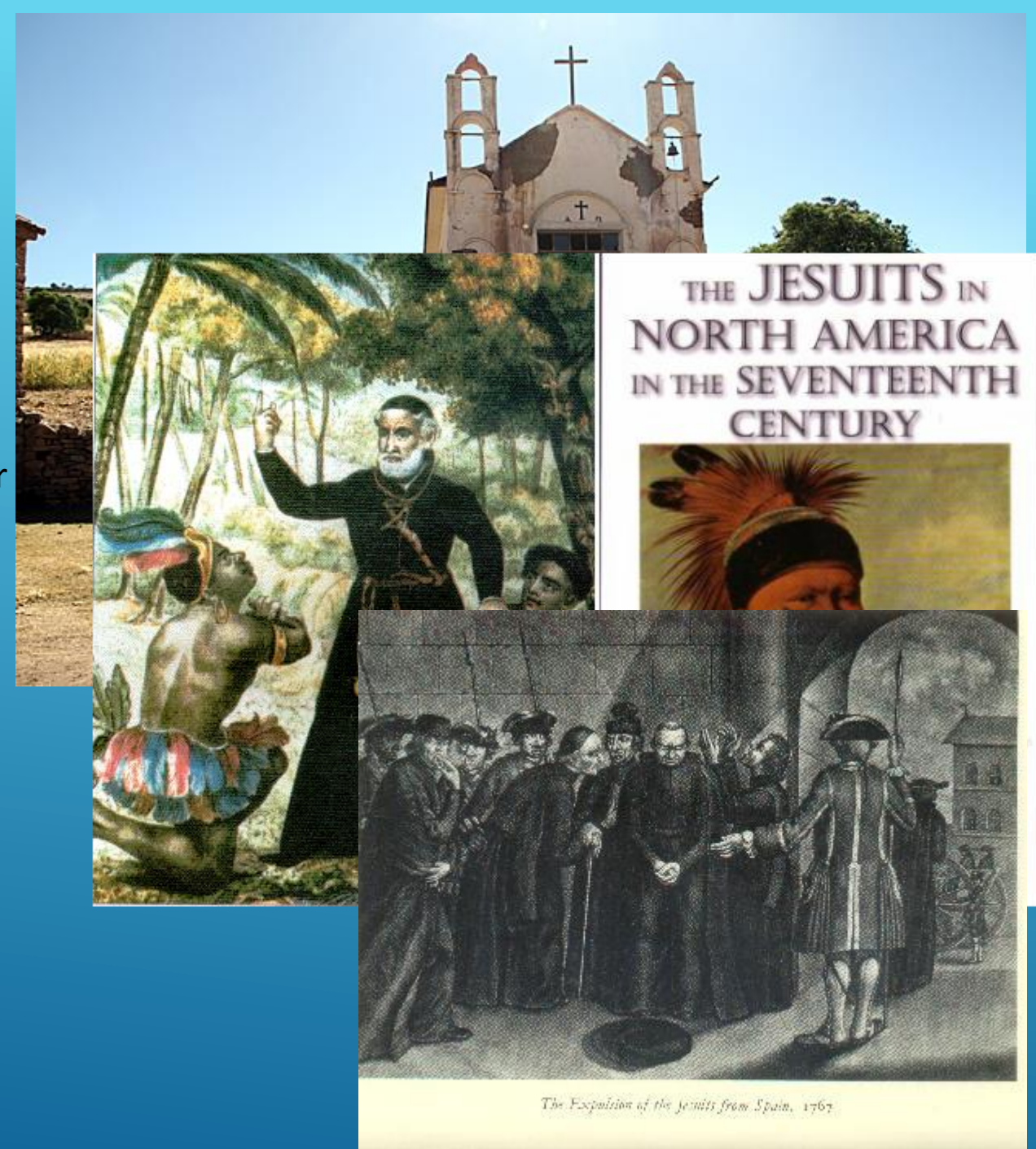
a. 1779 Free Trade Decree

- i. Allowed Spanish American Ports to trade with each other as well as most Spanish ports
- ii. Forbade the production of certain commodities to protect Spanish goods
 1. Revitalized some sectors of economy, but overall benefit to Spain was limited
 2. Allowed ports to rely on each other, not Spain
 3. Illegal trade, not on Spanish ships, was rampant
 4. Peninsulares dominated import-export merchants
 - ▶ still given advantage due to place of birth



RELIGIOUS REFORMS

1. To limit the Catholic Church –
 - a. Bourbons forced the sale of church lands
 - b. Deprived clergy of rent, a significant part of income for priests
2. Career military replaced priests in administration of colonies
 - a. Taking away political authority
3. 1776 – Jesuits expelled to limit influence, especially education
 - a. Many=Creoles, kicked out of homeland and missions
4. Many from the lower clergy became the insurgent officers



The Expulsion of the Jesuits from Spain, 1767

MILITARY DEFENSE

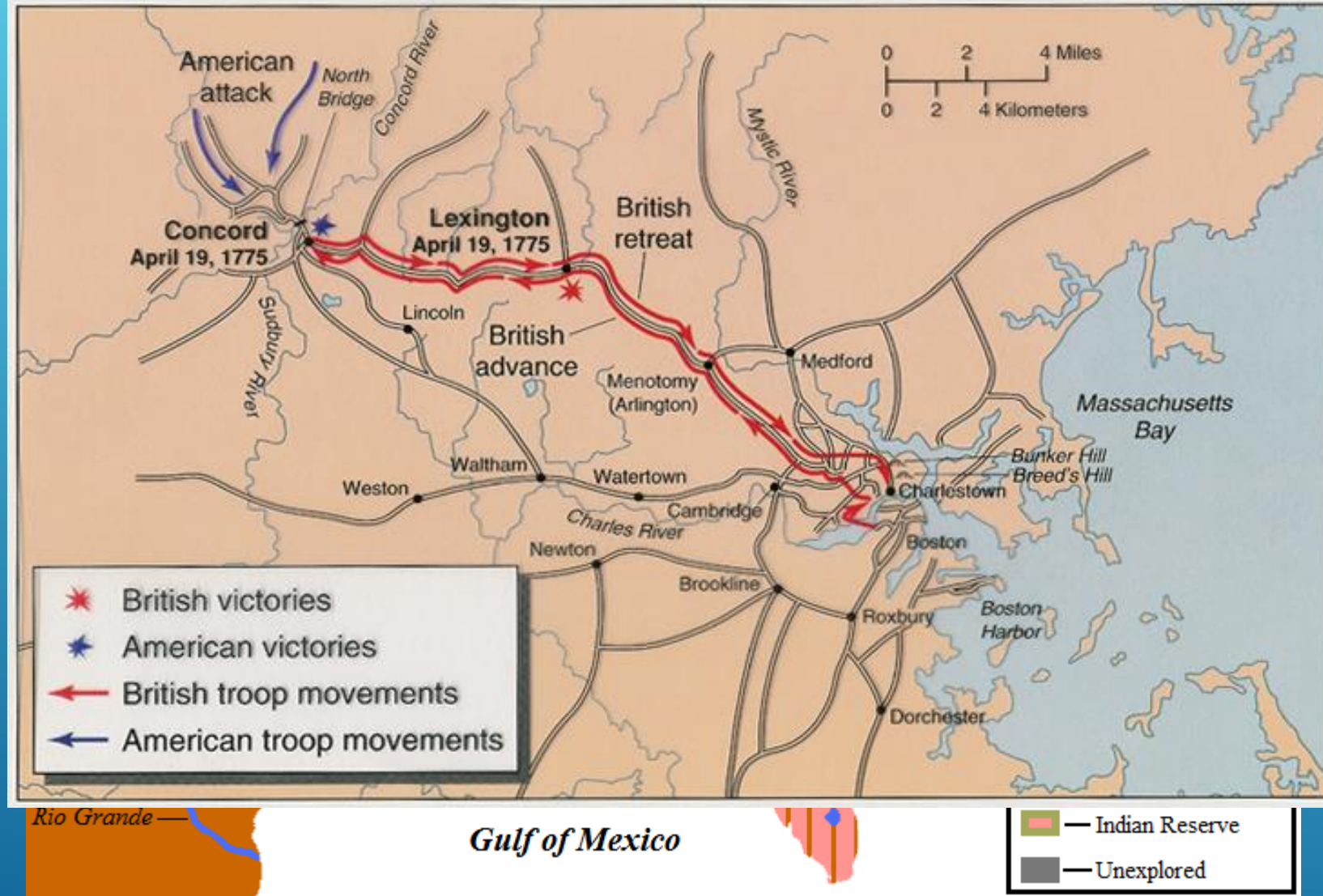
1. Habsburgs – almost no military
2. Bourbon – created a more organized defense force
3. Tried to make officer core all Spanish born
 - a. Most refused commissions, so had to rely on colonial-born officers
4. Organized on race
 - a. Separate White, Black, Mixed units
5. Spanish born in all high rank positions
 - a. Creoles 2nd
6. Creoles and all sectors of society hostile to Bourbon Changes
 - a. Open resistance/riots/revolts
7. Rebellion in Peru
 - a. 1781-93
 - b. 100,000 dead
8. Rebellion New Granada
 - a. 1781
 - b. Indians and Mestizos
9. 1808
 - a. Napoleon invades Spain
 - b. Puts his brother Joseph to replace Bourbons
 - c. Creoles refused to recognize Bonaparte's authority
 - i. Instead used opportunity to gain more autonomy



AMERICAN WAR OF INDEPENDENCE

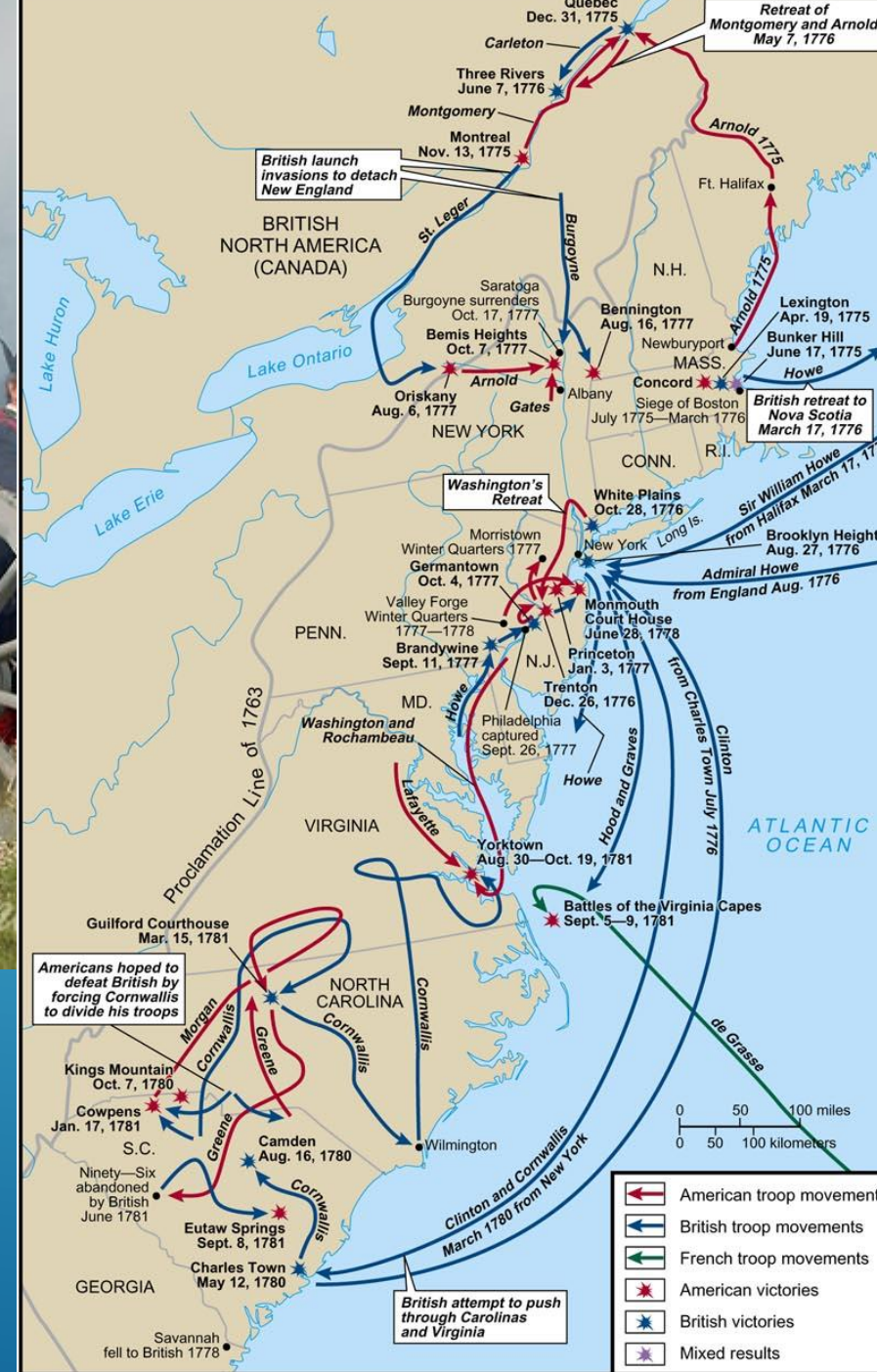
Before the war...

1. April 19, 1775
2. British order army to Lexington and Concord
 - a. Goal: seize weapons stored there
 - b. Feared insurgency
3. Colonials resist
4. Brits retreat to Boston
5. Colonials attack Boston
6. Second Continental Congress appoints Washington to lead Continental Army



1776

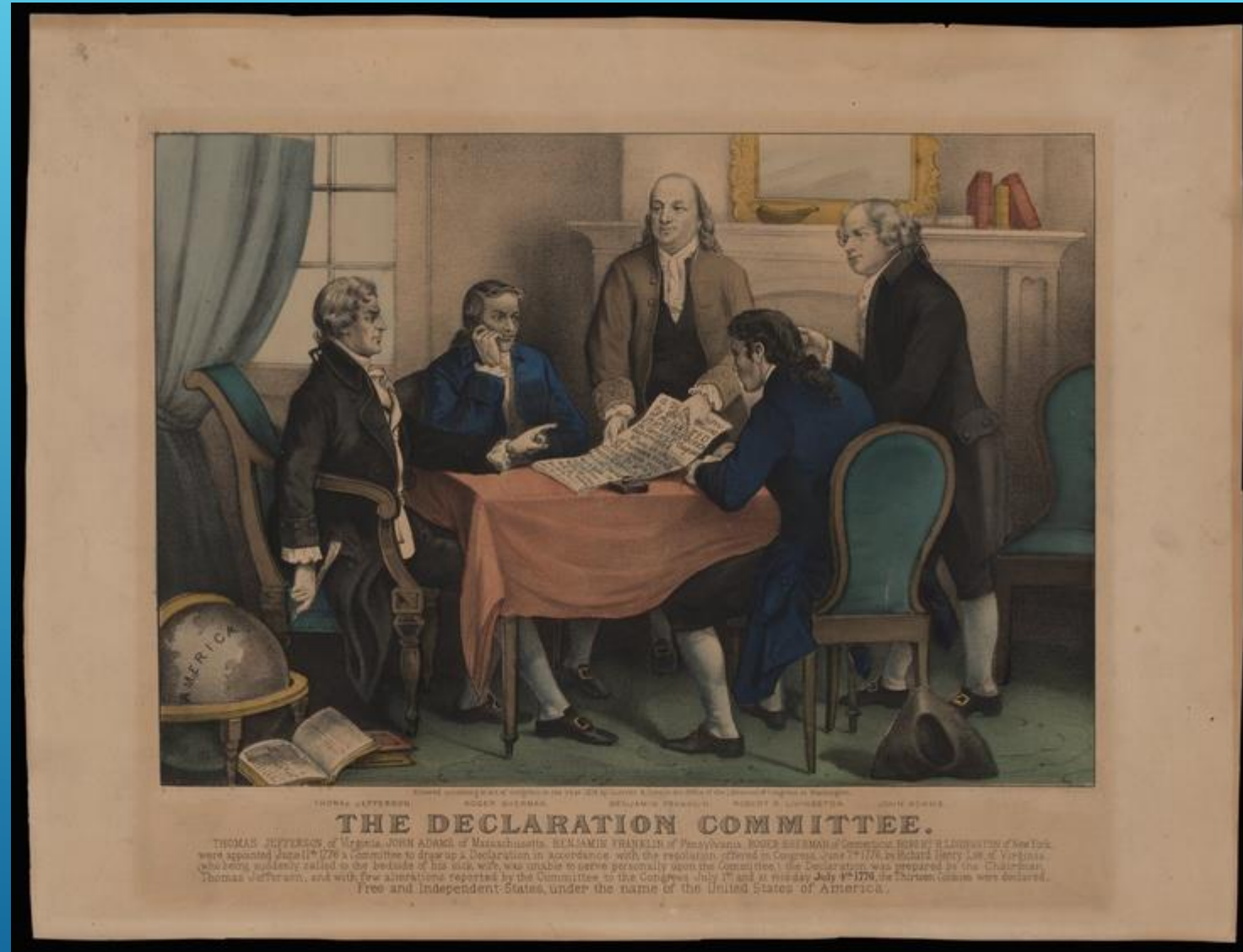
1. March 1776 – Continental Cannons outside Boston
2. force the British Regulars to retreat to Halifax
3. 1776 – Brits take NY City and Philly
 - a. Wanted to divide N from S. and conquer the colonies in the middle
4. Colonists used Guerilla warfare
 - a. Used landscape, rivers, lakes to advantage
 - b. Most of these areas unknown to Brits
 - c. 1777 – General John Burgoyne fell victim to this – surrenders at Battle of Saratoga
5. July 1776
 - a. Americans refuse peace offerings that don't include Independence
 - b. Lex and concord were the turning point away from Crown



THE AMERICAN REVOLUTION, 1775-1781

DECLARATION OF INDEPENDENCE: 1776

1. When war starts, goals unclear
2. June 1776 – Congress reconvenes, commissions Committee of Five to write a document Stating demands
 - a. John Adams – Massachusetts
 - b. Benjamin Franklin - Pennsylvania
 - c. Robert Livingston – New York
 - d. Roger Sherman - Connecticut
 - e. Thomas Jefferson – True Author – from Virginia
3. Approved draft after debate on July 4, 1776
 - a. Formal statement of liberation of 13 colonies and named new country “United States of America”
 - b. Showed unity of colonies and explained grievances



HANDOUT 4



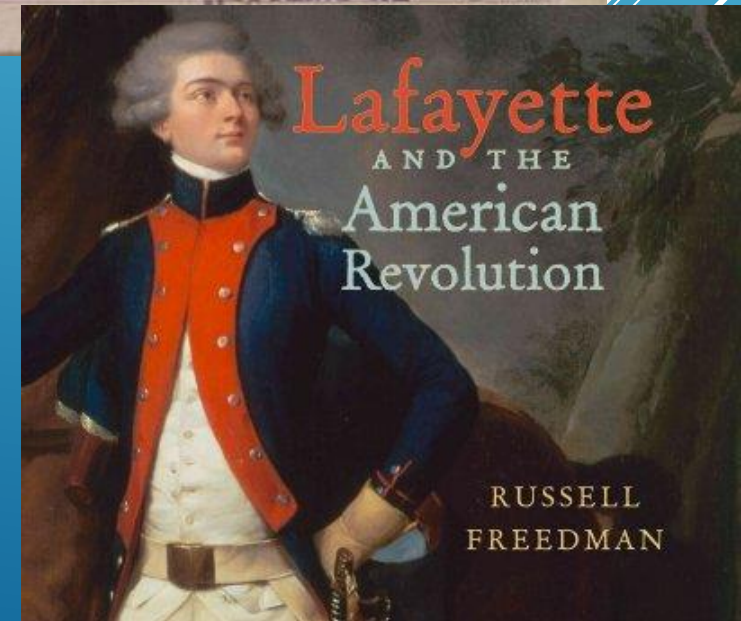
BATTLE OF SARATOGA

1. Brits attack with 6000
2. American defenders = 7000
3. Sept.19, 1777
 - a. Goal to divide the northern colonies from the rest
4. Oct.7,1777 – after several attacks wearing down own British troops
 - a. Americans counter attack
 - b. Stunned, Burgoyne surrenders to Gen. Gates
5. Brits never sever the colonies ties
6. Seeing success possible, France agrees to support the colonies
7. Brits concentrate on the South



FOREIGN INTERVENTION: FRANCE, SPAIN, PRUSSIA

- ▶ France 1776 –
 - ▶ covert support with armaments and the use of French ports
- ▶ After Saratoga, formal 1778 treaty of commerce and alliance
- ▶ Spain joins US support 1779
- ▶ Netherlands 1780



FRANCE AND COMPANY

- a. French, Spanish, Dutch Navies prevented British Blockade
- b. Also prevented goods from reaching England from the west indies
 - i. Sugar alone was halved in 1776
- c. Support for the US cost France more than previous 3 wars combined
 - i. Led to the fall of Louis XVI



BRITS: FOREIGN AID

- a. Support from German Kingdoms and Native Americans
 - i. Both feared American expansionism
- b. German Confederation – 30,000 troops served against the US
- c. Natives raided New York and Penn from the west
 - i. American forces “scorched earth” policy against all natives in the area
 - ii. Destroyed villages (80+) many had entire populations slaughtered/scalped
 - iii. Natives became negligible force during the war



King George III was also the Prince-elect of Hanover.

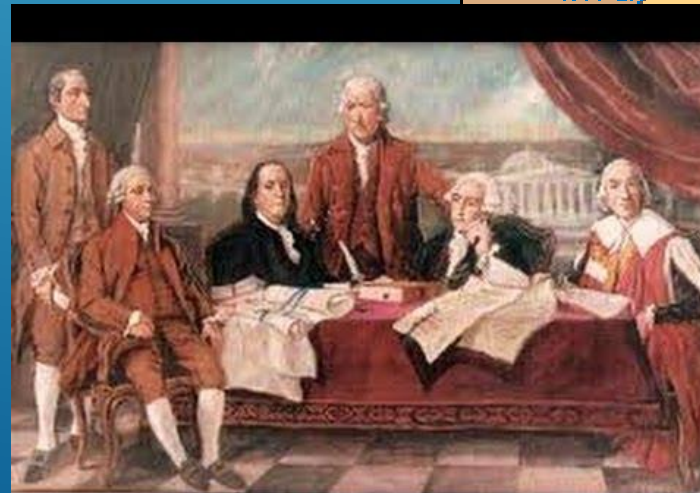
END OF WAR

1. 1778 – Brits focus on South
 - a. Thought south was loyal and resistance would collapse
 - b. Americans – **war of attrition**
 - c. **Attrition: ?**
 - i. Lost almost every battle but held on (this fact is not accurately shown on this map)
 - d. Held Brits to coastal areas
2. 1781, Lord Cornwallis @ Yorktown
 - i. Trapped on the peninsula by Washington and French Gen Rochambeau
 - ii. French navy stopped Brit resupply
 - a. Oct. 1781 – Cornwallis Surrenders



TREATY OF PARIS

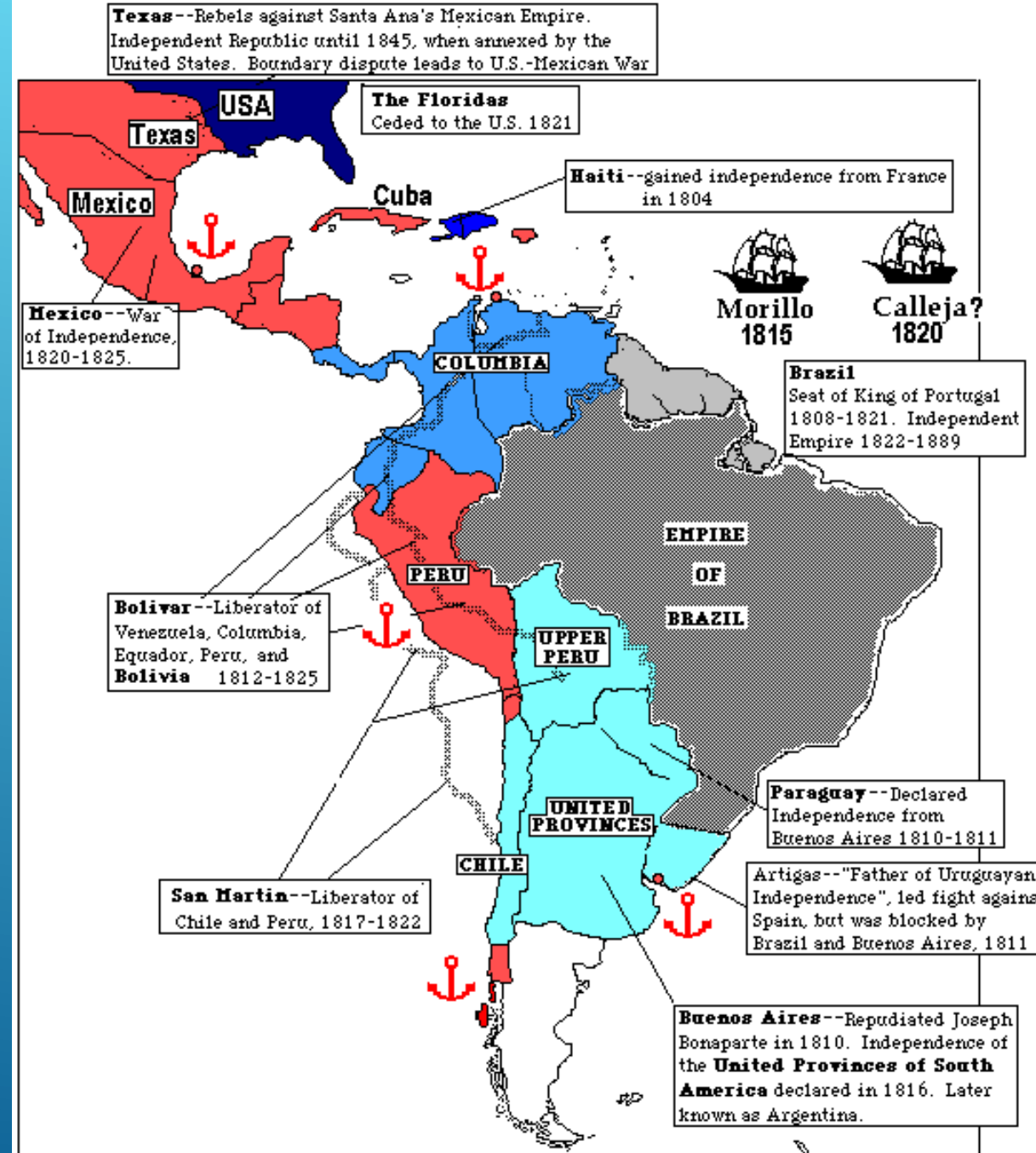
- ▶ Brits agree to cease fire with Americans
 - ▶ continue to fight French until 1782
 - ▶ Brit navy defeats French navy in Caribbean
- ▶ Treaty of Paris 1783
 - ▶ Brits recognize nation – USA
 - ▶ Includes All territory east of Mississippi and South of Great Lakes



CARIBBEAN AND LATIN AMERICA: REVOLUTION AND INDEPENDENCE

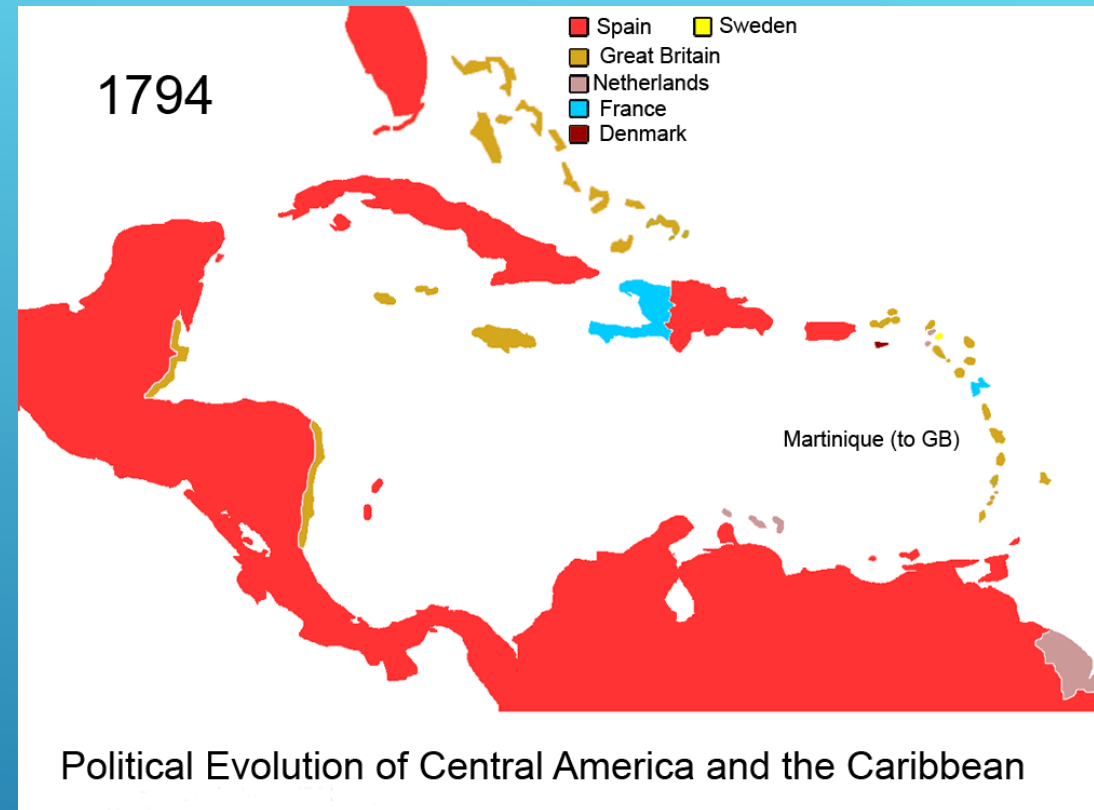
1. US independence leads to independence from
 - a. France
 - b. Spain
 - c. Portugal
 - d. In that orderUS leads to Haiti...

Revolution in South America--1804-1848.



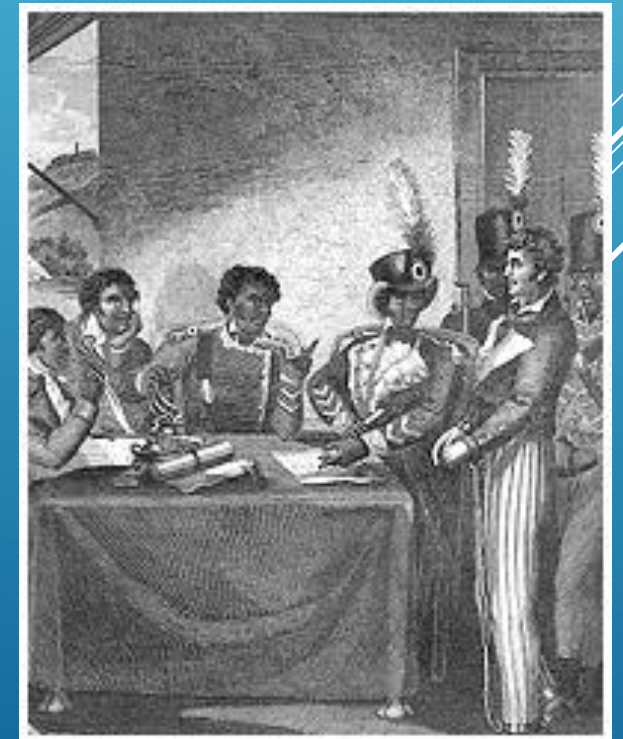
HAITIAN REVOLUTION, 1791-1804

1. Took place in French Colony, Saint Domingue
 - a. Important to France - produced important commodity sugar (2/5 of its overseas trade)
 - b. Plantation economy relying on slavery
2. Whites were dominate group with 40,000
 - a. Divided by class
 - b. Equal legal privileges
3. 30,000 free Non-white (Gens-de-coleur)
 - a. Only linked by the legal discrimination they faced
4. 500,000 slaves made the bulk of population
 - a. Not homogenous, ethnically diverse
 - b. Rights/privileges varied from plantations to plantation
 - c. Some even worked own farms sold own produce



1789-91

1. 1789 – French Rev. opened door to colony changes
 - a. Wealthy whites tried to maintain control
 - b. Middle and lower whites formed a National Guard to try to force their right to rule
 - c. Free non-whites – saw opportunity to force their equal rights
2. 1790 – France National Assembly granted political rights to non-whites
 - a. Whites formed “Colonial Assembly” to prevent the enforcement of the new rights
3. 1791 – non-whites formed armed uprising to demand their rights
 - a. leaders were seized and executed by the Colonial Gov’t
 - b. Several revolts and riots on Racial lines followed



AUG. 1791

1. Slave revolt in northern part of island
2. By November – half the island's slaves were in revolt
 - a. Goal of end slavery and rid the island of white population
 - b. Loyal slaves faced the fate of their masters
3. Whites held the towns, but slave guerilla warfare won the day

1792

- a. 6000 French troops were sent to Saint Domingue to restore order/enforce French law
- b. A muddled civil war was fought

1. French commissioner abolishes slavery
- 1793



SLAVE LEADER: TOUSSAINT L'OUVERTURE

- a. Managed to organize blacks against invading armies
- b. After defeating French...
- c. The English tried to take advantage of the chaos by trying to take over
 - i. Again underestimating the power of colonial armies
- d. With White support – brits did gain several coastal cities
 - i. But eventually were fighting multiple black armies
 - ii. War of attrition until 1798
- e. Brits treaty to support Toussaint
 - i. In exchange for continued trade
 - ii. And agreement to not send revolutionary expeditions to other British Possessions

After Brits withdraw

- a. Toussaint and the Gens de Couleur turn on each other
- b. GDC decisively defeated 1800



1801

- a. Toussaint turns to the Spanish part of the island
- b. France recognizes him as Governor –General of Colony
- c. Toussaint enacts a constitution
 - i. Napoleon sees this as Independence move
 - ii. Sends expeditionary forces Jan. 1802
 - iii. Toussaint (as legal governor) tried to negotiate with French
 - 1. Arrested
 - 2. Sent to France
 - 3. Imprisoned in Alps, dies (malnutrition and exposure)



TOUSSAINT CAPTURED BY STRATAGEM.

1803

1. Napoleonic Wars resume with Brits
2. Fighting in Haiti was deemed too costly, in Nov. final French troops evacuate

Jan. 1804 – Republic of Haiti proclaimed

- a. Very few whites remain, blacks in complete control
- b. Jean-Jaques Dessalines (Toussaint's Lieutenant) implemented a ruthless military rule
 - i. Crowned himself emperor of Haiti
 - ii. Massacred all remain whites
 - iii. Returned to plantation labor to resuscitate the economy
 - iv. Co-opted the "Gens de Couleur" to oversee plantations
 - i. Africans once again force to field work
 - v. 1806 – assassinated



GENS-DE-COLEUR

1. **Gens de couleur** is a French term meaning "people of color." commonly used in France's West Indian colonies prior to the abolition of slavery, where it was a short form of **gens de couleur libres** ("free people of color").
2. replaced whites as dominant group
 - a. Black masses remained below them
 - b. **Haiti was a beacon** for abolitionists in N. America
 - c. And a warning to Creoles throughout Spanish America



SPANISH AMERICAN WARS OF INDEPENDENCE

1. Spanish colonies never had united front
2. Divided into 4 viceroyalties
 - a. Most had further subdivisions
 - b. Fought
 - a. Napoleonic France
 - b. Spain
 - c. Each other
3. 30 yrs. after US Revolution
4. Creoles want changes in the 4 viceroyalties
 - a. Against Peninsulares and Bourbon changes
5. **Castas** – wanted to change their second rate status
6. Fighting not just outside enemy, but across classes
 - a. Bloody fight that created tensions, not **allaying** them
7. **Inspired by US and French Rev.**
 - a. **Terrified by Haiti**
8. To prevent such issues, they divided into regional control rather than unification
9. Creoles in viceroyalties refused to recognize Joseph (Napoleon's Brother)
 - a. Thus they have no king, they must be sovereign.



WANTED AUTONOMY, NOT INDEPENDENCE



1. Established governing bodies (juntas) to rule until the return of Fernando VII in Spain

Vocabulary: Juntas

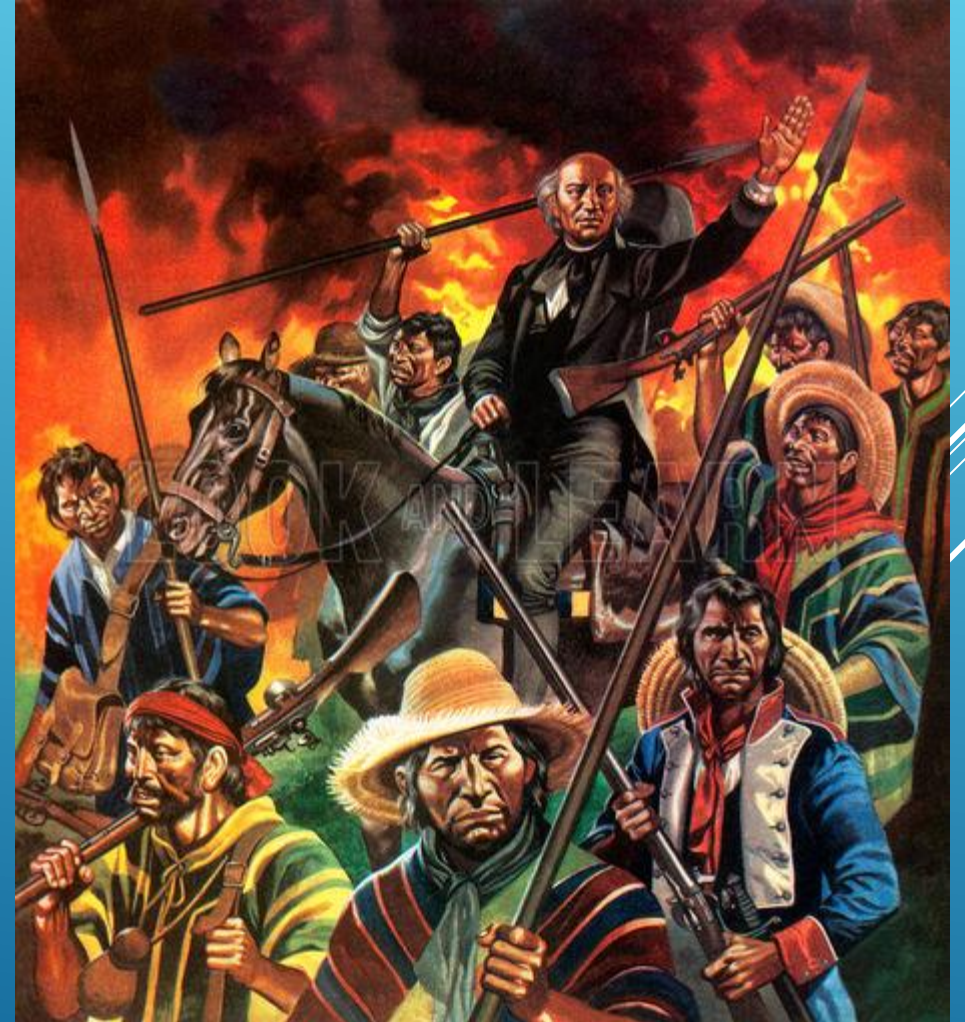
- a. a council or committee for political or governmental purposes; especially : a group of persons controlling a government especially after a revolutionary seizure of power

-dictionary.com

2. Juntas – were opposed by Peninsular Officials who tried to block the establishment of creole governing bodies
 - a. Further pushing Creoles toward independence

ALTHOUGH CONCURRENT – EACH INDEPENDENCE MOVEMENT VARIED PLACE TO PLACE


- a. Own leaders
- b. Own philosophies and agendas
 - i. Viceroyalty “New Spain”
 1. Father Hidalgo sought social revolution
 - ii. New Granada
 1. Modern day Columbia
 2. Leaders were focusing on preventing a slave rebellion like Haiti
- c. Both addressing their own individual regional issues, resources, etc.



1814 – DURING THE COLLAPSE OF FRENCH EMPIRE

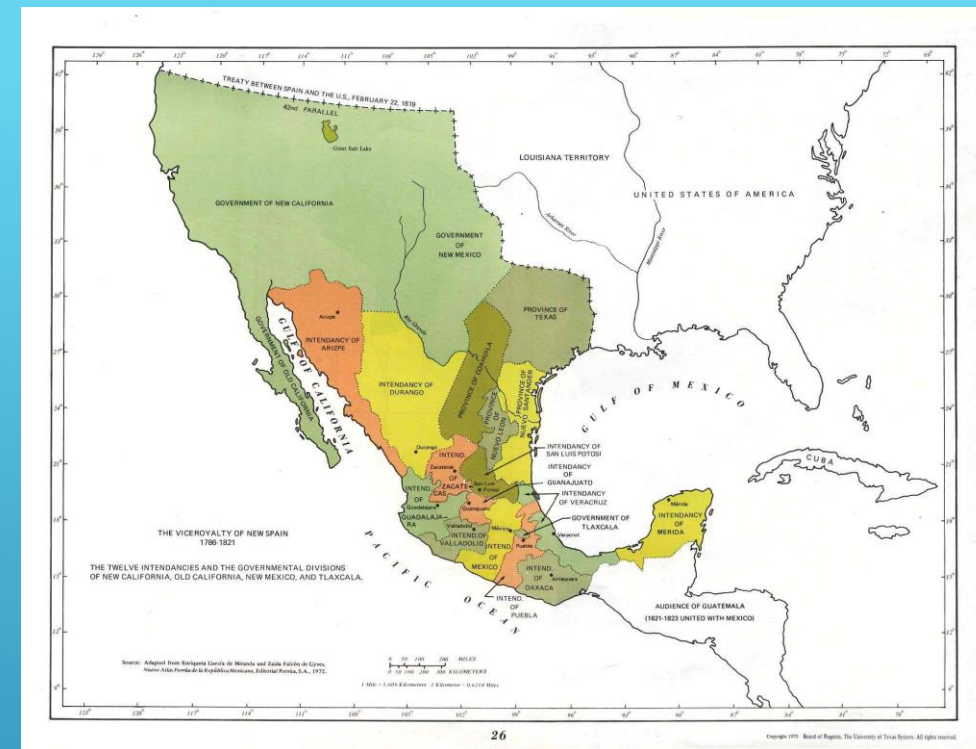
- a. Ferdinand VII returns to Spanish throne
 - a. An **Absolutist**
 - b. Disagreed with colonial governments
- b. Sent largest expeditionary force to colonies ever from Spain
- c. The Juntas, had supported Ferdinand, had entertained reconciliation with the crown
 - i. Now moved toward independence



- ▶ Handout #5
 - ▶ Part 1 – Partner Research
 - ▶ Part 2 – Class Discussion
 - ▶ Part 3 – Homework, short write up/Short Answer Essay type paragraphish in length solid answers with some substance not all BS (below standards content).
- 

NEW SPAIN & THE CAUSE OF MEXICAN INDEPENDENCE

1. Viceroyalty “New Spain” = biggest Population
2. One of the most ethnically diverse
3. Sept. 16, 1810
 - a. Father Miguel Hidalgo begins the revolutions
 - i. Grito de Dolores – call for independence from Spain
 - ii. Appealed not just to creoles, but mestizo, free black, native American, mulattos
4. Not just to address Creole political rights
5. Also lower class issues
 - a. Hunger
 - b. Poverty
 - c. Lack of land
 - d. High taxes
6. Called for:
 - i. Redistribution of land
 - ii. Abolish slavery
 - iii. End **Indian Tribute** –
 - i. **Resources/taxes indigenous peoples of Spanish Territories were forced to pay to the Spanish Crown (IB Text Definition)**



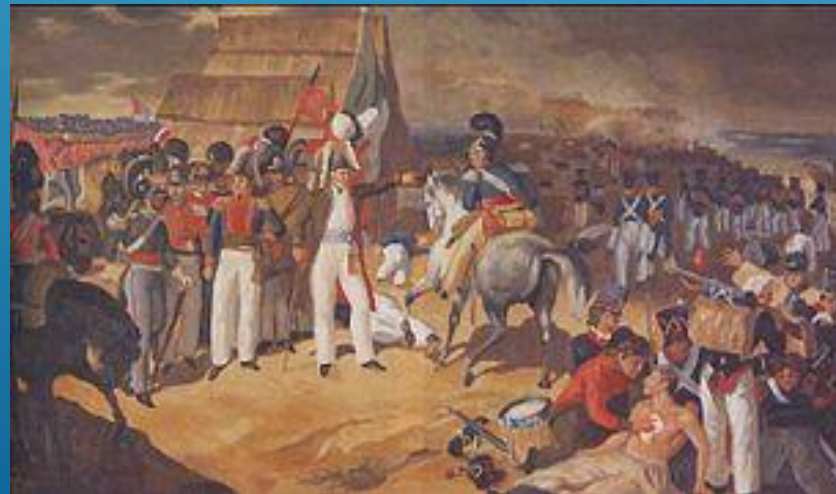
Mestizo – Spaniard and American Native
Mulatto – Spanish and African

80,000 JOINED HIS ARMY

1. Untrained
2. No discipline
3. Chaos reigned
4. Scared the creoles and Peninsulares alike

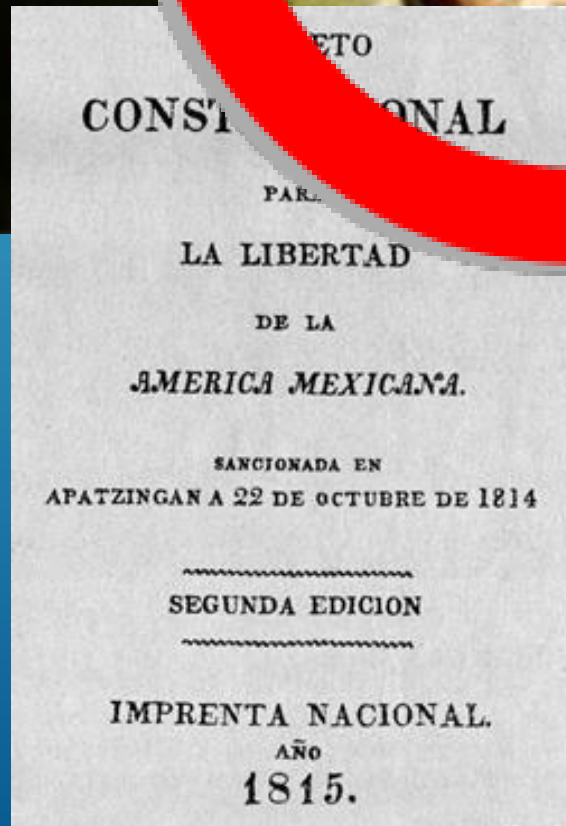
Creole and Royal army took advantage of the chaos, defeated Hidalgo's army

- a. Capture and executed Hidalgo 1811



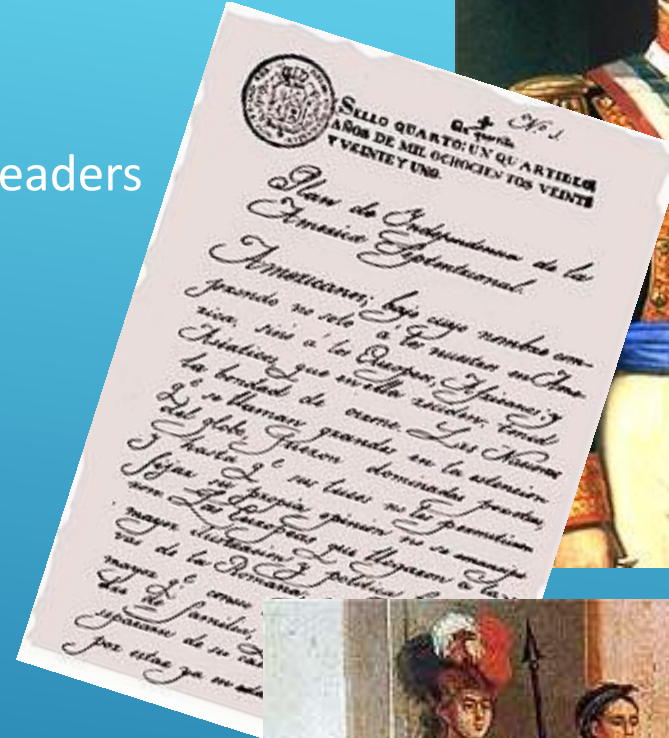
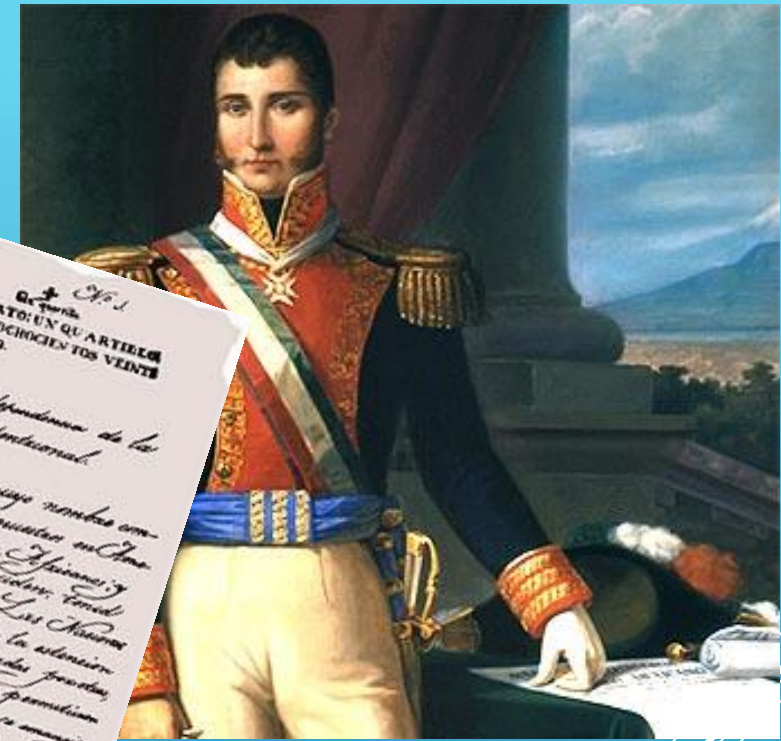
DOES NOT STOP THE REVOLUTION

- a. Cities = Royalist
- b. Countryside = several insurgent groups
- c. Southern Mexico – Priest Jose Maria Morelos fought royal army
 - i. Drafted the Constitutional Decree of the Liberty of Mexico
 - 1. Like in US, the Dec of Ind came after the war started
 - 2. Unlike US – Abolition was a key fighting point
 - ii. Morelos was captured and executed as well
- d. Became a prolonged war of attrition with no clear battles



MEXICAN ELITES BEGAN TO SEE INDEPENDENCE WAS LOOMING

- a. Began to manipulate outcomes
- b. Creoles, Catholic Hierarchy, Peninsulares, and Military leaders collaborated to create independent Mexico
- c. Led by Agustin de Iturbide
 - i. Developed Plan de Iguala
 1. Independence from Spanish Crown
 2. Supremacy of Catholic Church
 3. Equality between Peninsulares and Creoles
- d. Iturbide's forces succeed on the battle field
- e. The plan preserved the social structure after the war
 - i. Only delaying an eventual civil war
- f. The Plan called for establishment of a monarch,
 - i. the Bourbons refused to send any family members
 - ii. Iturbide became Emperor of Mexico in 1822



REPUBLIC OF VENEZUELA

1. Creoles once again united in class self-interest
2. 1806 – Francisco de Miranda tried to lead a war for independence
3. July 5, 1811
 - a. Creoles declared Independent Republic of Venezuela that represented their liberal political agenda
 - b. preserved their power base
 - c. Advocated enfranchisement based on property
 - d. Abolished slave trade,
 - a. ...but not slavery
 - e. Clearly a Creole Revolution – **non-whites were not included**
 - f. **Royalist recruited non-whites**
 - i. Thus, not just independence war, but a civil war as well



SPAIN TAKES DIRECT ACTION...



1. Spanish Officer Jose Tomas Boves lead mixed race army
 - a. Some of the bloodiest battles against creole patriots

2. 1814
 - a. Boves entered Caracas
 - b. Instituted a reign of terror that brought down the Republic

3. 1815 May
 - a. Spain took advantage of the chaos
 - b. Sent 11,000 soldiers
 - c. Retook Caracas

4. Spanish occupation revitalized independence movement
 - a. United the diverse forces



SIMON BOLIVAR

- a. Reinforced support for independence
 - b. Welcomed all races in his army
 - c. Bolivar, freed his own slaves, to set an example
1. Spanish forces were weary from the string of independence wars and spread thin around Venezuela
 2. 1820
 - a. A Spanish Army Coup in Spain
 - b. The Spanish army in Venezuela negotiated with the patriots
 - i. Spain withdraws but does not recognize the new states
 3. Gran Columbia
 - a. Venezuela joined modern day Ecuador, Columbia, Panama in independence
 4. 1830 – Venezuela and Ecuador secede and become independent republics



FOREIGN INTERVENTION IN SPANISH AMERICA

England?

1. Brits initially supported Venezuela rev.
 - a. But Napoleon invading Spain, made Spain an ally
2. From there, Venezuela got no support from Europe or US
3. New Haitian President, Alexandre Petion,
 - a. Gave \$, volunteers, and weapons – to Venezuela
 - b. 1 Condition: liberate slaves – which they agreed and did
4. Volunteers under Bolivar's Command
 - a. British Legions – mostly veterans of Napoleonic Wars
 - b. Some German Vets
 - i. 1819 Bolivar combined foreign volunteers into 250 man Brigade
 - ii. Bolivar called them “the saviors of my country”



ALEXANDRE PETION

Président d'Haïti. 1809

Portrait of Alexandre Petion, President of Haiti, 1809.

Engraving by G. B. S. P. (G. B. S. P. is the artist's initials).

Posters



SIMON BOLIVAR & JOSE DE SAN MARTIN



1. Leadership that extended beyond their borders
2. Understood independence for part of Latin America would need to lead to independence for all
 - a. Thus fought outside of their own territory
 - b. Met only once, vastly different approaches to their goals



BOLIVAR

- a. Wanted Unity for S. America
 - i. Accepted leadership of Gran Columbia (Ecuador, Colombia, Venezuela) to that end
- b. Wanted sovereignty for the majority (the nonwhites) but, also supported the tyranny of the dominant class
 - i. Established dictatorial system to control, called it “able despotism”
 - ii. Used executive power to force racial equality
 - iii. Rewarded Military service with land grants
 - 1. Giving them local dominance



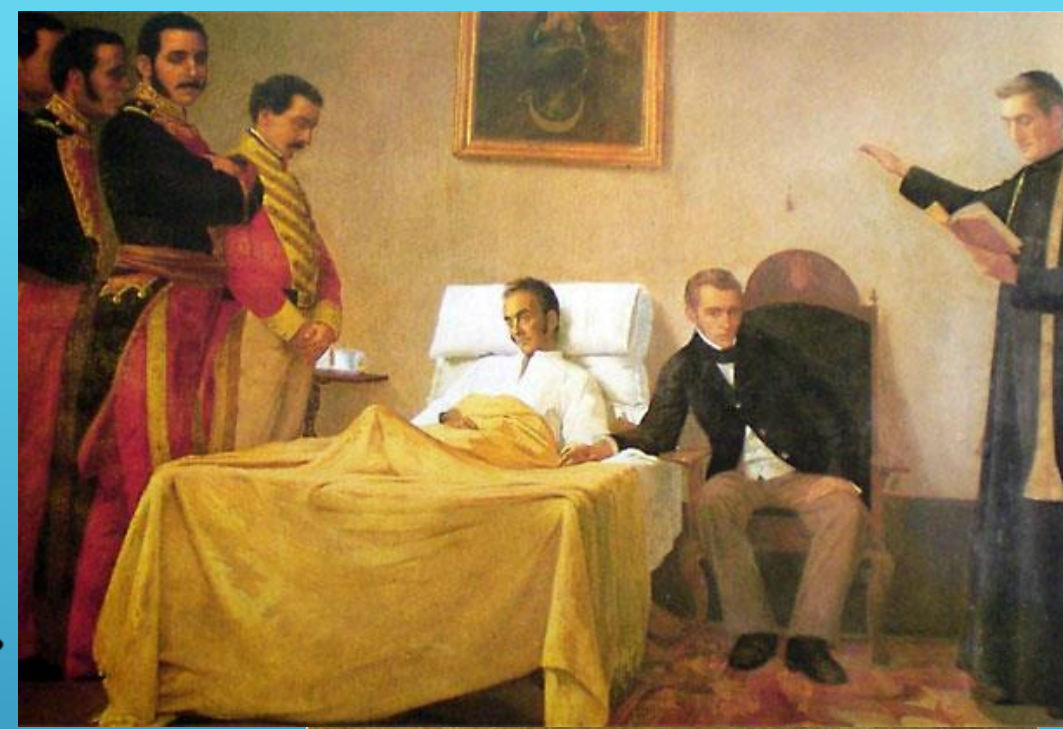
**"I am convinced to the marrow of my bones that only an able despotism can rule in America."
-Simon Bolivar**

Problems for Bolivar

- a. Often fighting in other regions, delegated authority to other powerful men
- b. Frustrated at inability to change race relations and class system in Gran Colombia
- c. Disillusioned by the power he wielded
- d. Sickly & assassination attempt in 1828
- e. Debt
- f. Disorganized army
- g. Civil discontent

1830 – renounced his presidency

- i. died Dec. 1830 of TB and exhaustion



JOSE DE SAN MARTIN

a. 1817

- i. Joined Chilean Leader Bernardo O'Higgins fighting in Chile
- ii. Reason:
 1. Strongest royalists were in Peru
 2. His homeland Argentina
 3. Felt best way to independence was getting the Spanish out of all S. Amer.
- iii. Marching over the Andes
 1. Lost 1/3 his men
 2. 1/2 his horses
- iv. San Martin 4000 troops (Despite loses)
 1. Royalists 1500, trying to delay while waiting for reinforcements



San Martin and O'Higgins & Soler

1. Divided into 2
2. O'Higgins – divert attention, attack left flank
3. Soler – attack Right, to encircle
 - a. Royalists – 500 Dead, 600 Wounded
 - b. Patriots 12 Dead, although 100 die later from wounds
4. Take Santiago (capitol)
 - a. Begin setting up Gov't



BRAZIL: PATH TO INDEPENDENCE

1) Initiated by the Elites

- a. Did not face Imperial Resistance
- b. Reforms, while maintaining civil order
- c. Maintained slavery

2) Portugal had instituted Mercantilism to benefit mother country

- a. No manufacturing in Brazil
- b. No foreign ships in ports
- c. Portugal depended on Brazil's raw materials
 - i. Positive trade balance with Europe, but negative trade balance with Brazil



1807 – NAPOLEON INVADIED PORTUGAL



- a. Royal family fled to Brazil, under British protection
- b. Established gov't in Rio de Janeiro
 - i. New Capitol of Portuguese Empire
- c. Royal Court built:
 - i. National bank
 - ii. Library
 - iii. Universities
 - iv. Printing presses
- d. Opened Brazil's ports to foreign trade
- e. Revoked previous orders against manufacturing

1811: BRITS LIBERATED PORTUGAL

- 1) Wellington defeats French-Portuguese forces
- 2) **The royal court stayed in Brazil**
- 3) 1815 Prince Dom Joao becomes King of Both
- 4) Brazilians complacent with status
 - a. Portuguese wanted the Monarch to return
- 5) 1820
 - a. Rebellion in Portugal
 - b. Demanded the kings return
- 6) 1821- Joao returns
 - a. Leaves his son as regent in Brazil
- 7) Portuguese Cortes (gov't) wrote new constitution to make Brazil a Colony again



Cap
Gall
Safe

,
to

1822-23

- 1) 1822 – Prince Dom Pedro
 - a. asked to declare Independence and remain in Brazil
 - b. Crowned emperor of Brazil Sept. 1822
- 2) May 1823 –
 - a. convened constituent assembly to establish a liberal gov't
 - a. Limited power of the emperor more than he liked
- 3) November 1823–
 - 1) he dissolved it, asked for a constitution



CONSTITUTION OF 1824

a. Bicameral legislature

A **bicameral legislature** is one in which the legislators are divided into two separate assemblies, chambers or houses.

- i. Lower house by male suffrage
- ii. Upper house selected by the emperor, for life terms
- iii. Emperor could veto all
- iv. Could dissolve the legislature when thought necessary

a. Appointed his own cabinet

- i. Could dismiss at will

b. Provincial Governors – appointed by him

c. Catholicism the state religion

- i. Emperor as head

d. Lasted until end of monarchy – 1889

1) Thought to be Bloodless Independence

- a. Not exactly
- b. Some Portuguese troops landed, but were worn down by guerilla tactics
- c. Further ships were not allowed ports and supplies were sent out to those ships so they could return to Europe



1810-1823: FOREIGN RELATIONS IN AMERICAS

Spanish American Wars helped the US

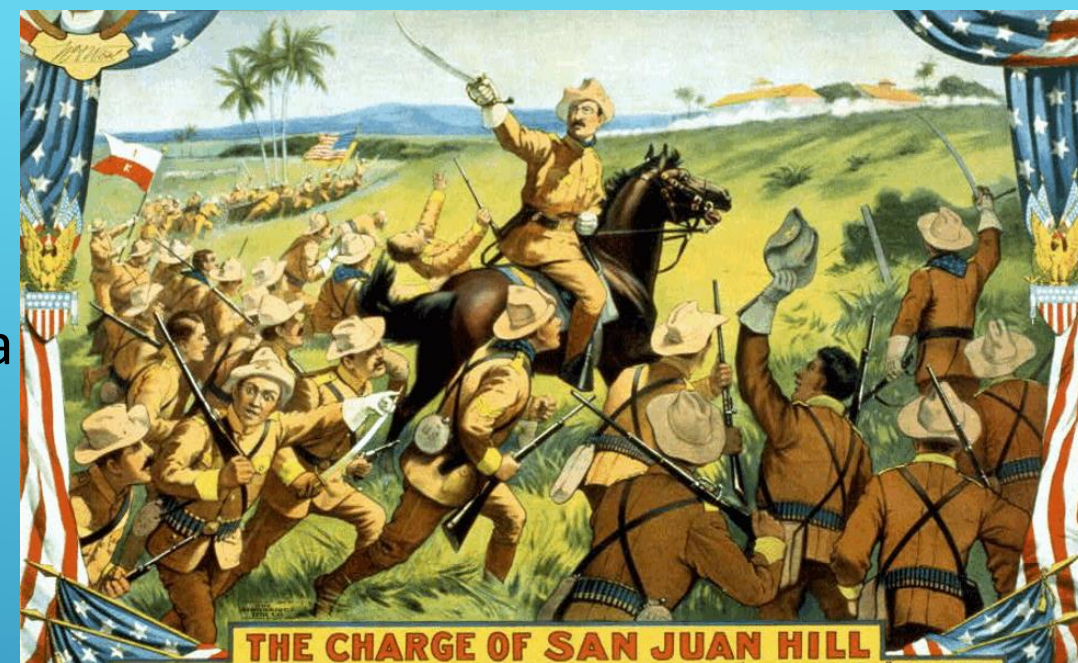
- a. Weakened ties to territory it wanted – like Florida

1) US did not formally recognize the new gov'ts

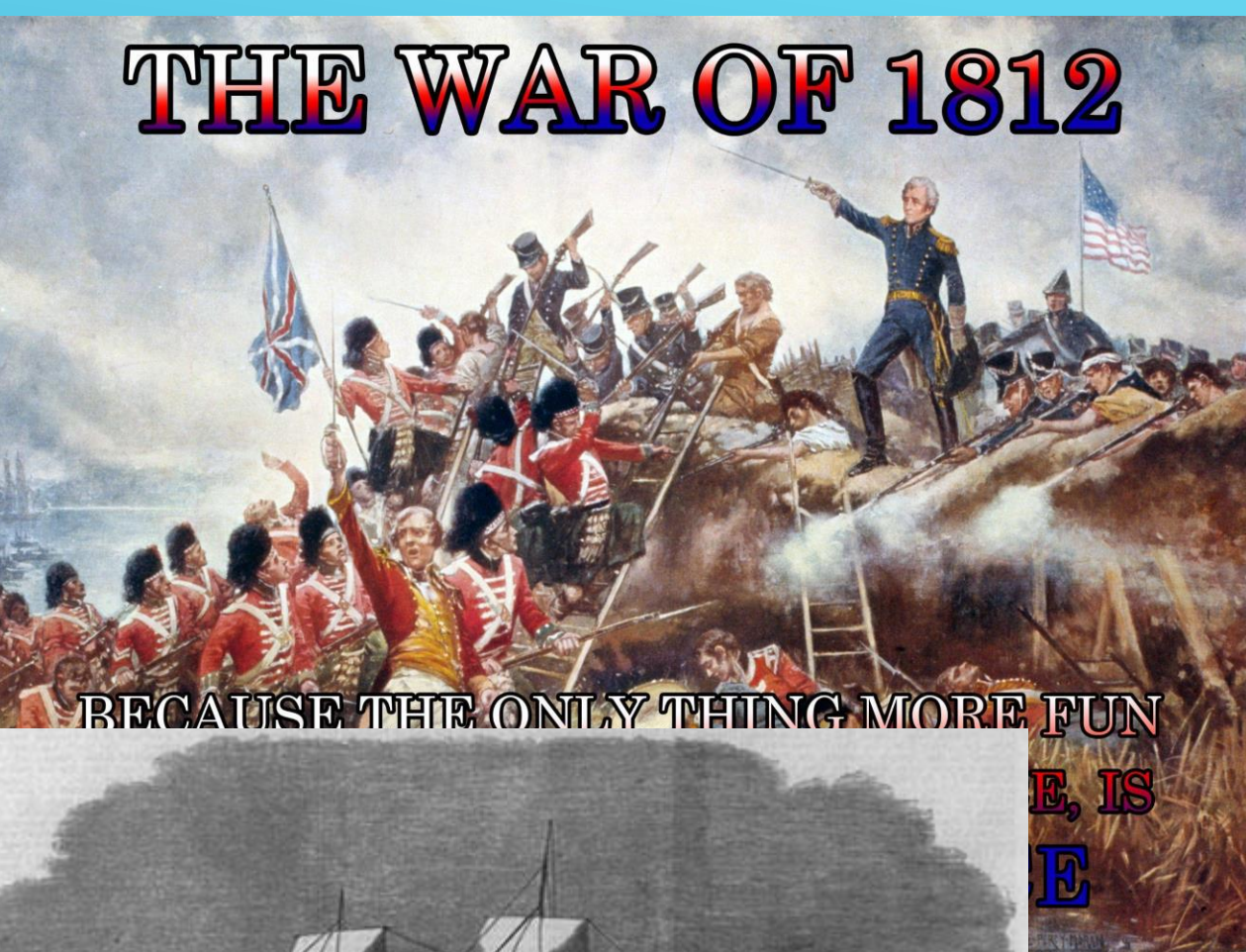
- a. Did advise on how to buy weapons, supplies, ships, etc.
- b. No direct involvement

2) 3 reasons for support

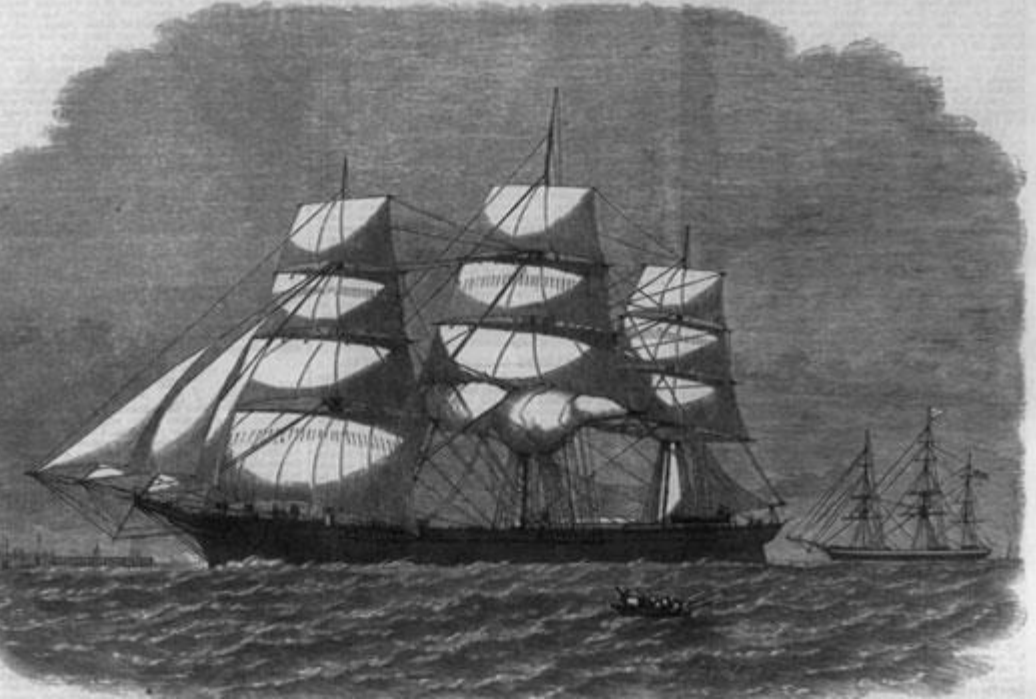
- a. Expansionism
- b. Trade with those provinces
- c. Ideological sympathies
 - i. If others saw the benefit of freedom from empire, the benefits might reverberate world wide



THE WAR OF 1812



BECAUSE THE ONLY THING MORE FUN
E, IS
E



POLITICS BETWEEN US & SPAIN

- 1) After losses of War of 1812
 - a. US not want to fight European powers again
 - b. Informal agents in all major cities in Latin America
 - c. Not consuls like countries in Europe
- 2) Us merchants traded with them
 - a. Advisors smuggled in
 - b. Ships were built in the South, so long as unarmed when leaving US ports
 - c. Neutrality repeatedly violated, but never formally
- 3) Spain in a rock/hard place
 - a. US wanted Florida & Texas
 - b. Spain new we'd keep violating neutrality unless financial incentivized

US/SPAIN CONTINUED

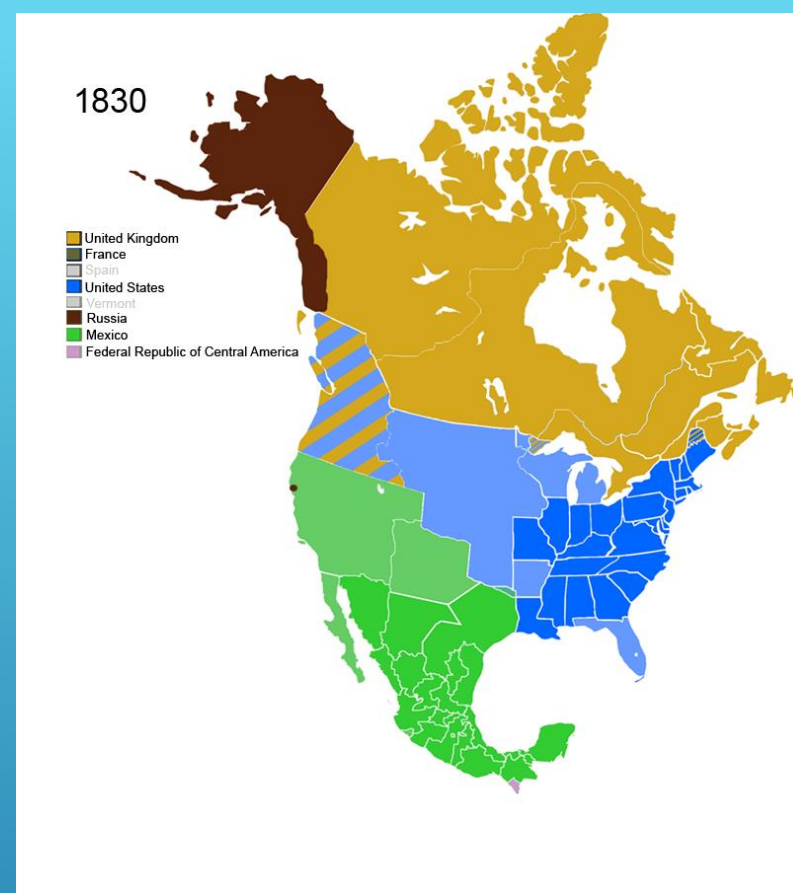
- 1) 1818
 - a. US invades Florida, pretext of pacifying natives
 - i. Who had crossed the frontier into US territory

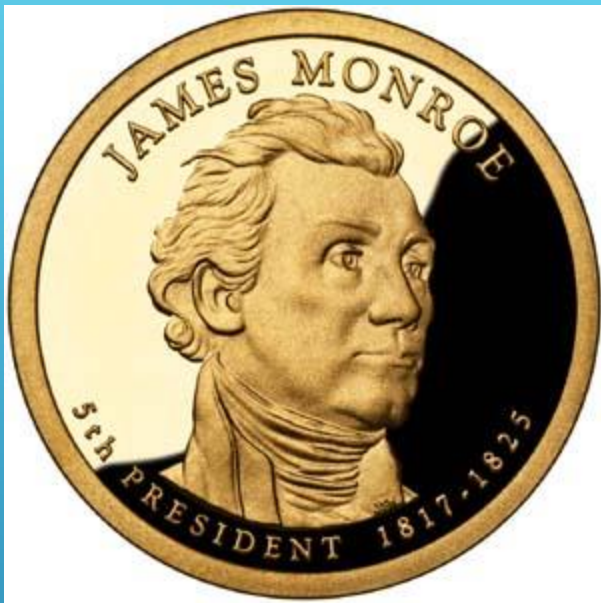
- 2) 1819
 - a. Adams-Onis Treaty
 - b. Both countries agreed to forget old claims
 - c. Spain gives up Florida and the Mississippi –
 - i. Thus US frontiers slides West

- 3) US citizens read about Bolivar and San Martin
 - a. Pushed for US recognition
 - b. Sec. of State – John Quincy Adams
 - i. Adams gave a speech in which he said that American policy was moral support for independence movements but not armed intervention.

4) 1822 – independence was more certain

- a. US recognized Gran Colombia and Mexico





LEAD UP TO: THE MONROE DOCTRINE

- 1) Dec.2, 1823
- 2) James Monroe, President USA
- 3) Annual address to Congress talking about US-Europe Relations
- 4) This portion becomes the “Monroe Doctrine”
- 5) As Spain is losing its colonies, other European Nations were poised for expansion in Americas
- 6) Most threatening to US=Russia
 - a. They claimed AK and coast down to 51st parallel
- 7) French also sought to expand and reassert themselves
- 8) N.Americans feared that intervention in the S. could lead to conflict in the north



MONROE DOCTRINE

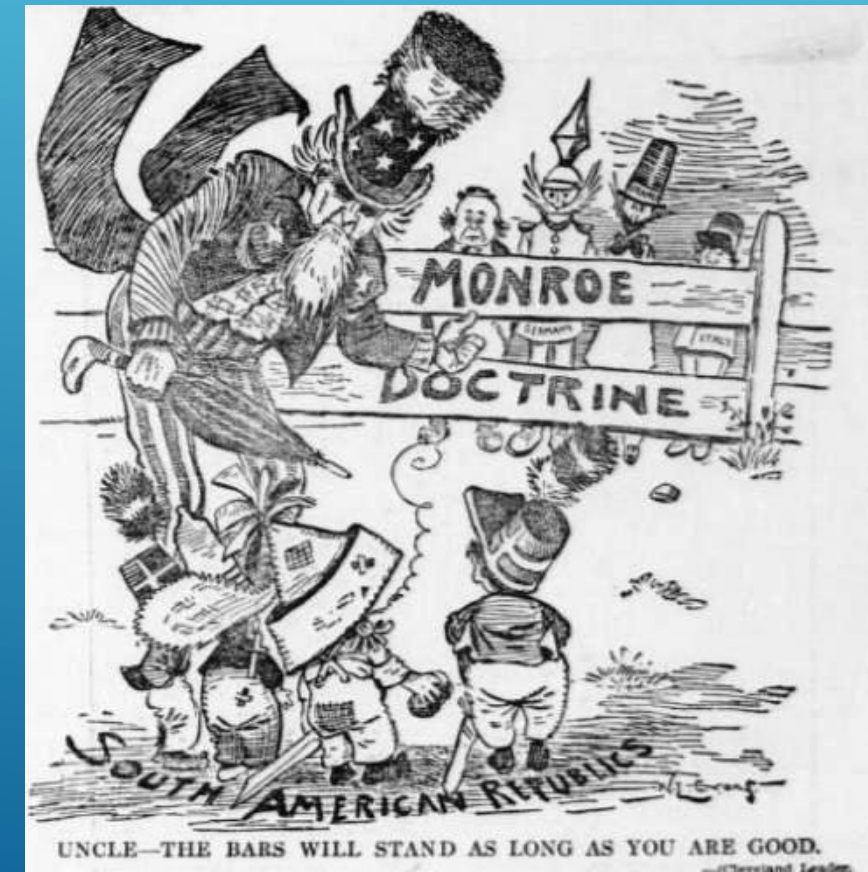
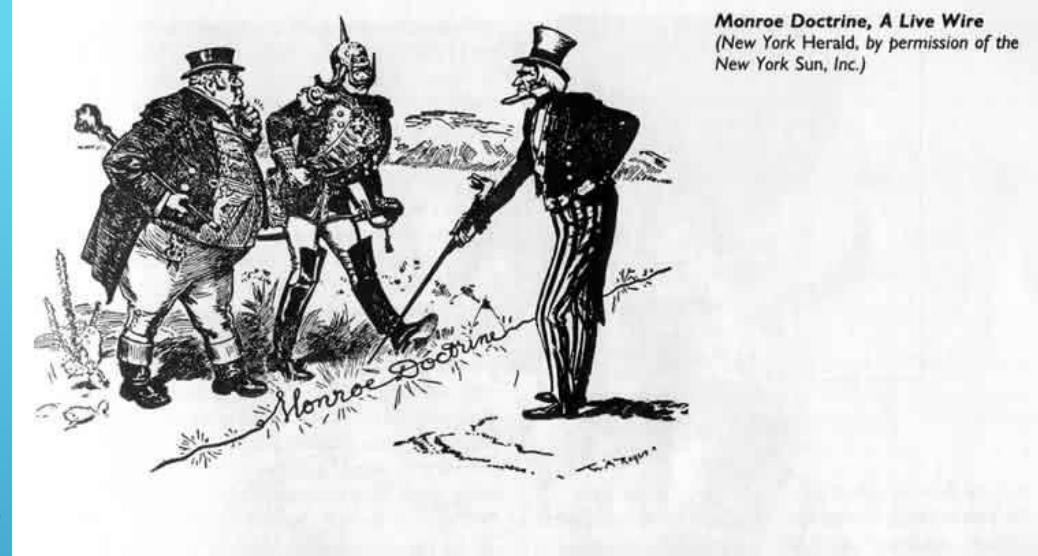
- a. Originally a statement of the right to self-protection
- b. Not directed at current European possessions
- c. Intended to prevent other powers from interfering with newly created independent states in Lat. Amer.

1) Monroe Doctrine: **Specifics**

- a. Warned Europe to stay out of the affairs of the Western Hemisphere
- b. Stated the US would not tolerate further colonization or puppet gov'ts in the Americas
- c. Further stated that (restated) European Powers should stay out of hemispheric affairs
- d. No clear policy on what US would do if violated
 - i. But accepted and became policy

2) Initially Liked by Lat. Amer.

- a. Colombia & Brazil endorsed it
 - i. Seemed like a good idea for regional solidarity
- b. Later – showed the N. American desire for their own imperialism
 - i. They (U.S.) sought the territory they were “protecting” from foreign intervention
 - ii. Keep Europe out so N. America could expand



- ▶ Handout 6
 - ▶ Part 1 Class Discussion
 - ▶ Part 2: Paired Light research w/ individual write-ups
- 

ECONOMIC AND SOCIAL EFFECTS OF THE REVOLUTIONS IN THE AMERICAS

1) Difficult to make generalizations

a. US

- i. North = industrialized to fill manufacturing gap
- ii. South – largely agricultural based around plantation system
- iii. Whites prospered
 1. Natives were excluded socially, economically, and literally pushed out of the borders
 2. Blacks – enslaved, no rights

b. Spanish America

- i. Diverse, based around Racial make-up
- ii. Overall sparsely populated
- iii. Mexico
 1. Indigenous people and mestizos dominated by Creole
 2. Large population
- iv. Venezuela
 1. Largely a slave population



THE USA – THE ECONOMY – THE COSTS

- a. The war of Ind. Left US indebted
- b. Bonds were sold, but not enough to cover salaries
- c. Congress printed money “continentals” to fund war and replace Brit Pounds
- d. End war – 12 million in foreign debt, 44 million domestic debt
- e. State gov'ts another 25 million
 - i. Mostly owed to soldiers or to suppliers of goods
- f. Gov't printed more continentals
 - i. Causing inflation
 - ii. Making them almost worthless
- g. Lost its key trading partner
 - i. Rice, indigo, tobacco declined
 - ii. When trade resumed, no benefit of being part of the larger British trade network
 - 1. Prices were much higher on British goods
 - 2. Sugar and beef doubled



THE USA – THE ECONOMY - BENEFITS

- a. Ended mercantilism
- b. Free trade on the high seas developed a trading economy
- c. France replaced Britain (temporarily as main trading partner)
- d. Latin American Trade expanded
- e. Free of Brit manufacturing restrictions
 - i. Ind. Revolution
 - ii. Spurred by abundant natural resources
- f. Peace of Paris
 - i. Allowed settlers to move west for better farmland



THE US – SOCIAL STATUS

- a. Jefferson's "all men are created equal"
 - i. Gained support for the war from all classes
 - ii. After – some better some worse
- b. Before war – Elites were those with direct ties to crown
- c. After war – many Loyalists moved to Canada
- d. 1783-1800 ~100,000 emigrated to Canada
 - i. ½ loyalists, ½ in search of economic opportunities
- e. The Congress and Rev. Army Officer Corp became the new elite
 - i. Made moves like the previous country to secure their position



THE US – FARMERS AND “THE FOLKS”



a. New taxes by the states

Hard years led to rebellions

i. Shay's Rebellion

1. 1786 Massachusetts
2. 1000 men marched on Worcester
3. Shut down the state supreme court
4. Marched to Springfield to free debtors in prison
5. Burned property of wealthy citizens, worried Boston elites

ii. Wealthy men contributed to an army to fight back

1. Shay fled to Vermont with 150 men
2. When Captured, Washington intervened (because most were veterans) all were pardoned

c. The quick role reversal of Elites putting down their own new rebellions was telling

d. Mass.(and others)began making moves to make economic reform for poor

Shay's Rebellion leads to the Const. of the US

a. Ratified Sept. 178

- i. Showed the contrast between Majority population – farmers
- a. And the Urban Merchant class, who dominated political life

b. Artisans, Tradesmen, soldiers, farmers – not happy about the upward mobility they desired

- i. Many moved west to find the liberty they were promised
- ii. Material progress, social standing
- iii. Also, lead to native encounters

c. Natives

- i. Seen as savages, no protections or rights
- ii. Firearms kept most at bay, unless outnumbered or ambushed
- iii. Natives who tried to live in harmony did not succeed
 1. Racism
 2. Land encroachment
 3. War
 4. Resettlement somewhere else



STATUS OF SLAVES

- a. Treatment often based on where lived
- b. New England – Free Blacks joined militias
 - i. The rest were divided between allowing and forbidding
- c. The brits promised freedom to any black who help defend the empire
 - i. 12,000 blacks joined
- d. The patriots promised freedom to those who escaped from loyalists
 - i. In the end, both sides sold most slaves back into slavery by the side who promised them freedom
- e. The north kept their promise to black soldiers
 - i. 7 of 13 colonies abolished slavery
- f. The south – considered necessary for economy



usburg

SPANISH AMERICA – THE ECONOMY

- 1) Mining – both sides destroyed each other's mines to eliminate income
- 2) Livestock depleted by hungry armies
- 3) Gov't wanted to build national economies
 - a. Little incentive for wealthy to do so
 - b. Most preferred imported goods
 - i. This kept the system of raw materials for manufactured goods
 - ii. Thus locked in the need for cheap labor
 - iii. Like the South in US – little industrialization to place
 1. Created a reliance on foreign trade & slavery



SPANISH AMERICA – SOCIAL STATUS

- a. Nonwhites were key to winning independence
 - i. Thus forced key liberties
 - ii. Still, social status remained the way of subjugation of other races
- b. Creoles retained control of political life
- c. Aristocracy gone, but social elites remained
 - i. Secured bureaucratic positions
 - ii. Ensured education for their sons
 - 1. A European education was still seen as important and difficult for non-whites to attain
- d. Non-whites could achieve advancement socially and economically
 - i. But faced continued discrimination and laws were often ignored that should protect
 - ii. Rebellions, riots, open revolt did occur

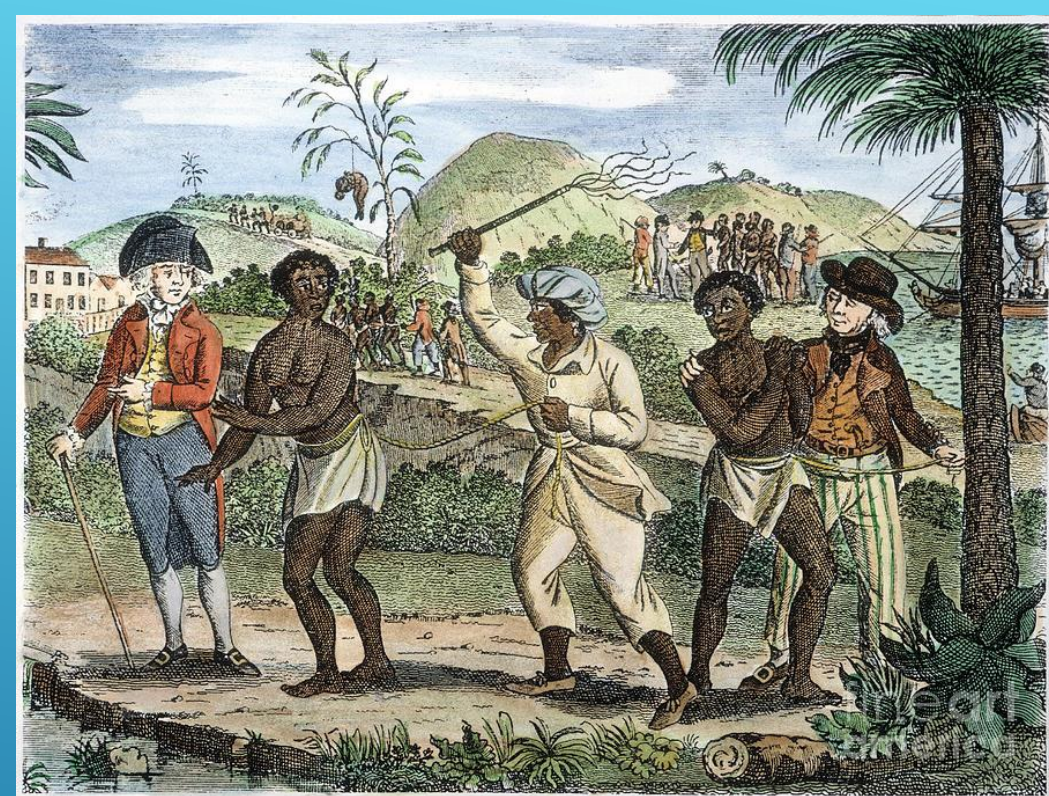


SPANISH AMERICA – SLAVERY

- i. Although outlawed by Bolivar during the war
- ii. Remained after the war
 1. Like in N. Amer. The elites realized the hypocrisy of their own independence while keeping others enslaved
 2. But continued it anyway
 3. Their agrarian system relied on cheap indigenous and slave labor
- iii. This justified the social stratification in the rest of society
 1. Thus keeping Creoles in power

Not homogenous

- i. Slavery was not essential in Mexico, Central America, Chile
 - i. Abolished slavery shortly after end
- ii. Colombia, Venezuela, Peru, Argentina, Ecuador
 1. Continued slavery (like US, until 1840s and 1850s)
 2. Growing slave revolts and political instability (threat of civil war) lead to emancipations



CONCLUSION:

- 1) By 1820s – Independence in most of Americas
- 2) Only some Caribbean islands and a few coastal ports remained
- 3) European influence waning, US influence rising
- 4) Gov'ts forming widely varied constitutions
- 5) Crippled by war debts – leading to future conflicts
- 6) Unresolved social issues
 - a. Elites trying (like their mother country before) to ignore them
- 7) New issues
 - a. Emancipation
 - b. Suffrage
 - c. Taxation

Future generations would have to sort them out, often with unpleasant results.




- ▶ 1) Divide yourselves evenly (as close as possible) in to 5 groups
- ▶ 2) Decide amongst yourselves, which is group 1, group 2, group 3...etc.
- ▶ 3) Take 15 minutes, outline the following essay questions with the corresponding group #...

TEST PREP:

A decorative graphic consisting of several parallel white lines of varying lengths, slanted upwards from left to right, located in the bottom right corner of the slide.

TEST QUESTION PRACTICE

- ▶ Four of the following will appear on the test. You will have to complete three of them.
 - 1. Analyze the role of foreign intervention in two independence movements from two countries in the Americas.
 - 2. “It was the tactics, more than ideas which established US Independence.” How far do you agree that North American Independence from Britain was established through military action, rather than ideology?
 - 3. Compare and contrast the reason for the rise of independence movements in two Latin American countries.
 - 4. Analyze the impact of independence on the economies and societies of two countries from the Americas.
 - 5. Compare and contrast the contributions of two different leaders to two different processes of independence.
- 

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