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SOURCE STUDIES OF THE USA

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Topic I

Introduction of sources studies of USA

Introduction to the source study. The subject and objectives (tasks) of American source studies

History science has two branches the historiography and source study. Without one of these, history cannot develop scientifically. The source is an auxiliary science about historical sources as historical and cultural phenomena. As a special scientific discipline, source studies took shape in the 19th century. The object of study of source study is historical sources. Definition of historical sources- Everything that reflects the development of human society and is the basis of scientific understanding of this is a historical source. Historical sources are the results of socio-economic activities of people. Based on this idea anything that is ancient or historically significant that has been created by a man can be considered a source. Of course these sources are important in one way or another according to the information they contain.

“Source study is a science related to culture in the broad sense of the word, i.e. with all that is created by man. Then the historical source is considered as a cultural phenomenon, and, therefore, an object of study of various humanitarian disciplines(subject)”. Thus, thanks to source studies, the basis is created for the integration of sciences and interdisciplinary research. Source study is interdisciplinary in nature, which means it takes the place of one of the fundamental disciplines in the education of a specialist in humanities. The main subject of source studies – The study of the regularities of the emergence of historical sources and the reflection of objective reality in them.

Any source is of historical importance but that does not mean that everything contained in the source is true. Historians

should investigate the validity (correctness) of the source.

So there are several relationships that answer the question - what is studying modern source study:

- [Man - work - man]

This means that a person of a given era makes known to himself a person of another era through his work (source).

The same system can also be represented as: [Reality is the source].

- [Source - Historian]

Source study studies how reality has affected the source, as well as how the historian includes the source in contemporary reality.

The main objectives of source study- origin of sources determination of their authors, place, time, proof of the completeness and reliability of the information contained in the source etc.

Any historical source is the result of an information process consisting of three components. The three components contain information (ie historical reality), subject (ie the person who this reality) and information that results from the reflection of historical reality in human perception. Thus the process of reflection is pragmatic and does not happen spontaneously.

Human reflects environment purposefully. However, the pragmatic nature of the information process does not impair the objectivity of the information contained in the source.

Thus a person reflecting historical reality is involved in this process both as a subject and as an object. Human beings take the role of the subject while reflecting the realities of the environment. However, a person without realizing provides information about his/her interests environmental awareness and level of perception in the source and thus acts as an object. Thus not everything that is a product of the human brain can be

absolutely perfect. Man is subjective in every situation and every source that is the result of his activity has subjective aspects.

The information process always has a pragmatic aspect - the creator of the source necessarily pursues a certain goal, revealing information about the real world. This information is required to solve certain problems. What later became historical information recorded in historical sources was originally information necessary to satisfy practical needs. The strange thing about the information process is that, the creator of the source receives information that interests him/her but extracts the information which does not interest him/her. I. D. Kovalchenko calls these two types of information: 1) information expressed, perceived, and 2) information hidden, structural.

They can be interpreted from the position of the semantic aspect of information. As a result of reflection by the subject of historical reality and in the process of his practical activity, information appears expressed and hidden. Understanding the nature of historical sources in the context of the semantic aspect of information creates opportunities for an unlimited increase in their information return in the course of historical research. What is a historical source, what is a work of historiography For instance the Sirdakka treaty signed between Manna and Assyria is a source and the writings about the analysis of that contract is a work of historiography.

The fact that historical sources are binary that is they are both objective and subjective comes from this feature. Information is a reflection of the colorful manifestation of objective reality.

Not only does the historical source reflect the reality, it also acts as a part of it.

The source not only reflects the past but also provides the vital information to investigate(research) the past.

Critical analysis of historical sources requires classification of

whether they and the information contained in them are historical. For this reason a historian who investigates any historical source should approach the source from two different sides thus, it needs to be identified if the information in the source is true or false. The most important part of the theoretical problems of source studies is the objectivity of reflecting the historical reality of the sources.

The field dealing with the interpretation of the information and facts contained in the sources is called hermeneutics *hörmenyutiks*. Hermeneutics is the determination of the objectivity of sources by interpreting the information contained in them. As a science there are two functions of source studies: heuristic and analytical methodological function. The heuristic function of source studies covers a summary, classification and characterization of different types and types of historical sources. The analytical methodological function provides a more in-depth and comprehensive analysis of the sources aimed at improving the method of obtaining the information contained in them as well as addressing issues such as the quality, novelty and history of the source. For example, let's analyze the Declaration of Independence of the USA. The heuristic analysis of this source means finding out when the information was found and in which archive it was found, whether it is written, filmed, photographed, recorded or a material source. Analytical methodological analysis means studying the provisions of the Declaration of Independence, its historical significance and its relation to the actual historical period.

Classification of sources

In the first works created in the XIX century, historical sources were divided into 2 groups: remnants of the past and historical traditions. Historical sources are also divided into intentional and unintentional. Marc Blok cites Herodotus'

History as an example of an intentional source, and the ancient Egyptian funeral papyrus as an example of an unintentional source. Thus, intentional sources are those sources that were created with the expectation that descendants would study them. Examples of intentional sources are chronicles, memoirs. Unintentional sources were not intended for posterity. Examples of unintentional sources are business correspondence, office documents. From the point of view of the historian, both types of sources have their advantages and disadvantages. Intentional sources usually convey the chronology of historical events and their relationship. At the same time, these sources are often biased. Unintentional sources are often fragmented, but they give the historian information that is not available in the intended sources (for example, because contemporaries did not consider this information significant enough for transmission to descendants) Historical sources, as a rule, are primary sources, on the basis of which secondary sources are created, but sometimes a secondary source can also act as a primary one, so some researchers find it difficult to formulate an accurate definition of the primary and secondary source.

The type of “written” historical sources was divided into two kinds:

1.Documentary;

2.Narrative

Documentary historical sources embody reality, and narratives reflect it through the consciousness of their authors.

In 1985, S.O. Schmidt proposed another scheme for classifying sources by type and subtype.

1. Material sources in all their diversity (from archeological monuments to modern machines and household items).

2. Graphic sources:

A) artistic and visual (works of fine art, art of cinema and photography);

B) graphic-graphic;

C) fine-natural (primarily photographs, motion pictures).

3. Verbal sources:

A) colloquial speech;

B) monuments of oral creativity (folklore);

C) written monuments (including epigraphic) in all the variety of content and form - types and varieties. All phono-documents that, to one degree or another, record the “speech” of a person, also belong to this type.

4. Conventional sources in all their diversity. This includes all symbols with graphic signs (notes, mathematical, chemical, and other symbols).

5. Behavioral sources. Visually observed (or reproducible) customs and rites (rituals) - collective and individual actions (labor, family, holiday, etc.)

6. Sound or audio sources (these are sounds in the broad and narrow sense).

Depending on the proximity to the historical process, sources can be primary, secondary, and tertiary. Moreover, historical sources usually include only primary sources, less often some secondary sources. Over time, people's goals of gathering information have changed, and as a result, the evolution of sources took place. The development of information technology in modern times has also contributed to the acceleration of this process. Source generation technology covers the speed at which information is collected. This history went through three stages of development. In the first stage, the information was transmitted by people, whether visual or audio.

In the second stage, the transmission of information was

carried out by animals. That is, the information was transmitted by pigeons and horses. Then the information began to be transmitted by couriers. The third stage was the discovery of mechanical media. As a result of technical discoveries, it took only 7 minutes to deliver the information. At present, seconds are enough for this.

Historical sources are also divided into **intentional** and **unintentional**. Marc Blok cites Herodotus' History as an example of an intentional source, and the ancient Egyptian funeral papyrus as an example of an unintentional source. Thus, **intentional sources** are those sources that were created with the expectation that descendants would study them. Examples of intentional sources are chronicles, memoirs. **Unintentional sources** were not intended for posterity. Examples of unintentional sources are business correspondence, office documents. From the point of view of the historian, both types of sources have their **advantages** and **disadvantages**. Intentional sources usually convey the chronology of historical events and their relationship. At the same time, these sources are often biased. Unintentional sources are often fragmented, but they give the historian information that is not available in the intended sources (for example, because contemporaries did not consider this information significant enough for transmission to descendants) Historical sources, as a rule, are **primary sources**, on the basis of which **secondary sources** are created, but sometimes a secondary source can also act as a primary one, so some researchers find it difficult to formulate an accurate definition of the primary and secondary source.

Primary sources are first-hand materials written by contemporaries or otherwise directly reflecting the historical process. As Margaret Dalton and Lori Charnigo note, primary sources provide researchers with "direct, unmediated information

about the subject of study." Primary sources may include: objects of material culture (including archaeological materials), visual sources, colloquial speech, monuments of oral creativity, behavioral sources (customs and rituals), written sources- documents (commercial, legal, religious, speech recordings), chronicles (annals), letters, memoirs, diaries, literary works, etc. The following conditionally secondary and tertiary sources can also be used as primary sources if they belong to the studied period: biographer and research (including research), encyclopedias, dictionaries, books, newspaper and magazine articles.

Secondary sources - this or that processing of historical material from primary sources. That is, secondary sources are at least one step away from the event or fact. These are reports, essays or studies that describe, analyze, adapt, evaluate, interpret and / or generalize primary sources. Secondary sources are most often written. Secondary sources may include: chronicles (annals), research (including scientific), literary works, newspaper and magazine articles, biographies, textbooks, etc. Tertiary sources are compilations, generalizations of primary and secondary sources, and may also contain analysis. Tertiary sources include: encyclopedias, dictionaries, bibliographies, book indexes, textbooks, etc.

As historical sources, as a rule, primary sources (primary sources) act on the basis of which secondary sources are created. However, it is not always clear to which type the sources belong. The secondary source can act as the primary. If the primary source is not preserved, the closest secondary source can be used as the primary one. Primary and secondary sources are relative terms. The same sources can be either primary or secondary, depending on the object of study. For these reasons, some researchers find it difficult to formulate an accurate definition of the primary

and secondary source. According to **Michel Foucault**: The more and more complete preservation of written sources, the establishment of archives, their organization, reorganization of libraries, the creation of catalogs, repertoires, inventories represent at the end of the classical era more than just a new susceptibility to time, to its past, to the deep layers of history; it is a way of introducing into the already formed language and into traces left by it the same order that is established between living beings. It was in this recorded time, in this squared and spatially localized formation, that the historians of the 19th century will begin to write at last a “true” story, that is, freed from classical rationality, from its orderliness and from its theodicy, a story given to power the frantic power of the invading time.

Internal and external criticism of sources

In his works on the political history of Western Europe in the sixteenth and seventeenth centuries, the German historian Leopold Von Ranke wrote that an objective critical analysis of the sources and facts was necessary, as was the case with historical truth. One of the main stages of scientific research in history by Langlois and Seignobos is called the "analytical process". This term is understood as an external criticism of the source. External criticism determines the origin of the source, the identity of the author. Internal criticism is an analysis of how reliable the source is. In general, the first question that arises when discovering a source is to determine whether it is original or a copy. The importance of this issue is that, unlike the original source, its copy often contains errors. For this reason, historians prefer to work with the original source. External criticism involves the study of the external nature of sources. In this case, the source, place, time, author, reason for writing, etc. are studied. The main task of researchers who copy the sources is to find a version that is close to their origin on the basis of comparative analysis.

This process, which is internal criticism, carried out by editing the sources. The source should be comprehensively analyzed according to the language, spelling and vocabulary. This stage is especially important in the analysis of ancient sources. Second, the place and time of the source must be clearly identified. Besides, the accuracy of the years and the names of the places reflected in the source should be checked. Third, the authenticity of the source must be determined. In modern times, historians have used a variety of methods to identify and analyze the origin and legitimacy of the source. Ways and methods of comparative analysis: Sometimes the author has to analyze several groups of sources to investigate a fact. In this regard, the historian should group the sources as very useful, useful and less useful. If all the sources have the same information about the event, the fact of the event is confirmed to be true. Sometimes one event is reflected in one source but not described in another. In this case, the researcher should find out why the author is silent on this fact.

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Topic II

Legislative documents as sources of USA history

Declaration of Independence as a source. The United States Declaration of Independence was adopted by the Second Continental Congress meeting in Philadelphia, Pennsylvania, on July 4, 1776. In 1781, the Battle of Yorktown and the First War of Independence ended with the defeat of England. In 1782, the new British Cabinet agreed to recognize the independence of the United States. The Declaration of Independence, drafted by Thomas Jefferson, is the world's first human rights document, announcing the creation of a new state. This declaration is based on Magna Carta "Great Charter of Freedoms", adopted in England in the 13th century, a popular agreement prepared by levelers in seventeenth-century England and John Locke's ideas. There is no other document in American history more important to the American people than this declaration. The Declaration is a fundamental document of American democracy. The Declaration of Independence has more significance than the liberation of 13 British colonies on the East Coast of North America from the subjects of Great Britain and its King George III.

One of the most important political functions of the state is the right to form new norms of public life and to make laws. The legislative system reflects the activities of the state to implement this function. For this reason, it is impossible to study political, social and economic historical information without documents regulating social relations. The political-legal system in the legislation is the most important form of public control over human behavior. Democratic freedoms must be regulated by state law. Otherwise, anarchy will occur in society. For the formation of legislative documents, it is necessary to divide

society into classes and social groups, to create private property and the state. Legislative documents are divided into two:

1. Legislative documents of special origin; 2. Legislative documents of government origin.

Legislative documents can be grouped as follows.

1. Manifestos are related to important changes in the socio-economic and political life of the country and are the appeal of the state leadership, public authorities .

2. Laws are documents with the highest legal status. The main law of any state is the constitution. The first written constitution in world history is the Constitution of the United States of America, adopted in 1787 and ratified in 1789. In Europe, the first written constitutions were adopted in 1791 in Poland and France. Examples of constitutional laws are: adopted in January 1639, the Fundamental Orders of Connecticut Virginia Statute for Religious Freedom of 1786, The Bill of Rights, adopted in 1791 in connection with the approval of 10 amendments to the constitution, In 1830, the Congress passed a law on the resettlement of Indians, Federal Reserve Act of December 13, 1913.

3. Decrees and orders-decrees are documents that determine the legal norms of various issues. When general rules are established, a decree and an order on other issues are adopted. That is, decrees are normative documents, and orders are individual legal acts. In general, orders are a form of document that contains instructions given by an authorized official to resolve any issue. The orders are based on the incident and continue with the words "accordingly, in this connection". The text is presented in the words to be submitted, proposed, approved.

4. Charters are legal documents regulating the activities of any state body or organization in any field. The charters of state organizations are approved by the supreme state bodies, and

the charters of the organizations are approved by the founders of the organization. There are types of charters, such as draft, municipal, royal, colonial, congressional charters. Congressional statutes are the most common in US history. From 1791 to 1992, Congress passed 36 statutes.

5. The Declaration is a unilateral, bilateral, multilateral statement made by states to express their principles of domestic and foreign policy and their position on foreign issues. Bilateral and multilateral statements are often signed by the parties. However, it can be accepted without the consent of the parties. Declaration of Independence, adopted in 1776 in the history of the United States, The Seneca Falls Convention, adopted in 1848, The Declaration of Sentiments adopted in 1833.

6. Documents regulating foreign policy and international relations. Examples of these documents are contracts (bilateral or multilateral), agreements, concepts, doctrines, programs, declarations, communiqué, memoranda, resolutions, charters, protocols, notes.

The communiqué is an official information about the course and results of international negotiations, their atmosphere, and the international agreement reached. A joint statement is a document that is even more binding on the signatories. The signing of such a document shows that something important was revealed during the talks, as a result of which the parties decided to make a joint statement. The declaration usually states the joint views of the parties. We often hear the word of the joint declaration in connection with the recent events in Azerbaijan. The Charter embodies the general principles and objectives of any international agreement. For example, we can show the Paris Charter for new Europe. A convention is a contract or an agreement between states on any matter. Unlike a declaration or a petition, a convention has the status of a law. The conditions

are binding on the governments that have signed and ratified the convention. Governments adopt doctrines and concepts in the field of foreign policy. These are strategic documents. Examples of such documents are the Monroe Doctrine, adopted in the United States in 1823. According to this doctrine, the United States did not enter into alliances with Europe. However, the United States as one of the victorious states after World War II had the opportunity to take an active part in the reconstruction of collapsed Europe. The Marshall Plan and the Truman Doctrine, published in 1947 were plans of action by the United States against expansionist activities of the USSR in Middle East and Europe.

In this document, we can find a description of how the Americans of that time saw the lives of free people, what form the state they had, and how the responsibility between the state and the citizen was divided without violating the rule of law or freedom. In 1763, after so-called Second Hundred Years' War or a 7-year Anglo-French war, if someone asked a resident of any colonial town or village in America who they thought they were, they would not say "Americans." The inhabitants of the colony would proudly say that they were slaves of His Majesty living in the colonies of the United Kingdom. They believed that they had a common language, culture, common rules and privileges with their brothers living in their old homeland. The Franco-British wars, which resulted in the loss of France's prestige in the new world, and the wars between the Indians and the British left the government of His Majesty heavily indebted. In 1764, the English Parliament attempted to tighten control over its colonies in order to increase budget revenues. As a result, the colonists began to protest against the violation of their rights as British citizens. This issue, which separated the colonies from the metropolis, also radically changed America's view of human rights. Thus the idea

arose that the main task of the government in the colonies was to ensure the protection of the freedom and property of citizens.

The pamphlets adopted by the colonies in the 1760s sharply criticized the growing power of the British Parliament. In the 1770s, royal power in the colonies lost its power. By 1775, real power in the colonies passed into the hand of the legislature. Although the demands of the Second Philadelphia Congress did not yield results, the Congress declared that it no longer depended on Britain. A committee of 5 colonies was formed to prepare the text of the declaration. John Adams of Massachusetts, Benjamin Franklin of Pennsylvania, Thomas Jefferson of Virginia, Robert Livingston of New York and Roger Sherman of Connecticut, who prepared the declaration, were closely acquainted with the English tradition. Thomas Jefferson, the future third president of the United States, was instrumental in drafting the declaration.

The text of the declaration was debated on July 1, 1776, and ratified on July 4, 1776. Signed by Congress President John Hancock and Secretary Charles Thomson. On July 19, Congress decided that the text of the declaration should be transcribed in large letters on parchment under the title "Thirteen United States Declaration." The manuscript of the text was completed in all the colonies on August 2. The news reached King George III of Great Britain on September 10. Manuscripts signed by all their representatives are still in the US archives. The signing ceremony of the declaration on parchment was held on August 2, 1776. The greatest representatives of the political and legal ideology of the United States were Thomas Payne, Thomas Jefferson, Alexander Hamilton. The ideas of T. Payne and T. Jefferson formed the basis of the declaration of 1776.

Alexander Hamilton's meetings had a decisive effect on the 1787 constitution. T. Payne 's political ideal was a bourgeois-democratic republic, the sovereignty of the people, the right to

vote. In his opinion, he distinguishes between the natural and civil rights of the people, and the supreme power in the state should belong to the people. According to him, the people had the right to establish or eliminate any form of government. They had the right of rebellion and revolution. According to Jefferson's political ideology, he condemned the monarchy in terms of natural human rights and defended the idea of the sovereignty of the people.

According to the declaration, the colonists defended their rights, which were given only by God. This document is a logical consequence of the life of the American colonies, which spanned more than one hundred and fifty years, when the colonies gradually ceased to be English and became American. Jefferson gave a list of the reasons for the dissatisfaction in the colonies. Jefferson, of course, deliberately distorted the history for his own benefit. But according to the list, Jefferson is the author of the basic concepts of American democracy:

- The state arises from a contract between people and can be overthrown if it does not fulfill its obligations.

- The state is created to protect the rights and property of its citizens

- Every person accused of committing a crime has the right to a jury trial.

- No tax can be imposed on citizens without their consent.

As a result, while the grievances about Georgia III have long been forgotten in America, the idea that the state has a duty to protect the rights of the people and let it go when it fails to do so remains a guiding principle for Americans to this day. For the first time, the Declaration focuses on the individual, not society, and the success of government is measured by the degree to which the individual is free. The Declaration promotes the right to strive for happiness, not the right to be happy.

According to Americans, the government is not obliged to make everyone happy, that is, to provide them with jobs and education, vocational training and treatment. The government can only protect human freedoms in order to achieve its goals. The Declaration declared that all people were equal before the law, but at that time this equality did not apply to Native Americans, blacks, women and the homeless. However, these groups of the population also referred to this declaration as the main legal tool in their struggle for equality. In 1783 the Massachusetts Supreme Court declared slavery illegal in the state. The court based its statement on the declaration: We consider it a fact that there is no need to prove that human beings are created equal.

The US Constitution was the source is the Confederation Law and the document called the Perpetual Union, and the other is the When talking about the US legal system, there are two normative legal acts. One of these acts US Constitution. Confederate laws and statutes of Perpetual union were drafted in 1776 by John Dickinson. He was born into a wealthy farming family. He fought against the heavy tax policy of Britain in the colonies. In 1776, he voted against independence and did not sign the Declaration of Independence. He chaired an editorial commission on confederation law. In 1777, the Continental Congress passed these laws, which came into force in 1781 and were approved by all the states. The laws consisted of 13 articles. According to the regulations signed between New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, Providence, Georgia, the Confederation is called the United States Each state must maintain its sovereignty and freedom. States should maintain friendly relations and help each other in the common interest. The population of the states can move from one state to another. Any member of the state may

enjoy equal civil liberties equally, except for those who have escaped prosecution.

Each state may be represented in Congress by no less than 2 and no more than 7 delegates. The representative cannot remain in office for more than 3 years and cannot hold any other position.

Each state must have its own representative, and each state has only one vote in Congress. No state representative can send or receive a representative to any king or state without the consent of the United States Congress. Two or more states cannot sign a treaty without the consent of Congress. Even in peacetime, each state can only keep as many ships as Congress intends. In general, these confederation laws did not impose taxes on the States, deprived them of the opportunity to mobilize troops, regulate trade and industry, and conduct foreign policy. In 1786, five states petitioned Congress to amend the Confederation Statute. As a result, George Washington began work to draft a constitution. James Madison led the work on the project.

The constitution, drafted by 55 delegates, should first and foremost create a strong governing body, and at the same time the powers of this government should not be unlimited. At the same time, a functioning legislative body of the union, a unified judicial system was to be established. To do this, the authors took advantage of the theory of the division of power created by the French enlighteners of the 18th century, especially the philosopher and historian S. Montesquieu. According to Montesquieu's theory, a well-established state cannot have a single government, but three independent governments - the legislature, the executive and the judiciary. Montesquieu wrote that the concentration of the legislature and the executive in one hand violates the rule of law. Therefore, the legislature should belong to the parliament, the executive to the monarch, and the judiciary to the jury. James Madison accomplished this task

masterfully. The fact that the Constitution began with the words "We are the people of the United States..." meant that the union was created with the consent of the entire population, not with the consent of individual states. An amendment to the constitution could only take place after each state had adopted it individually. This significantly increased the legal force of the document.

Who was James Madison?

He was born into a planter family in Virginia. Unlike many of his comrades-in-arms, he had no legal education. For this reason, some claim that the constitution is unsatisfactory. In his 1787 article, *The Defects of the Political System of the United States*, James Madison noted the shortcomings of the Confederation's Statute and argued for a perfect constitution. The main text, written by Madison, was sent to the states for ratification. He co-authored 85 newspaper articles with John Jay and Alexander Hamilton to promote the new constitution. These articles, nicknamed *Publius*, were later published as *The Federalist Papers*. The final version was signed by 39 of the 42 delegates present on September 17, 1787. The Constitution, ratified by the state legislatures, entered into force on March 4, 1789. At the request of Thomas Jefferson, the constitution was amended in 1791. They are known as the Bill of Rights of the US Constitution. Under this bill, Congress cannot pass laws that could restrict freedom of conscience, speech, and peaceful assembly. So far, 27 amendments have been made to the US Constitution. Although it was proposed to make 28th, 29th and 30th amends to the Constitution, it has not been ratified yet. The Constitution is the basic and supreme law of the United States. According to this document, the United States is a federal union of states. According to the Constitution, power is divided into three independent branches. The first is the bicameral Congress, which is also a legislature. The second branch of government is the

executive. This includes the president, vice president, and officials from the executive branch. The third branch of government is the judiciary. The judiciary consists of the Supreme Court and various federal courts.

Amendments to the US Constitution

1. The Government shall have the right to apply for freedom of speech, religion, worship, press, and peaceful assembly.

2. Gives the right to keep and sell weapons

3. It is prohibited to place soldiers in private homes without the permission of the landlord, either in peacetime or in time of war

4. Orders shall not be issued for search and arrest without sufficient grounds, and the right to protection of people's identity, place of residence, papers and property from unjustified search and arrest shall not be violated.

5. No one may be prosecuted without an indictment, no one may testify against a criminal act, and no one may be deprived of life, liberty or property.

6. Every person prosecuted shall have the right to demand a public trial and to be informed of the nature and grounds of the accusation.

7. He has the right to submit civil cases to the jury.

8. Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

9. The list of certain rights in the Constitution should not be interpreted as the acquisition or reduction of other rights of the people

10. This Constitution shall be vested in the United States, and the powers which the Constitution does not prohibit the use of separate States shall remain with either States or individuals, as appropriate.

Others

- Preservation of the right to judicial immunity of the states (1795)
- Abolition of slavery (1865)
- The right of American citizens to vote should not be restricted on the basis of race, color, or past slavery. (1870)
- Women were given the right to vote (1920)
- 18 years old had the right to vote (1971)

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Topic III

Documents of US government agencies

The political system of the United States

First, let's look at the US political system. The main issue in the US political system is the separation of powers. Power in the United States is divided into 3 parts: 1. Legislative power; 2. Executive power; 3. Judicial power. Initially, the legislature in the United States belonged to the US Congress and the state legislatures. The US Congress consists of two chambers: the Senate and the House of Representatives. The number of members of the House of Representatives was determined by a law passed in 1913 and is still unchanged. The House of Representatives consists of 435 members. Each member of the chamber represents 500,000 voters. The population is re-registered every 10 years. According to this list, seats in the House of Representatives are distributed among the states. Members of the House of Representatives are elected for a two-year term. Members of the House of Representatives are renewed every two years. Each convocation holds 2 sessions. These sessions begin in January and continue intermittently throughout the year. According to the constitution, the president has the right to convene an emergency session of Congress. Each state is represented by 2 representatives in the senate. The Senate consists of 100 senators and is elected for a six-year term. Traditionally, the Senate has a superior position over the House of Representatives.

Lawyers are in the majority in both chambers. This includes not only those working in the field of law, but also the owners of large law firms and those who have received legal education and are engaged in business. The majority of members of the Congress are officials, former judges and journalists. There are bankers, entrepreneurs and businessmen in the House of Representatives.

The constitutional powers of the Congress are very wide. One of the main powers of the Congress is to look at the financial sphere. This is called the US purse government.

Congress sets a single tax and duty for the entire territory of the country, determines the federal budget, allocates donations to all areas except state shares, and lends money. Congress also pays debts on behalf of the United States, regulating foreign trade and interstate trade. The power of the purse allows it to influence the country's economy, domestic and foreign policy, military policy. Congress also controls the spending of budget donations. Congress has the right to declare war, to form armed forces and to allocate money for their maintenance.

With these powers, Congress influences the formation of the military budget and the bodies of the armed forces. The right of Congress to declare war is limited. Because the president is the supreme commander of the army and navy. Therefore, the use of armed forces belongs to the presidential government. There are powers that both chambers exercise in one place, and there are those that are performed by one of the chambers. According to the Constitution, all bills on state revenues must be submitted by the House of Representatives. The Senate can only propose amendments to these drafts. Another right of the House of Representatives is to elect the President of the United States if none of the presidential candidates is elected by half of the votes cast. The Senate also has important powers. Examples include the power to take on international obligations in contracts and to participate in appointments to senior positions in the civil service. The President may sign international treaties with the approval of one-half of the senators present at the Senate. The Senate may or may not adopt or amend an international treaty.

There are forms of international agreements called "executive agreements". An "executive agreement" is concluded

by the president or other executive branch of government with representatives of a foreign government and is not within the competence of the senate.

This agreement is submitted to Congress in the form of information. After the conclusion of the agreement, it is adopted by a majority vote of both chambers. In 1961, a new law was passed in the United States. Under the law, commitments on behalf of the United States, treaties on arms reduction and disarmament, and limitation cannot be adopted without a two-thirds majority in the Senate, and agreements cannot be adopted without a majority of both houses. Under the constitution, congressional officials, including the president or vice president, can be impeached if found guilty of treason, bribery, and so on. In the United States, the issue of impeachment has recently come up again in the recent administration of Donald Trump. Congress may pass laws on the granting of US citizenship, bankruptcy, patents and copyright. Two major parties are represented in the US Congress: Democrats and Republicans. Both parties have factions in both houses of Congress. If the Republican Party was in power in 1880-1932, the Democrats were in power in 1932-1997.

Judiciary.

A characteristic feature of the US judiciary is that the United States does not have a single national judicial system. Each state has a parallel judiciary and a federal system. Under Article 3 of the Constitution, the judiciary of the United States is represented in the United States Supreme Court and in the federal court established by Congress and considered inferior to the Supreme Court. According to Annex 10 to the Constitution, each state has the right to establish its own judiciary. There are federal courts throughout the country.

These courts carry out the tasks assigned to them by the US

Constitution and federal laws. State courts are not affiliated with federal courts as an organization. Neither the U.S. courts nor other federal courts have administrative control over state courts. The federal court system is made up of four groups of courts: district courts (the trial court), circuit courts which are the first level of appeal, and the Supreme Court of the United States, the final level of appeal in the federal system. Circuit courts in the United States are federal courts of general jurisdiction. In the first instance, they consider all issues covered by federal law.

Private courts are the courts of appeal in the United States; foreign trade court; tax court is envisaged. Special conflict courts include the US Federal District Dispute Court and the Interim Extraordinary Conflict Court. The US Conflict Court hears appeals from decisions of U.S. district courts, the U.S. Tax Court, and federal administrations. Every court in the United States operates within a circle. These circuits are formed on a regional basis by the population of the states. There are 12 such circuits in the United States. The federal judiciary is headed by the US Supreme Court. The Supreme Court is the highest body in the federal judicial hierarchy.

99% of all criminal cases in the country are considered by state courts. The work of federal courts in the field of civil law is as follows: the laws and treaties of the U.S. ambassadors and public ministers, disputes between two or more states, admiralty law, also known as maritime law, and bankruptcy cases. In the United States, the judiciary also exercises constitutional review. That is, it monitors the implementation of constitutional issues by government agencies. It monitors the constitutionality of legislation and acts of executive bodies. The United States also has an autonomous system of military courts. They deal with war crimes, other crimes committed by servicemen during their actual military service, and crimes committed in connection with the performance of military service.

Executive power

The highest official in the United States is the President of the United States, who is the head of state and head of government. The president is elected for 4 years. He has the right to be re-elected for a second term of four years. The President of the United States must be a person born in the United States, a U.S. citizen, not younger than 35 years of age, and living in the United States for 14 years. Since 1800, the White House has been the official residence of the President of the United States. The powers of the US President are very wide. As head of state, the president is also the commander-in-chief of the United States military. The President is the highest representative of the United States in the international arena. The president appoints federal judges with the approval of the Senate. The president appoints ambassadors, including members of the Supreme Court, and senior officials in the executive branch, including ministers and heads of departments. The constitution gives the president the right to convene an extraordinary session of Congress and postpone subsequent sessions. The president has the power to pardon and suspend those convicted under federal law. The president holds no position in the party, but is considered the party's leader. In tense internal and external situations, the president can exercise extraordinary powers. The president has a major role in the legislative process. The president, in fact, plays a major role in the legislative process. The president can send a draft budget to Congress. The draft budget is prepared by White House experts. Along with the president, a vice president is elected for 4 years. The president and vice president cannot be residents of the same state. According to the constitution, the vice president's term ends with his presidency of the Senate. If the votes of the senators are divided equally, the vote of the vice-president decides the outcome of the vote. According to the 20th Amendment to the

Constitution, adopted in 1933, if the president dies or fails to perform his duties, the vice-president shall act as the president.

Documents of US government agencies

By US government documents, we mean the decisions of states, judicial and investigative materials, documents of political parties, as well as documents of socio-political institutions, organizations and agencies. Judicial investigation materials are important in terms of analysis of political processes. The judiciary is the most important factor in the legal sovereignty of any state. It is a code of laws formed by the society that governs the society. That is why take analysis of the materials of the judicial-investigative bodies is of special interest. These documents, which include searches, interrogations, testimony, reporting documents, judgments, etc., are important not only in terms of monitoring political processes, but also in terms of studying the working methods of the investigative judiciary in the United States. Examples of these documents are:

- The Marbury v. Madison case (1803), in which Judge Marbury sued Secretary of State Madison in 1803;

- Document on racial discrimination "Plessy vs. Ferguson" (1954);

- Jacob Adams and his advisers were convicted of distributing pamphlets criticizing the Wilson government that sent troops to Russia in the summer of 1918. This date is known as the "Abrams v. United States (1918)" document. It should be noted that there are many figures in US historiography who criticize the US involvement in the First World War. Since the founding of the United States, politicians have blamed Woodrow Wilson for the move. ;

- A document accusing Anita Whitney, a member of a well-known family in California, of plotting to establish the Communist Workers' Party. This document is called "Whitney vs. California"

(1927). We all know the importance of the document for the history of the United States. From its inception to the present day, the greatest fear of the United States had been socialism. The fear of socialism that began in World War I became a nightmare after World War II. For the United States, which was built on the foundations of capitalist society, any requirement reminiscent of socialism was strictly forbidden.

- A lawsuit filed against the New York Times for publishing Pentagon documents related to the Vietnam War. This document is called *The New York Times vs. United States*. As we know, the Vietnam War is one of the most unresolved issues in American society. Some politicians have strongly criticized the move, and US officials are still hiding much of the war from the public.

- A document that resulted in the resignation of President Richard Nixon. The document is called *United States v. Nixon*. This historical issue is also an unforgettable event that remains relevant in US historiography.

We see the importance of these documents for every U.S. citizen, regardless of their identity, to comply with U.S. law. Every citizen of the United States, regardless of political affiliation or social standing, can be prosecuted. Laws are equal for every citizen. No matter the president, businessman, scientist, everyone has legal obligations.

Documents of US government agencies include documents of political parties. The documents of political parties allow to study the activities of these organizations. In this case, both their charters and programs are used as a source. As a result, it is possible to find detailed information about the main goals and activities of the parties. As we know, the United States has a two-party system. There are Republicans and Democrats.

Democrat Party: Founded in 1828, it is the oldest party. Its main ideology is liberalism and progressiveism. The party is

headquartered in Washington. The traditional color is blue. The characters are donkeys. The reason for this symbolic outburst is the slogan "Allow the people to rule." The party's founder is Thomas Jefferson. Republicans also consider Jefferson their predecessor. The presidents of this party are Andrew Jackson and Martin Van Buren.

From 1828 to 1860, he was the sole ruler of US politics. The party's program called for lower import duties. At the same time, they defended the interests of slaves and planters. Democrats announced their programs to voters at rallies and made extensive use of the press.

Republican Party: Founded on February 28, 1854 in Ripon, Wisconsin. Abraham Lincoln was one of the key figures in the founding of this party. The unofficial symbol of the party is the elephant. It was chosen because it is a symbol of power. The unofficial color is red. It was formed by the merger of the Free Land Party and the "Conscience" faction of the Vigilante Party.

The party was established as a union of supporters of the expansion of the anti-slavery powers. The party defended the interests of farmers in the north against the slave planters in the south. The Republican Party demanded the abolition of slavery in the south and the redistribution of territories north of the 36th parallel, inhabited by Indian tribes, to those who wished for free land. After that, they demanded the imposition of high customs duties on goods imported from Europe. After the North's victory in the Civil War, Republicans have won presidential and parliamentary elections for more than 50 years. The long Republican dominance came to an end in 1912 when Woodrow Wilson came to power.

There are other issues in the Republican agenda.

-tax reduction of taxes;

-reduction of government deficits;

- reduction of public spending in the field of medicine and education;
- expansion of military expenditures and national security expenditures;
- Struggle for traditions and family values, restriction of abortions;
- struggle for national values;
- ensuring freedom of possession and carrying of firearms;
- maintaining the application of executions;
- One of the most important principles of the Republicans was to minimize the state's participation in the economy.

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Topic IV

Official diplomatic documents (Part I)

In ancient Greece, when a ruler sent an official representative to another state, he would give the ambassador a “folded in two” wooden plaque, a "diploma," with instructions inside. The "diploma" confirmed that the diplomat was an official representative. The history of the word “diplomacy” is connected with this event. Diplomacy is a set of methods and actions used today in the field of international relations to help the state implement foreign policy issues.

The main areas of diplomacy are:

- States are the subjects of diplomacy;
- Area of activity-is the field of international relations;
- Its duty is to implement foreign policy issues.

Diplomacy is one of the tools used by states to pursue foreign policy, especially in times of peace and non-war. In particular, in modern times, every state has the power in diplomacy to try to solve problems without escalating to the point of military conflict. Even during the war, such diplomacy can affect the process. There have been many states in history that lost their victories in diplomacy gained in the trenches. For this reason, each state uses different means to increase its diplomatic power. Diplomatic affairs of the state are carried out by special bodies and state officials. Foreign political diplomatic relations within the country are carried out by special supreme legislative bodies, the head of state, the minister of foreign affairs, etc. The powers of foreign policy officials are regulated by the constitution. There are permanent and temporary diplomatic missions in foreign policy. Permanent diplomatic missions are established as a result of the confirmation of political relations of one state with another. It has represented and defended the interests of

that state since its inception. According to the rank of diplomatic missions, it is headed by diplomatic agents of various ranks. The first representatives are ambassadors. Secondary representatives are called ministers. In temporary representations, a temporary commissioner - charge d'affaires- is appointed. Often, Charge D'affaires sets deadlines for difficult situations in diplomatic relations. The official staff of diplomatic missions includes a head, adviser, secretary, attaché, special attaché on various issues. In normal diplomatic relations, states that de facto recognize each other may exchange special envoys in foreign policy.

De jure is a legal or diplomatic recognition. It is expressed in certain diplomatic acts, such as declarations, notes, agreements, etc., and creates the necessary conditions for the normal and better development of mutual economic and political relations between the respective states. Legal recognition shall cease to be valid only with the abolition of the conditions that are the basis for the act of recognition.

De facto is actual recognition. It is possible to conclude a trade agreement or other agreement, issue a visa, etc. without a special official statement, and such relations are possible through factual recognition. In fact, recognition is more limited and incomplete than legal recognition, but it precedes legal recognition and is considered a transition to legal recognition.

The US foreign policy body is called the State Department, not the Ministry of Foreign Affairs. State Department was established in 1789 as the main foreign policy department, acting as the Ministry of Foreign Affairs. The State Department is headed by the Secretary of State. The Secretary of State implements the foreign policy line prepared by the President and Congress. The first US Secretary of State was Thomas Jefferson. On February 1, 2013, John Kerry took office after Hillary Clinton. The agency is headquartered in Washington. The Secretary of State is nominated

by the President and approved by the Senate. According to the constitution, foreign policy is the prerogative of the president. As a result, the head of the department is considered the president's chief adviser on foreign affairs.

The State Department advises the President on foreign policy, conducts international negotiations on his behalf, represents the United States in international organizations, and organizes the work of the diplomatic and consular services. The State Department also conducts military and trade-economic policy, intelligence, foreign policy propaganda, energy, ecology, food resources, and so on.

Organization and types of diplomatic documents
Diplomatic documents can be grouped according to different principles. Examples of these can be grouped according to the nature of the service, whether of public or private origin. Diplomatic documents are divided into 2 groups according to the nature of service: internal and external service documents. Internal service documents include correspondence with the government and the Ministry of Foreign Affairs. This includes political letters, encrypted telegrams, various types of references, testimonials, draft agreements and contracts, etc. This type of document is characterized by unambiguousness, clarity and conciseness. Foreign correspondence documents - notes, applications, memoranda, letters, etc. provided by the country's leadership and the Ministry of Foreign Affairs. For such documents, it is important to exercise restraint, knowledge of specific terms, knowledge of the customs and rules of the country where you work.

Diplomatic documents can also be grouped as public and private documents. There are differences in the structure, writing, method of application and signing of these two types of documents. Diplomatic documents of personal origin include

personal notes, personal petitions, letters from the head of state, prime minister and foreign ministers, memorandum of the representative, recall document, credentials and others. Such documents are mainly addressed to a certain person and belong to them. For example, the credentials indicate the obligations of any foreign representative - especially the ambassador. Although this type of document generally reflects the interests of the state, it is a personal document in terms of content and character. The recall document is also related to the recall of the ambassador. A personal note or a personal application is also addressed to a specific person. These documents contain information about any important event. The note is drawn up on behalf of the signatory - the first person. The note begins with an address by Mr. Minister (Ambassador), Charge D'affaires.

Diplomatic documents of state origin include memoranda, declarations, joint statements, doctrines, etc. Here are the general principles. It contains the main directions of the state's foreign policy. Official diplomatic documents can be divided into two parts according to their content. The first part contains the official application of the creator of the document, the date, place and testimony of the document. In the second part, the author explains the purpose of the text. The first part is usually the initial protocol (by whom, when, where the text was written and the form of religious address); The second part consists of the text (content of the text, instructions, measures to be taken) and the final protocol (official confirmation of the text, the place and the date of sending and signature).

Usually, official diplomatic documents are signed by the head of state, that is, the Shah, the king, the president. The confirmation at the end of the text, first of all, indicates the accuracy and formality of the source. That is why it is necessary to pay special attention to the following cases in official documents:

- signature of the source creator;
- signature of the court official;
- signature of the party who witnessed or benefited from the process.

Decisions made by states are considered a very important source. Decisions made by any state regarding administrative management are an important source here. Let's look at a few decisions:

- Virginia Law on Religious Freedom (1786);
- Horas Mann, Report No. 12 of the Massachusetts School Education Council;-Massachusetts Act on Personal Freedom (1855);
- Morrill Act (1862).

In Virginia, Thomas Jefferson and James Madison insisted that the state passed a law on freedom of conscience and that religious activity was completely voluntary. Jefferson believed that the church and the state should be separated. The drafting of this law also belongs to Jefferson. However, Madison's services were even more memorable when the law was passed in 1786. This law is still part of the Virginia constitution. The law was later passed by most states. Later, this law formed the basis of the provision on freedom of religion in the Constitutional Bill of Rights.

Both Jefferson and Madison consider this law to be the greatest success of their lives. Given that the main mass that formed American civil society was the Puritans, who were opposed to the Anglican Church, it is possible to understand the importance of passing these laws. Interestingly, according to Jefferson's will, the headstone does not say that he is the President of the United States, but the author of the Declaration of Independence, the Law on Religious Freedom and the founder of the University of Virginia. Another document is the 1848

report of the Massachusetts Board of School Education, No. 12. The author of the idea of education reform was Horas Mann.

Born in a small Protestant Calvinist town in Massachusetts, Mann received only a basic education, but worked extensively in the city library, taught at Brown University, and became a politician after graduating from law school. He served as Secretary of the Council on Education and openly expressed his views on education issues in a free society in the Council's annual report.

From 1837 to 1848, Hopras Mann became known as the most famous educator in America. He promoted Jefferson's idea that "no republic can survive if its citizens are not educated." He wanted to create "public schools" for all the children of the country. The 1855 Massachusetts Private Freedom Act was passed in 1854 in response to public outcry over the arrest and extradition of a slave named Anthony Burns. According to this law, government officials who facilitated the return of escaped slaves should be dismissed. This law on personal liberties reflects the growing struggle of the northerners against slavery. The Morrill Act of 1862, named after Vermont Congressman Castin Morrill, is a document that allowed emerging states in the west to open colleges for their citizens.

According to the act, the Congress will allocate 30,000 acres of state land for each member of the Congressional delegation to each of the remaining states of the Union. According to the constitution, each state has at least two senators and one representative, so even the smallest states received 90,000 acres each. The states had to establish colleges in construction, agriculture and military science at the expense of the proceeds from the sale of this land. More than 70 land colleges were established under this act. Later, these colleges developed and became large state universities. For many years, it has enabled millions of Americans to get an education.

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Topic V

Official diplomatic documents (Part II)

Publication of diplomatic documents on US history. Some types of diplomatic documents are intended for publication. For example, the texts of agreements, important notes, personal correspondence between heads of state, etc. In accordance with the requirements of secret diplomacy, sometimes such documents are not even published in full. In almost all negotiations, there are undisclosed and unpublished secret moments. This is natural. Similar cases occur in the history of all states, and after the treaties are considered an archival document and historians are allowed to analyze them, the hidden points become clear. For example, the secret clause of the Molotov-Ribbentrop pact appears years later.

At the same time, in addition to some diplomatic documents published in the United States, there are also documents used only within the Ministry of Foreign Affairs and not kept in the archives of the Ministry of Foreign Affairs. In the history of the United States, official diplomatic documents have been published by the State Department since the 1960s. The name of this publication was different at different times. It is now called Foreign Relations of the United State (FRUS). The first such collection was published in 1861. In these collections you can find US foreign policy decisions and important official documents on diplomatic activity. So far, more than 450 volumes have been published from these collections. It contains all the non-confidential documents of the foreign representatives.

Documents from the Presidential Library, the State and Defense Department, the National Security Council, the Central Intelligence Agency, the International Development Agency and other foreign agencies are collected here. Since 1952, the volumes

have been compiled chronologically according to the presidential administration: 25 during the Kennedy administration (1961-1963), 34 during the Johnson administration (1964-1968), and 54 during the Nixon and Ford administrations (1969-1976). Until 1970, the volumes were published under 2 names. From 1870 to 1947, it was published under the title "Documents on Foreign Relations of the United States." Published from 1947 to 1969 under the title "United States Foreign Relations: Diplomatic Documents." It was annual until the beginning of the 20th century. At the end of each year, the documents of the previous year were published.

On the eve of the First World War, there was a delay in publications. Publications ceased in 1914. It was rebuilt in 1919. In 1928-1933, 9 books on the First World War were published.

These sets are distinguished by a one-sided position. These collections cover US foreign policy in Latin America, the Pacific and the Far East. Another great collection on the foreign policy of the United States is the 1,058-page 2014 edition by Dmitry Vasilyevich Kuznetsov. The work consists of 14 sections and has the following titles:

- Diplomacy during the War of Independence in 1775-1783;
- US foreign policy in 1783-1861;
- 1861-1865 US Civil War and Diplomacy;
- US foreign policy in 1865-1898;
- US colonial policy;
- 1914-1918 US and World War I;
- 1938-1945 US and World War II;
- USA and post-war regulation;
- US foreign policy during the Cold War;
- General characteristics of US foreign policy in 1991-2014;
- US foreign policy in the context of the war on terrorism;
- Mutual relations between the United States and Russia at the present stage.

It is a valuable source of information and is important in terms of giving a general idea of the foreign policy course that the United States has followed since its inception. Official documents on US foreign policy in 1775-1898 - diplomatic documents for this period can be grouped as follows:

- Agreements, conventions
- Doctrines; Circulators; Declarations; Resolutions
- Applications; Speeches; denunciations (confidential information provided to government agencies); letters; depeşalar; challenges
- Agreements, conventions.

Agreements and conventions play an exceptional role in the international recognition of any state. Agreements are agreements between states on their rights and obligations under sovereign authority and rights. An agreement between two or more states on the establishment or abolition of mutual rights and obligations in the field of political and economic relations is called an international agreement. The treaty is the most common legal form of cooperation between states. This form of cooperation is also specified in the UN Charter. There are different types of contracts:

- Agreements defining the principles of interstate relations on friendship, cooperation and mutual assistance,
- Peace agreements,
- Interstate agreements on territorial and border issues,
- Development agreements on military cooperation,
- Legal assistance agreements,
- Agreements on accession to international organizations.

An international agreement is a general legal act that forms the rights and obligations of the parties. Compulsory observance of this act by the parties is one of the basic principles of modern international law. The Convention is also an international legal

document. Any issue can be settled between the states. Unlike a declaration or a petition, a convention has the status of a law. The Convention is binding on the signatory and ratifying States.

The following treaties and conventions can be cited as sources in US history:

- Treaty of Alliance with France, February 6, 1778;

- Versailles Peace Treaty between the United States and Great Britain, September 3, 1783,

- Ghent Peace Treaty between the United States and Great Britain, December 24, 1814,

- 5 (17) April 1824 St. Petersburg Convention for the Maintenance of Friendly Relations between the All-Russian Emperor and the United States,

- 6 (18) December 1832 Agreement between the United States and Russia on trade and navigation,

- Bogota Treaty between the United States and the Republic of New Granada, December 12, 1846

- Clayton-Bulver Treaty between the United States and England, April 8, 1850,

- 18 (30) March 1867 Washington Treaty between the United States and Russia on the sale of Alaska.

- Peace of Peace between the United States and Spain, December 10, 1898.

Doctrines, Declarations, Resolutions

The doctrine is a set of principles that determine the foreign policy course of the state. This period is characterized by foreign policy doctrines for US history. The doctrines issued in 1775-1898 described the main goals, tasks and nature of foreign political activity, and the ways of its realization. Foreign political doctrines are related to military doctrines. The military doctrine is a document adopted to ensure the military security of the state. The military doctrine affects the interests of all state structures, society and all its citizens.

A declaration is a unilateral, bilateral, multilateral statement made by states to express their principles of domestic and foreign policy or their position on foreign issues. Bilateral and multilateral statements are often signed. The declaration usually expresses common views and intentions. The resolution is adopted by public administration bodies, various boards and public bodies, congresses, conferences, meetings, gatherings to address important issues. Implementation is mandatory.

The following doctrines, resolutions, and declarations in the history of the United States in 1775-1898 are of special importance as a source:

- December 2, 1823 Monroe Doctrine;

- Declaration of Neutrality, adopted by the French government in relation to the United States on June 10, 1861;

- Resolution of the plenary session of the International Conference of American States held in Washington on March 29, 1890;

- A resolution of the United States and Spain on April 20, 1898, "On the Independence of Cuba and US Assistance";

- Olnie Doctrine, June 20, 1895;

- Joint resolution on the Hawaiian Islands of July 7, 1898.

**Appeals, Speeches; donoslar; letters;
posts; challenges; circulars:**

In the history of the United States, speeches and appeals of presidents can have the status of a diplomatic document. Because the main speaker in US foreign policy is the President of the United States. From this point of view, some appeals and speeches are a source of foreign policy. The sources we have mentioned in the form of denunciations, letters, circulars are also the main source of the period. Donos are confidential information provided to government agencies or their representatives. Circular is also a type of message transmission, like denos. Depesha (from the

word haste) are letters sent in urgent and emergency situations. In diplomatic language, Depesha means the exchange of letters between the foreign ministers and their envoys.

The following documents are examples of such sources in the history of the United States:

- September 19, 1796 Farewell address of US President George Washington.

- Speech by US President Thomas Jefferson on October 17, 1803.

- Speech by US President Thomas Jefferson on March 4, 1809.

- In 1818, he became an adviser to the American consul in Buenos Aires.

- January 23, 1820 Letter from US Secretary of Defense John Kelhoun to Andrew Jackson, Governor of Florida since 1818, who was the seventh president of the United States from 1829 to 1837.

- Annual letter to Congress from US President James Monroe, December 2, 1823.

- Letter from US Secretary of State John Queens Adams to the American ambassador in Madrid in 1823.

- October 14, 1861, US Secretary of State William Sued's Circulation for Coastal Strengthening.

- March 3, 1862 - US Secretary of State Seward's ambassador to London, Adams.

- 1890 Admiral A. Mehen's call for US imperialist expansion.

- May 22 (June 4, 1898) VA Teplov, Russian Consul in New York, gave a speech to V. Lamzdorf, Deputy Foreign Minister of Russia, "On the Expansionist Plans of the United States."

- Letter from William McKinley (1897-1901), the 25th President of the United States, to Congress, April 11, 1898.

Official documents on US foreign policy (1900-2014)

Foreign policy documents covering the years 1900-2014 in the history of the United States are identical in type to the documents of previous years. In this lecture, we will focus on protocols, pacts, charters, memos, and memoranda. Diplomatic protocol is a set of rules, traditions and conditions adopted in international practice, which must be implemented by states, governments, foreign ministries, diplomatic missions and officials in international communication. An example of the protocols we come across in US history is the Boxers' Protocol, signed on September 1 (August 25-25), 1901. China has signed the protocol with the countries that divide China into spheres of influence. The "Fist for Justice and Solidarity" group, which sparked the uprising in China, was called "Boxers" by Europeans. For this reason, the protocol concluded with them is also called the "Boxers Protocol". In this protocol, the Chinese government has accepted more difficult conditions than before. No weapons or ammunition were to be brought to China for two years, an apology was made for the foreign representatives killed, and the rebels were to be executed. Until 1939, China had to pay 450 million lian (Chinese currency) to Russia, Germany, France, Great Britain, Japan and the United States. Otherwise, China's debt would increase by 4% annually. As a result, US revenues exceeded total compensation. The Chinese government has even been banned from collecting taxes from the country.

The so-called **Pact** has international political significance. The pacts adopted in the history of the United States include the Brian Kellogg Pact of August 27, 1928, the Manila Pact of September 8, 1954, and the Baghdad Pact of February 24, 1955. The Brian-Kellogg Pact, named after French Foreign Minister Brian and US Secretary of State Kellogg, was the first step towards collective security in Europe after the First World War.

By 1938, 63 states had joined the pact. Even Soviet Russia joined in 1929. In the history of the United States, the Pacts of 1954-1955 were mainly concerned with measures against the spread of communism.

Charters -are legal acts that are not binding and resemble declarations. These documents formulate the goals and objectives of the parties to the international agreement in political and public relations. An example is the Atlantic Charter, adopted on August 14, 1941. This charter, issued during World War II, is one of the main program documents of the anti-Hitler coalition. The charter, signed between Great Britain and the United States, was later joined by the USSR, Belgium, the Netherlands, Luxembourg, Poland, Czechoslovakia, Norway, Yugoslavia, and Free France. According to this charter, the parties had to determine the world order after the Second World War. The parties justified all their actions and said that their goal was not territorial occupation, but to support the self-determination of peoples. According to some provisions, this charter is reminiscent of Article 14 of Woodrow Wilson

Memory notes - consists of notes from oral conversations. Heads of diplomatic missions are sometimes instructed by their countries to protest to the foreign ministry of the country they are accredited to, and to ask for clarification on any matter. This requires a personal visit. In order to avoid any doubts about the purpose of the diplomat's visit, he summarizes his notes in the ministry. This summary can be as follows:

- aide-memoire - it reflects the actions, views and proposals of the government. The title "Aide-memoire" is written in the memory note, the date is written at the end, but the address is not indicated, the signature and seal are not put.

- a piece of paper, a sheet (bout de papier) - a letter without a title, without a date and without a signature, if necessary, it is possible to deny the origin of this letter.

Thus, a piece of paper is less formal than a memory note. The memo is presented in person to emphasize the importance of the statement made during the oral conversation. At the same time, the memory note is provided in person to prevent misunderstanding of the statement.

The memory note is compiled with the words "anonymous request is requested; information is provided". The text is printed on plain paper, only the place and date of shipment are written. A memory note is written at the top of the text.

In foreign policy, the so-called **memorandum** is of exceptional importance. The issue mentioned in this document is considered in detail. The memorandum can be personal, or it can be attached to a verbal note, or it can be an independent document. The memorandum is sent in person or by courier. The memorandum is printed on non-receipt paper. The number, stamp, place and date of the shipment are not indicated. The word memorandum is written in the center.

Agreements, protocols, pacts:

-Washington Treaty of the Philippines between Spain and the United States, November 7, 1900. Under the agreement, Spain renounces the islands in the Philippine archipelago in favor of the United States, in exchange for which the United States pays Spain \$ 100,000.

-Treaty of Havana between the United States and Cuba, May 22, 1903. With this agreement, the United States turned Cuba into a semi-colonial state for a long time.

-November 18, 1903 Washington Treaty on the Panama Canal between the United States and the Republic of Panama. With this agreement, the Colombian-controlled Panama Canal came under full US control. Although the treaty was ratified on February 26, 1904, it remained controversial until 1921. In 1921 alone, Colombia, which had received some privileges over the canal, received \$ 20 million in compensation

-September 15, 1914 Sino-American agreement

-November 11, 1918 Compiègne Peace signed between Germany and the Allies. With this peace, Germany withdrew from World War I, and the war ended.

-Results of the Versailles-Washington peace (1919-1922)

-Brian-Kellogg Pact signed on August 27, 1928

-On October 10, 1933, the United States signed an anti-war treaty with Latin American countries on non-aggression and peaceful settlement.

- The Havana Agreement, signed at the Pan-American Conference on July 29, 1940

-San Francisco Peace Treaty between Japan and the United States on September 8, 1951. As we know, this peace ended the US occupation of Japan, which began in Japan as a result of World War II, and the parties made peace.

-1960 military agreement between the United States and Japan

- June 22, 1973 Treaty between the United States and the USSR on the Limitation of Nuclear Weapons

-June 18, 1979 Vienna Treaty between the USSR and the United States on the Limitation of Strategic Arms.

Doctrines, Declarations, Resolutions, Amendments, Notes, Laws, Charters

-1903 Platta Amendment. The amendment is named after Senator Orville Platta. This amendment is an amendment to the 1901 law on the allocation of funds to the US Army. According to this amendment, which was included in the text of the agreement signed with Cuba in 1903, the United States had the right to lease the Guantanamo Bay naval base for an indefinite period, paying \$ 4,000 a year in rent.

-The 1904 amendment to Theodore Roosevelt's Monroe Doctrine. According to the amendment, the United States has

stated that the international police function in the Western Hemisphere belongs to the United States in order to prevent European countries from interfering in the events in Latin America. This date is called the "Great Wand Policy".

-Henry Kebon Loja's 1912 amendment to the Monroe Doctrine. According to Henry Cabot, a member of the Senate Foreign Relations Committee, any port that threatened the security of the United States and any activity that facilitated the annexation of a naval base should have been prevented.

-Note from the US Government to Russia on September 20, 1899, regarding China's "open door policy"

-September 22, 1899, US Government Note to the United Kingdom on China's "Open Door Policy"

-November 30, 1908 between the United States and Japan

-April 6, 1917, resolution of the US Congress declaring war on Germany. With this resolution, the United States joined World War I.

-May 26, 1924. Immigration Act in the United States. Migration bans have been imposed.

-7 January 1932 Stimson Doctrine. The US Secretary of State sent a note to the governments of Japan and China, taking a step in support of the policy of non-recognition. In these notes, he expresses his protest against Japan's actions with a note and does not recognize its territorial claims to China.

- May 1, 1937 Law on Neutrality. From that date, the United States declared its neutrality in overseas military conflicts. In this way, it sought to secure and strengthen its national interests in the Western Hemisphere.

-Declaration of Panama, October 2, 1939. With this declaration, the American states stated in Panama that they would remain neutral in their approach to the conflicts in Europe

-Landliz Act of March 11, 1941. During World War II, the

United States provided the Allies with ammunition, equipment, strategic raw materials, and even oil products. The full name of this law is the US Enforcement Act. Under this law, from March 1941 to August 1945, it lent a total of \$ 50.1 billion to its allies. Of this amount, \$ 31.4 billion was given to Great Britain, \$ 3.2 billion to France, \$ 11.3 billion to the USSR and \$ 1.6 billion to China.

- 14 August 1941 Atlantic Charter

- 1 January 1942 United Nations Declaration.

- Decisions of the conferences of Moscow, 1941, Moscow, Casablanca, Quebec, Cairo, Tehran, Quebec, 1944, Malta, Yalta (Crimea), Potsdam during the Second World War.

- March 12, 1947 Truman Doctrine. With this doctrine, \$ 400 million in aid was to be allocated to Turkey and Greece.

- The Marshall Plan, proclaimed on July 12, 1947, and implemented on April 4, 1948. It was an economic cooperation plan. Under the plan, the United States was to provide \$ 13 billion in aid to Eastern European countries.

- 4 April North Atlantic Treaty (NATO)

- September 8, 1954 Manila Pact. This pact is a military-political bloc of the Asia-Pacific region.

- February 24, 1955 Baghdad Pact (Central Treaty Organization)

- Directives of the Geneva Summit of July 23, 1955.

- January 5, 1957 Eisenhower Doctrine. According to this doctrine, any state can seek economic assistance from the United States.

- January 20, 1961 Kennedy Doctrine. With this doctrine, the United States can help any country fight triana, poverty, disease, and war.

- 1965 Lindon Johnson Doctrine. With this doctrine, the United States can interfere in the internal affairs of any state in the Western Hemisphere.

-1969 Richard Nixon Doctrine. (Guam Doctrine) According to this doctrine, the United States will help its allies, but will not join their war independently.

-1985 Ronald Reagan Doctrine. With this doctrine, measures against the Soviets and against the spread of communism were strengthened.

-December 8, 1987 Memorandum between the USSR and the USA on the limitation of short-range and long-range missiles.

-February 26, 1999 Clinton Doctrine. According to this doctrine, the United States declared that interfering in any event that leads to the mass extermination of civilians on the basis of race, ethnicity or religion, anywhere in the world, is our national issue.

-The doctrine of George W. Bush in 2001. The essence of this doctrine is to spread democracy and fight terrorism. Surprisingly, from the first day he came to power, Bush Jr. announced to the public that he would fight terrorism. The events of September 11, 2001, the bloodiest terrorist attack in the history of the United States, took place during his presidency.

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Topic VI

Analysis of demographic statistics.

Demography and immigration restrictions

1. Statistics: methods of interpretation and analysis.

The term statistics is derived from the Latin word "status", which literally means the state of events. The term was first used by the German scientist, professor of philosopher and lawyer Gottfried Achenwall (1719-1772). In 1746, he began teaching a new subject, which he called statistics, first at the universities of Marburg and then at the University of Gottingen. G. Achenwall's views on statistics, which founded the German school of description in statistics, differ significantly from modern views.

He considered the content of the new subject to be a description of the political situation in the states and places of importance. The scientific views of John Brown (1620-1674), the founder of the English school of political arithmetic, and William Petty (1623-1687), were closer to modern views on statistics. It is no coincidence that Karl Marx called Petty the father of political economy and the creator of statistics.

The further development of statistics is associated with the name of the Belgian scientist A. Kettle (1796-1874). His special role in the development of the theory of stability of statistics should be noted. Representatives of the mathematical direction in the development of statistics were F. Galton (1822-1911), K. Pearson (1857-1936), V. Gosset (1876-1936), R. Fischer (1890-1962), M. Mitchell (1874-1948) and so on.

The term statistics is used in three directions. First of all, statistics means a special field of practical activity of people. This activity is aimed at collecting, processing and analyzing data reflecting the level of socio-economic development. Second, the field of science that deals with the development of theoretical

ideas and methods used in the practice of statistics is called statistics. Sometimes the statistics published in various reports and periodicals are also called statistics.

There is a close connection between statistical science and statistical practice. Any statistical work must be scientifically organized, otherwise no accurate result can be obtained. Therefore, the practice of statistics should be based on science. The application of new theoretical results of statistical science in practice gives impetus to the development of this science.

The subject of statistics - is the events of mass socio-economic life. Statistics also studies natural resources and natural conditions. Because natural resources and natural conditions can affect the life of society. Events in public life are studied by statistics.

A statistical indicator- is a quantitative assessment of the nature of the studied event. Statistics characterizes the scope, characteristics of events, their conformity to the law of development, and their interrelationships. Such statistical indicators are divided into two main types: 1. accounting and evaluation indicators and 2. analytical indicators.

Accounting-assessment indicators reflect the volume or level of the studied event.

Analytical indicators - used for the analysis of statistical information. Characterizes the developmental features of the studied event.

One of the indicator categories of statistical science is the concept of data. In statistics, data is a feature that is specific to the event being studied and distinguishes it from other events. In statistical research, data can be divided into primary (important) and secondary (insignificant). Data that reflect important features of the events are called key features. Events that are not related to the content of the events are called secondary data. When statistical science studies any event, aggregate data is created.

The composition of the statistic aggregate is constant.

Methods of statistical analysis: Three stages of statistical analysis methodology can be identified.

1. The method of mass observation organized in a scientific way.

2. Method of grouping and summarizing statistical material.

3. Development of statistical indicators obtained during the conclusion and analysis to obtain substantiated results of the studied event. The results of this analysis are interpreted in the form of text, and are confirmed by graphs and tables. Thus, a specific statistical method is a combination of analysis and synthesis.

In this case, the parts of the first studied event are separated and studied separately. The stages of statistics research are closely linked. A defect in one of these stages affects the entire study. For this reason, it is important to follow all the rules at all stages of the statistical research.

2. Demographic processes and factors influencing them.

Demography - Greek demos - people, grapho - I write: It is a science that studies the laws of population growth, its dependence on socio-political conditions, natural factors, migration, population density and its distribution.

The demographics of the world's population have not been stable in any historical period. Before capitalism, the world's population grew very slowly. This was mostly due to wars, epidemics, and low living standards. According to demographers, if the world's population continues to grow at this rate, 10 billion people will live in the world by 2040. The fastest natural growth in the world was observed in 1950-1970. The most natural increase was in 1963.

The natural increase of the world's population has been different at different times. As we know, there are two main factors that affect the world's population:

1. Natural growth 2. Mechanical growth

Natural increase is the number of births minus the number of deaths and is measured in per thousand. The main leap in natural population growth was in the 60s of the XX century. This increase was more than 2%. It should be noted that the natural increase per 1,000 people in our country has decreased from 19-20 to 8-9 people. Demographers divide countries into two types according to natural growth.

Type I - this type, called the modern species, includes low mortality, low natural growth. This type includes developed countries. The reason is the high level of social status of the population, medicine, elimination, education. Currently, the natural population growth rate in these countries is very low. This includes the United States, European countries, Canada, Japan, Australia and Russia.

Type II natural growth (traditional type) - In the traditional type of natural growth, high birth rate, average mortality, high growth are observed. This type includes developing countries. These include countries in Africa, Oceania, Asia and Latin America. Natural growth is very high here. The reasons for the high growth in Type II natural growth areas are: low level of economy, education, early marriage, poor health. Yes, in countries with poor economies, the biggest irony is that parents give birth to children who cannot afford a normal standard of living.

Demographic explosions occur in this type of country. The reasons for the low growth in natural type I are: urbanization and modern lifestyle, late marriages, high divorce rates, high level of education and science. In such countries, demographic crises occur. Natural population growth at various levels often threatens the country's national interests. At the same time, the government is pursuing a demographic policy in line with natural growth in the country. In general, in countries with type

I, the appropriate policy is to increase natural growth, and in countries with type II, to reduce natural growth. For example, in the People's Republic of China, an additional tax used to apply to the second child. India is also considering a similar policy in its country.

However, Saudi Arabia and the Netherlands provide incentive pensions for the second child born in the family. The Russian Federation also wants to pursue this type of demographic policy. The second factor influencing the demographic situation in the world is mechanical growth. Mechanical growth refers to migration. Migration is a very broad concept. Migration is the movement of people from one place to another. There are 2 main types of migration: 1. internal migration; 2. external migration

Internal migration is the process of moving from one region of the country to another. External migration is divided into two parts: emigration; immigration. Leaving one country is called emigration, and coming from another country is called immigration. The difference between immigrants and emigrants in the country is called mechanical growth. Mechanical growth, dominated by immigrants, is positive, meaning that the country's population is growing. The mechanical growth, dominated by emigrants, is negative, that is, the country's population is declining.

Methods of analysis of demographic statistics: Demographic indicators (total population, number of births and deaths, natural increase and internal and external migration of the population) are used as the main statistical source for population forecasting. In modern world practice, various economic and mathematical models are used to forecast the population. The emergence of new information technologies and the development of software allow for the wider use of modeling and forecasting of economic, socio-demographic indicators.

For example, PROST (Pension Reform Options Simulation Toolkit) is an imitation model for the analysis of the pension system and reform options, developed by the World Bank. PROST allows you to analyze the following:

- age and sex composition of the population;
- number of population, births, deaths;
- financial condition of the pension system;
- Life schedules, life expectancy;
- coefficients of demographic indicators, different effectiveness of reform options, etc.

There are different methods of analysis of demographic statistics. Since settlements are initially made up of urban and rural areas, the population of any given country is divided into two classes, the urban population and the rural population.

It should be noted that the density of the population means the ratio of the number of people per unit area. Population change occurs not only due to natural population movements, but also due to their mechanical territorial changes. The movement of the population within the country is called internal migration, and the migration from one country to another is called external migration. The main indicator of the annual migration process in the area is the number of people entering and leaving the area during the year.

Then, based on the difference between the population leaving and coming from the area, the mechanical growth of the population and the mechanical shortage are determined, which is also called the migration balance. Thus, the natural movement of the population refers to the change in the number of births, deaths and the number determined as a result of two factors, and the end result is called natural population growth.

The natural movement of the population includes the processes of marriage and divorce, as well as age and longevity. These processes can be tracked with advanced statistics.

Migration statistics not only clarify the true size and direction of this process, but also helps to identify the causes of migration. In general, the methods used in demographic statistics are mainly in 4 stages: 1. to obtain information about the population and demographic processes, in addition, to restore them on the basis of incomplete data; 2. Development of data and statistical descriptions of demographic processes; 3. Analysis of demographic patterns and social demographic relations; 4. Summarize the characteristics of demographic processes and make some calculations related to population movements.

Migration and Prohibitions in the United States.

The discovery of the first American continent and the rapid expansion of the colonies and the United States, as well as the settlement and development of the territory, required a large number of people. Socio-economic conditions (agriculture, religion, national situation, famine, political persecution) in other parts of the world, especially in Europe, also attracted the population and labor resources to the United States. Increased intercontinental migration along the ocean led to the abolition of feudal restrictions and the population gained legal independence. Immigration to America was first widespread by sea and then by air. American immigration has been registered since 1820. About 18 million Americans have immigrated to America since 1820. The immigration process in America is divided into 4 stages.

The first period began in the first colonies and lasted until 1820. At that time, the immigrants were mainly from the British Isles. Those who came to the south were wealthy landowners, so they brought with them poor people to work on the plantations. However, the area of plantations grew and there was a shortage of manpower. As a result, black slaves began to be brought here from other continents. The Dutch first brought blacks to James Town in 1619. Then there was a triangle in the English slave

trade: Liverpool, the African coast of Guinea and the West Indies (Jamaica). As a result, there were 10,000 blacks in the southern United States in the early 18th century, 100,000 in the middle of the century, 1 million in 1810, and 4.5 million in 1860. As a result, new elements emerged in the composition of the country's population.

The Second period: covers the second half of the XIX century and the beginning of the XX century. In the second half of the 19th century, the number of immigrants was 1.3 million a year. However, in the late 19th and early 20th centuries, this figure increased sharply. Between 1900 and 1914, the number of immigrants was 13.4 million. In some years, even 20-40% of the total population growth is due to immigration. During this period, the geographical structure of immigration was stable. Thus, the geographical composition of immigrants was stable. Thus, 80-85% of immigrants came from Europe.

In American historiography, migrants are divided into old and new immigration periods. In ancient times, the British, Scots, Germans, Irish, and later Scandinavians and Swedes came to this continent. The reason for immigration from Ireland at that time was the potato famine here. In Germany, the political and economic situation has led to the establishment of colonies on different continents. In the new era, the number of migrants from the South and Southeast was predominant. The number of immigrants, especially from Italy, Austria-Hungary and Russia, was growing.

Between 1891 and 1920, three times as many people came to the United States from Southern and Eastern Europe as from former immigration countries, mostly from Italy. The number of immigrants from Russia was high in 1900-1910. Mostly Poles and Jews turned to the American continent from unbearable ethnic and political persecution. After Europe, immigrants were mainly

from Canada and Mexico. Those from Asia were a minority at the time.

The Third Period: Covers the First and Second World Wars. At this stage, the flow of immigrants decreased. There were many reasons for this: changes in the world economy were also associated with the introduction of immigration bans in the country in 1924. Not only the political history of America, but also the history of migration completely changed after the First World War. If before the war, American policy considered the admission of immigrants as the main criterion, now there was a negative attitude towards immigrants in politics. Immigration restrictions barred the influx of people from relatively poor Eastern and Southern European countries.

During this period, along with labor immigration to the United States, there was a political influx. Thus, after 1917, Russian royal members, high nobles, servicemen of the Tsar's army, all those who escaped from the terror of socialism, even scientists, specialists in technology immigrated to the United States from Russia. Prisoners of war who did not want to return to their homeland, those who feared Stalin's repression, as well as people from Cuba and Vietnam turned to the United States at this stage. US bans on immigrants from the Far East, Asian countries, especially Japan, also affected the process.

The Fourth period: from the second half of the XX century to the present day. During this period, the level of immigration has been steadily increasing. Thus, the number of legal residents arriving in the US in 1970s was 4.5 and 6 million since the 1980s. These figures are the number of officially registered immigrants. However, the flow of immigrants who come to the country illegally by many different means is much higher than these. Moreover, in the 1960s, the share of migration in the total population growth was 11%, while in the 1970s it was 33%, and in the 1980s it was

39%. Of course, the number of illegal immigrants to the United States has also increased over the years. In the early 1960s and 1980s, 200,000 to 500,000 illegal immigrants came to the United States from Mexico. In 1986, the US Congress passed a special law to eliminate illegal immigration. According to the law, this process must be regulated by civil and criminal law.

Thus, those who employ or offer work to illegal immigrants can be punished with large fines ranging from fines to imprisonment. US border security has also been strengthened. As a result, efforts are being made to prevent the flow of illegal population. For example, Trump administration proposed building a wall at The US and Mexico border to prevent the influx of Mexicans. However, no measures can completely prevent the illegal immigration 100%. In the fourth period, there were changes in the geography of migration to the United States. In the 1950s, immigrants mostly came from Europe and Canada, while in the 1980s the share of immigrants from these countries was only 13%. The main predominant are those from Latin America and the Pacific island countries; 50% of Latin American countries and 35% of Pacific Asian countries. This is because in 1965 the government lift the 1924 ban on immigrants. On the eve of the World War II, due to the tense political situation with Japan, the United States, which saw every individual coming from this country as a potential threat, basically stopped emigration from Japan. During World War II, even Japanese who had lived here for years were deported from the United States. This attitude lasted for a long time after the end of the war. Over the years, there has been a dramatic change in Japan's foreign policy, as well as a dramatic change in US relations with Japan in line with its political interests. Today, Japan is a leading US ally in the region. At the same time, as a result of the recent tensions in the Middle East, there has been an unstoppable influx of people from

the Middle East to other continents, including the United States. Again, during Trump's administration, maximum restrictions are imposed on immigration from Eastern countries, especially Syria. The recent Russian-Ukrainian war also set the stage for another influx of migrants. Although Europe is still warm to the Ukrainians in this conflict, it may apply different policies and sanctions depending on the length of the conflict.

Changing the socio-cultural structure of immigration. Another issue is the change in the socio-cultural structure of immigration in accordance with the times. In the past, immigrants were middle-and low-income and educated people, but later human capital flight to the United States became widespread. This is not a brain drain. In the 1980s, 1.5 million highly educated people immigrated to the United States. Highly qualified specialists in engineering, computer and other fields have accelerated the development of the country's economy, health, literature, as well. This, of course, is due to the high standards of living and employment opportunities of the educated population. Those who came to the United States in the 90s of the twentieth century came from Latin America (especially Mexico, Central America, the Caribbean, South America), Asia (Philippines, Vietnam, China, India) and European regions.

Topic VII

Pamphlet Journalism

The pamphlet is a bound booklet.

It does not have a hard cover or binding

It may consist of a single page, or a few pages, printed on both sides, or on in thirds or in fourths. It was formed during the Reformation as a publicistic genre. The pamphlet is a small, epigrammatic, socio-political exposing work. In the pamphlet, the useless social structure, the criminal activities of individuals or certain political parties, groups, and institutions are sharply satirized. Publicistic works similar to pamphlets have been known in literature since ancient times. However, pamphlets as a separate literary genre have been widespread since the 15th century. At the beginning of the new era, pamphlet literature in the United States replaced the press of that time. Especially during the struggle of bourgeois society against feudalism, pamphlets appeared and became widespread in the literature. Among the creators of pamphlets in the literature, the name of Erasmus of Rotterdam (1466-1536) should be specially mentioned. His pamphlet "Praise of Folly," which he wrote for a week in 1509 and was dedicated to his friend Thomas More, is known as a satirical work. This work was published 40 times in tens of thousands of copies during the author's lifetime alone. Being written against all the institutions of medieval feudal Europe, the work proves in an original way that human life ultimately depends on the exposure of various whims of stupidity.

Arrogant grammarians, self-satisfied poets, jurists, philosophers, theologians, monks, kings, courtiers, popes, and bishops, the immortal characters of the work, are exposed to the reader by demonstrating the absurdity of their existence. In this work, Erasmus takes a different approach to stupidity. To

him, true wisdom is foolishness. The author says: "Well, tell me, what is it like to ignore the shortcomings of friends, to love and consider the obvious shortcomings, to admire them, if not to be mad then what?" Someone who likes a lump in a lamb's nose, a father who can't help praising his skew-eyed son, please tell me, isn't this pure madness? You can shout many times that it is madness, but this madness alone binds friends together and protects this bond forever.

Among the works of the first pamphlet creators in 1515-1517 were Gutten and Rexli's "Letter of the Dark People", Gutten's "Bulla", "Consultants", "Pirates" pamphlets. These works, like the previous ones, were written in a sharply satirical aspect of the period. In the seventeenth and eighteenth centuries, these of pamphlets in the bourgeois revolution expanded. There were already newspapers in this period. However, there was censorship in the newspapers and it served the state. Therefore, satirical critiques of the ruling circles were still relevant.

Tens of thousands of pamphlets were written, especially during the years of the English bourgeois revolution. Pamphlets were becoming more and more popular, just like publicistic booklets, at a lower price and in a way that everyone could afford. Pamphlets were written in an emotional style to impress the reader. During the British Revolution, John Milton's (1608-1674) pamphlets against the bishops became popular. The petty bourgeois party, founded by John Lilbury during the years of the English bourgeois revolution, wrote pamphlets against the monarch and the big capitalists during the struggle.

Jonathan Swift (1667-1745) was the author of the pamphlets "The Tale of the Bell" in 1704 and "Proposal for the Universal Use of Irish Manufacture" in 1724. These pamphlets were also directed against the reactionary British government. In general, the pamphlets became a kind of protest tool of the period,

and the protests were expressed in a peaceful way. Among the authors of the pamphlet were the French educators Voltaire and Diderot. The main target of their pamphlets was the French aristocracy, monarchy and church. Thomas Paine (1737-1809), who lived at the same time as them, should also be mentioned in the pamphlet. According to George Washington, Payne's ideas caused a revolution in consciousness.

In total, the number of pamphlets obtained from the Harvard University Library in the United States is 30,000, from Cornell University is 10,000 and 2,000 from the New York Library. There were numerous pamphlets and brochures in the collection of the National Library of Paris in France that it took almost half a century to systematize them for readers. One of the most interesting collections of pamphlets in the British Museum in London is George Thomason's collection of 15,000 pamphlets.

Thomas Payne's life and activity.

Who was Thomas Payne?

Thomas Paine was born on January 29, 1737, in the village of Tetford, Norfolk, England, to a poor belt maker. After a short schooling, he continued his father's profession in his father's workshop, then worked as a sailor on a ship. During his 20 years in London, he continued his father's work and studied astronomy and mathematics. From 1759 he settled in Sandwich, where he continued his paternal art and served in the excise administration.

In 1772, he led a movement of excise officials to raise wages. He sent a petition to parliament entitled "The case of excise officials." Parliament rejected the petition and he was fired again. After 37 years of failure, he returned to London in 1774. This time, when he returned to London, he had a completely different goal: to go to America and get out of this poor situation there. His acquaintance with Benjamin Franklin in 1772 played an

important role in his life. With his help, he goes to America. Speaking in front of a large crowd in the United States, Paine harshly criticized the British government at the time and called on Americans to declare their independence.

In 1775, on the instructions of Congress, he went to England to deliver the appeal of the colonies. When the appeal went unanswered, Paine returned to the United States and published his pamphlet *Common Sense*. Paine argued that this work gave every nation the right to form the government it desired. According to George Washington, Payne's pamphlet caused a revolution in consciousness. After the Declaration of Independence, war broke out between the United States and Britain, and Paine went to a camp in Washington to publish the *American Crisis* newspaper, which described the bravery of the American military. American soldiers thrown into battle repeated the first word from Payne's article: "It's time to show the power of the human spirit." As a result, Paine was the second most popular person in America after Washington.

In 1780, Charleston was captured by the British. At this point, George Washington was in a dilemma. In the meantime, Paine offered to make a commitment to cover military expenses.

It was him who paid \$ 500 before others did. In 1781, by order of the American government, Paine was sent to Paris for financial assistance, and he carried out this task. After the war, Paine returned to England. He, along with his supporters, praised the French Revolution of 1789 as the beginning of the freedom of all mankind. In 1790, when Bork published *Thoughts on the French Revolution*, Paine published an article against The Bork, entitled *The Rights for Man*.

In this article, the author defends the natural rights of man. According to Paine, every human being is a part of this society. However, he must not give up his natural rights to be a member of

this society. If necessary, some human rights can be compromised in the interests of society. Among the most important natural human rights are freedom of speech, thought, and conscience, and the right to work for one's own happiness without harming others. There are also issues that Paine is arguing with Bork. He welcomes France's new constitution, which gives even the least tax-paying French the right to vote, and at the same time sharply criticizes the monarchy in Britain. That's why the authorities are prosecuting the author of the article, Paine.

In May 1792, Paine was charged with insulting the king and the constitution. Paine, a member of the French National Convention and living in Paris, was unable to attend the hearing, so he entrusted the defense of his book and identity to Thomas Erskine, a well-known lawyer. Despite the young lawyer Erskine's magnificent speech in court, he was found guilty. In France, Paine, a member of the National Convention, was a supporter of the Girondos and always voted for them. In the court of the King of France, Paine proposed the deportation of Louis XVI. He told the crowd that the king's execution would be a major political mistake. Instead of being executed, he offered to deport the king to the United States.

The king would see with his own eyes how public welfare flourished in a republican system of government based on the principles of freedom and just government. In fact, this was the opinion of the supporters of the "King the Enlightener" that existed in France at that time. In France, he was defeated by the Girondists in a battle with the Jacobins. Paine, like all active Girondists, was arrested and sentenced to death. The Jacobin dictatorship, which lasted only a year in French history, was marked by bloody executions; so many people were executed that a guillotine was invented.

Miraculously, Paine escaped the execution. While in prison,

he wrote the famous article "Age of Wisdom." In this work, the author analyzed the Bible. All the streams that caused internal problems throughout Europe were doing it with the Bible for God. The Bible in their hands, one God servant does all kinds of injustice to another servant created by the same God. That is why the author rationally criticized the Bible in his work. In 1804, Paine returned to America. This voyage coincides with Thomas Jefferson's presidency, and Thomas Jefferson gave Paine a ship for his past services to America. He believed that he would be welcomed in America again and would be free, but he was wrong. America had already finished with the revolution, a system was set up, and there was no need for intellectuals who could form a new revolutionary stream in this system.

The Age of Wisdom caused American society to react negatively to the author. Even his closest friends turned away from him. Paine decided to be friends with alcohol in the last stages of his life. This friend, on the other hand, temporarily erased his spiritual anxieties, but seriously harmed his health. He died on June 8, 1809, thinking that his life was not in vain, even though he had been thrown out by everyone in New York. "My life has been good for mankind, I have done as much good as I could, and that is why I am dying with ease, hoping for God's advice." Paine was a typical representative of rationalism in both political and religious terms. There was no other person who could believe in the human mind as much as he did.

Sometimes he gained enough enemies because he was naive and outspoken. But of course, he differed from others in his sanity, strong logic, and ability to express himself beautifully and clearly. Paine was literally a people's tribune. This was not only due to his ability to speak a language that ordinary people could understand, but also because his most important job in life was to serve the people. There is a famous saying of Benjamin

Franklin, "Where there is freedom, there is my homeland." Paine changed it a little to "My homeland is where there is no freedom, but people are fighting for freedom." Initially hostile to Paine, the British journalist William Cobbet, who later became his supporter, wanted to bury Paine in his homeland and erect a monument to him. In 1819, he took Paine's corpse to England. The burial did not take place because the necessary funds could not be collected. The remains later passed into the hands of others and disappeared. Thus, he was not fortunate enough to be buried in his homeland.

The works of Thomas Paine

The author's first pamphlet, published in 1772, was a petition to the parliament demanding an increase in wages. Then, in early 1775, he agreed to publish a monthly "Pennsylvania Journal." He became the editor-in-chief of this magazine, which he co-published with Robert Aitkin. Thomas Paine, who wrote articles such as "Aesop," "Atlanticus," and "Voice of Truth," wrote an article entitled "African Slavery in America." In this article, he called for the complete and immediate abolition of black slavery. Although Thomas Jefferson spoke of this in Virginia in before Paine in 1769, it was him who first introduced the idea to a wide readership in literary form. Paine, who was initially an anti-monarchist, sought to abolish the monarchy. He tried to give women equal rights with men, condemned duels, and accused the British colonizer Clive of looting and destroying India.

Paine's writings were easy to understand, because of his language style. Upon his arrival in Philadelphia, the author's literary work attracted the attention of intellectuals of the time. His anonymous article on the slave trade is of interest to the great physician and philosopher Benjamin Rush. Paine was also the author of certain poetry, poems, and articles on some scientific issues. In September 1775 he wrote "Serious Thought" and in

October "Common Sense". The first work is in the form of a poem. In 1776 he wrote the pamphlet *The American Crisis*. Here he criticized the British king and his American supporters. He wrote 16 pamphlets during the war.

For the first time in his articles, the name of the state to be created in America was mentioned - the United States. In 1791, he wrote another famous pamphlet, *Human Rights*. In this work, Paine, as a democrat of the petty bourgeoisie, described the events of the French Revolution of 1789-1790. The author criticized Burke's writings against the French Revolution. Paine also called on the British people to fight against the monarch. Paine joined the struggle for the republic in France and began to publish a newspaper called "Respublika". In 1794-1795, he published his work, *The Age of Wisdom*. The work had a philosophical content and was devoted to religious criticism. His work was even persecuted by the US government.

Shortly before his death, Paine wrote in *Aurora* published in the Philadelphia : "In all my political writings, beginning with *Common Sense*, my goal was to rid human power of a false system and tyranny, to create an opportunity for free government. I have put myself in danger in Europe and America because of my actions. From the first part of the *Age of Wisdom*, in all my religious publications, my aim was to guide man to the mind that God gave him, to explain to him divine morality, compassion, and kindness to all people and creatures. "

Thomas Paine's Common Sense pamphlet

This pamphlet by Thomas Paine's was published in January 1776. It was reprinted 25 times in 1776 alone, with 120,000 copies . The purpose of writing this pamphlet was to call on the American colonists to fight by playing the role of an alarm bell in the liberation movement. It is written differently from the long and tedious works of influential people of the period.

Paine proves that the independence of the colonies and their struggle against England are legitimate. It was based on the idea that all human beings are created equal. The author described the monarchy and the hereditary principle of the monarchy as generally unnatural and abnormal. Paine was the first author to write a plan to create a new state on the American continent. He showed his economic and military strategic superiority in the war as a result of the joint cooperation of the united colonies. He called for the use of arms against Britain.

"Paine told readers : "The era of debate is over. Weapons are now the last resort to resolve disputes ... The sun has never shone on a more worthy cause than it does today". The "Declaration of Independence" issued in 1776 also benefited from the ideas of the pamphlet "Common Sense" written by the author. Some authors report that more than 500 copies of this pamphlet were published.

Teachers read this pamphlet to students in schools and speakers to patriots, illiterates, and officers to soldiers. George Washington wrote in Virginia that this work caused a great change in people's thinking. Newspapers brought statistics from Paine's work. Paine and his work were already known abroad. Within 2-3 months, the work was translated into French and then into Spanish. The work was translated into Latin American countries and helped to awaken the national consciousness of the people there. Paine used proceeds from the sale of the pamphlet to pay for independence war. The pamphlet described Paine's social, political, and philosophical views.

The author begins the work with an explanation of the word society. Paine still opposes those who equate the concepts of society and government. The author writes that the words society and government are not only separate words, but also words of different origins. Society was created from the needs of

us, the people. The government is made up of our shortcomings. According to Paine, society serves our happiness by uniting our desires for happiness. The government is trying to prevent our shortcomings. Society is our defender. The government is our punisher.

Expressing his views and ideas on the form of government in the pamphlet, Paine writes: "My ideas are based on natural laws, no one can change them. They are difficult to break, but easy to correct. When tyranny ruled the world, it was a great freedom to go beyond it. The British constitution is incomplete and incapable of doing what it says. "

According to Paine, the state is the property of the whole society, not of individual people or families. The full owner of power is the people. According to Paine, there are three sources of power: sovereignty, power, and finally the public interest of society and the general rights of the people.

I - Remnants of monarchical tyranny in the face of the King;

II- Remnants of aristocratic tyranny in the face of nobles;

III- New republican elements in the face of the House of Commons on which the freedom of the British depends.

Thomas Paine considered the alliance between these three forces impossible. The author saw the solution to this problem in the armed struggle against Britain. Thomas Paine denied those who thought that the British colonies needed a mother. He said that no colony needed such a mother. "Even wild animals do not attack their relatives," he said, adding that the colonies had never had a spiritual bond with Britain. The author's other views are also very interesting. "Many talk of uniting Britain and the colonies so that they can challenge the world as an alliance. This is nothing but an empty slogan. We will never allow the number of people on our continent to be reduced (ie sacrificed) in order to help Britain in the fight against British weapons in Asia, Africa and Europe."

The author writes that “if you want us to live in peace with the British and American colonies, show us at least one of the privileges they give us. There is no such privilege. Therefore, there is no peaceful solution to the struggle between America and Britain. He wrote, "Suppose we are reconciled, what will this lead to? I answer for the destruction of the continent." He attributes this idea to the following reasons: "The supreme power will remain in the hands of the king as always, and the veto power over the continental legislation will belong to the king. How can you trust a king who says you can't pass any law without my consent?"

The pamphlet emphasizes the need to focus on the development of trade in America. "Our business is trade. If done as needed, it will allow us to develop our relations with the world and with Europe as a whole."

In the book, Paine also groups people in America according to their positions: "Interesting faces I can't believe; weak, blind or preconceived people who don't want to see; moderate people who think well of Europe." Paine was against colonial occupation and slavery. That is why he was everywhere in the struggle for freedom. Even in his physical absence, his ideas took part in the struggle. Concerning slavery, the author wrote: "I am very pessimistic about the destruction of the slave trade. We must take this issue to the other side of the ocean." In 1805, Paine wrote to Thomas Jefferson in a letter to New Orleans about bringing black slaves from Liverpool: "If I had a military team, I would destroy Liverpool."

Thomas Paine whom Frederick Engles called "famous democrats," Woodward's "Godfather of America," Oldrich's "Man of Wisdom," and Catherine II's "worse man than Pugachev," did not receive the value he deserved in society, but he lived in history for a long time and has never been forgotten.

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Topic VIII

Periodical press

The periodical press occupies a special place in the complex of general historical sources and forms a group of important sources. It is a more popular source than other sources in terms of its distribution, species diversity, authors, and content. In many cases, the popularity of this source is also determined by the role it plays in public life. From the moment of its formation, the press has become an increasingly important factor in public life, its role in shaping public opinion is growing, it is becoming a battleground in political life.

There has never been a major social event of the century which have been left out of the media spotlight. The press first appeared as a means of informing about important state events. While maintaining this function, it also covers state policy, views and actions of all social forces, political events, foreign policy, economic and cultural events. In these difficult times, the role and importance of the media has increased. Especially at present, the presence of too many opposition newspapers in Azerbaijan, along with the government press, in many cases makes it difficult to use the press as a historical source, calling into question the credibility of its information.

It should be noted that the need for information dates back to ancient times. However, at that time the information was delivered to the people orally, through heralds. In the streets, shouting "People, listen, and don't say we haven't heard..." they were informing people about the events happened in a city or a country. However, over time, the dissemination of information among the population became more difficult, and certain obstacles appeared.

The press was literally formed during the collapse of

feudalism and the emergence of bourgeois relations. However, in ancient Egypt, as well as in a number of Eastern countries, there was a media similar to government news. In ancient Greece, news was delivered to the people through heralds. Julius Caesar introduced the regular announcement of Senate acts. In the eighth century, there was a "Government News" in China. In the 15th century, there was a manuscript newspaper in Venice, and the word "newspaper" originated from the name of a small Venetian copper coin. This money was paid to listen to the news in the city square in Venice.

Censorship has been in place since the beginning of the press. Manuscripts were banned as soon as book printing appeared in the 17th century. At the beginning of the seventeenth century, in France, the publication of any article on public affairs was banned by royal decree, and in later periods, any critical writing was generally banned. It is no coincidence that bourgeois revolutions and movements used the slogan "Freedom of the Press" as one of their main slogans. As a result, censorship was abolished for the first time in England in the late seventeenth century. (The ADR government abolished censorship in October 1919.)

The ruling classes were afraid that free speech could weaken their government. As soon as Napoleon became consul, he closed 60 of the 73 media outlets operating in Paris. However, before Napoleon became a consul in French society, his achievements in the army were communicated to the people through the press.

Historically, there have been many obstacles to the dissemination of information: government policies, technical and financial difficulties, insufficient literacy of the population, and so on. Therefore, as a rule, the official press developed first.

The history of the press in Russia began in the early 18th century with the publication of government statements in 1702 during the reign of Peter I. ("Moscow Vedomosti" 1702-1728.

"Petersburg Vedomosti" 1728-1755.

However, it should be noted that even in the time of Alexei Mikhailovich in the middle of the XVII century there was a manuscript newspaper called "Kuranty", which was intended only for the tsar and his entourage.

The period of development of the press in Russia began in the 19th century, and it became more and more popular: specialized publications of various directions were created, special newspapers appeared. The press was emerging not only in the capital, but also in the provinces, and the genres of the press were beginning to take shape.

Periodicals are a collection of the most diverse materials in terms of character. Both of these materials reflect the historical process as a whole, also reveal individual events and manifestations.

When studying the press as a historical source, first of all, it is necessary to know the historical conditions in which the press was created and developed. One of the necessary conditions is to study the general policy of the government, including its censorship policy. Periodicals in historical sources are considered periodic long-term publications. Its main function is the formation of public opinion, the implementation of the ideological activities of the state, the restriction of society, and so on. The press is a written commentary on common issues, it serves the common interest and brings it to the attention of the whole nation.

The press needs three conditions: first- to write; second- common interest; third- to spread. If one of them does not exist, there is no press. If the article serves the general interest and is not widely disseminated, then there is no press, it is a personal blog. The article published in the press should reflect the general interests of the people and should be read. These are the

characteristics of the press. The press conveys the personal views of individuals and journalists to the public. The periodical press is the herald of the culture of the period. New ideas of one or more people are disseminated to the public through thousands of copies. Of course, at this time, new ideas collide with old ones.

The press must inform the nation in all political and economic spheres by spreading different opinions, and must convey all issues to the nation. Thus, the press itself is a political and economic object. The press is a politically controlled propaganda tool that invites general political organizations to propaganda. The press shapes public opinion.

Thus, the press has a strong influence on society. That is why the press is called the address of the sixth powerful state or the fourth power. The press is a public observer who expresses and disseminates the views of the people. The press is a tool that distances the government from inappropriate activities, constantly monitors the activities of the state, and reveals the shortcomings that seriously criticize the state. Therefore, the press must be superior to the government and independent. The press sees, writes, shows and looks to the future. He enriches the public mind with his critical speeches, points out mistakes and heals wounds. Periodicals are mainly divided into 3 types: newspapers, magazines and periodicals of the scientific community. Among these types, first of all, it is necessary to mention the names of newspapers. Newspapers are paper that is published at different times and in different sizes to report events. Newspapers are mainly daily and weekly. Daily newspapers publish world, national and local news. Most daily newspapers are morning newspapers, and a small number are evening newspapers.

Weekly editions of daily newspapers are usually larger than regular ones. These newspapers have special sections on economics, entertainment, finance, travel, Sunday appendix,

etc. Weekly newspapers that cover small areas usually cover weddings, birthdays, deaths, local life, and politics. Most weekly newspapers do not publish international or national news. Due to the development of technology, today there are newspapers published in electronic form on the Internet. The first task of the newspaper is not only to inform, but also to provide information on political, economic and cultural issues. However, today various articles, novels, stories and pictures are also published in newspapers. There were no pictures in the old newspapers at all.

The first newspaper was a handwritten sheet of paper entitled "Events of the Day" published in Rome in 59 BC. This newspaper was prepared by Julius Caesar's servants. This handwritten newspaper hung on crowded streets. Thus, everyone had the opportunity to read the news in the newspaper. The world's first printed publication was Dibao (Ti-pao), published in China in the 8th century. This edition is made of wooden boards of a certain size. The first regular newspaper in Europe was *Avista Relation* or *Zeytung*. This edition was first published in Germany in 1609. Even after the invention of the printing press, the production of handwritten wall newspapers continued.

In the 16th century, for example, a handwritten wall newspaper called the *Written News* was being produced in Venice, but the invention of the printing press did not stop its publication. The reason for this was that the government's bans on printing applied only to newspapers printed on a typewriter.

The newspaper from Venice is sold for a "gazette" that was the coin of the time. This word soon became the name of all these types of printing. In 1615, a weekly newspaper began to appear in Germany. In England, for the first time, a weekly newspaper called "Weekly News" was published in 1622. In 1695, when censorship was abolished in England and newspapers began to publish their articles freely, censorship in other countries gradually weakened.

The first newspaper in France, La Gazette, was published in 1613. The newspaper served as the government's official printing press for a long time. From 1762 onwards, it was called the *Gazette de France*. After 1848, journalism became more active in France. From the beginning of the 18th century, daily newspapers began to appear in England. Later, daily newspapers were published. The oldest English daily newspaper is The Times. The Times has been published since 1785. The newspaper's founder, John Walter, sought to impress the public with his coverage of topics of interest.

Alfred Hemzworth's name deserves special mention for the development of journalism in England. When Alfred and two friends began publishing the Daily Mail in 1896, he filled the newspaper with *feuilletons*, using the French method of attracting readers. Each time he cut the *feuilletons* in an exciting place, he always kept his readers interested.

The circulation of the newspapers he published was so great that it became impossible to deliver paper, and as a result, Alfred established a paper mill and began to produce paper for his own newspapers. Today, thousands of newspapers are published around the world. However, with the advent of the Internet, many newspapers stopped publishing in paper form. Newspapers are already distributed electronically. This is a positive thing both from an environmental point of view and from the point of view of reaching more people. However, there are still many people who like to read the newspaper on paper.

Magazines appeared in the 17th century. The first magazines were compiled from newspapers and catalogs of booksellers. Magazines mainly cover important events in the country and abroad over a period of time. Shortly after the publication of the first magazine, *Erbauliche Monats Unterredungen* ("Edifying Monthly Discussions"), published in Hamburg,

similar publications appeared in other European countries. The first journals, which arose from the need to discuss and disseminate scientific developments, contained information on almost every field. As is well known, the first scientific magazine was the Journal of Researchers (The Journal des sçavans), published in Paris in 1665. From the 18th century onwards, interest in magazines increased. Over time, some magazines began to devote more space to issues such as family, women, and children's issues. In countries such as Australia, India, and China, the first magazines began to appear in the 19th century. From the twentieth century onwards, due to technical innovations and an increasing readership, high-circulation magazines began to generate advertising revenue to cover their costs. As a result, advertisers' interest in this field has increased. Popular US magazines in particular have become part of the marketing system. The rapid development of the twentieth century paved the way for the emergence of new types of magazines that meet the need for a brief overview of the agenda. The first example of this was the American magazine Time (1923), which led the news magazines.

Periodical press in America

At least three conditions are required for the establishment of a periodical.

1. The need to obtain or disseminate information;
2. Certain level of technical development;
3. Satisfactory level of education.

Although the first two conditions were satisfactory in the early years of existence of the US, there were serious problems with the literacy of the population. In the new world, that is, in America, the first schools began to appear in the 16th-17th centuries.

These schools were usually funded by local funds and

individuals. In 1636, Harvard College, the first higher education institution in America, was established. The first law establishing public schools was passed in late 1647 in Massachusetts. The national education system, in the true sense of the word, was established only after the war of independence in 1775-1783. In the early years, periodicals were needed more by English merchants and officials in New England. The first printing press was actually brought from Spain to Mexico in 1541 and to Lima in 1583. Most of the literature was published on these machines. The first regular publication was the *La Gaceta de México*, published in Mexico in 1667 in the *New World*. The first printing press in North America was brought to Cambridge, Massachusetts in 1638. The machine was brought by J. Glover. Stephen Day was assigned to deliver the paper and other materials. Glover's death did not stop him.

Benefiting from the services of Elizabeth Glover Day (Glover's widow), he organized a printing business in Cambridge. of Elizabeth Glover Day “,the "mother of the American press," married Henry Dunster, president of Harvard College. The machine set up here was the predecessor of the Harvard University Press, which was later established. Later, book printing presses were set up in Boston in 1670, in Philadelphia in 1685, and in New York in 1693 to publish religious literature. The Quaker movement, led by George Fox, also had a positive effect on American printing. The Quaker movement, which fought for social equality, spoke out against the Anglican Church. It was important for them to enlighten each individual about the holy spirit and the inner spirit. The first Pennsylvania publisher close to the Quakers, William Bradford, advised Fox to publish materials to support their followers. William Bradford was criticized for publishing an almanac about the governor, much to the displeasure of the Quakers. As a result, he was arrested.

After his release, Bradford traveled to New York. Here Bradford published the New York newspaper, the first and only newspaper in the colony until 1733. Thank to his efforts, the newspaper became a semi-official printing house of the colonial government.

The first newspaper in North America to be published in the British colonies was in 1689. With the consent of the Massachusetts government, this step is taken by publisher Samuel Green. The main purpose of this publication, entitled "The current state of affairs in New England," was to prevent the spread of false information, as he himself stated. Green died before he could finish the job. Many considered this publication to be an ordinary page, not a newspaper. In 1686, Benjamin Harris, a book merchant and publisher who fled to Boston to escape repression by the British government in London, began publishing leaflets containing opposition news. The first issue of Social Events, published on September 25, 1690, is considered a newspaper. There were many aspects that proved this. At first, the publication itself stated that it was a newspaper, it had several pages, and so on. There was even a blank space in the newspaper for you to write your own story. At the time, there was a slogan: "Read yourself and pass it on to someone else."

Harris's newspaper also touched on an issue banned by the colonial government, which worried the government. Thus, the newspaper reported on the situation of the Indians and the negative attitude towards them in the French colonies. This approach was generally seen as a critique of colonial policy. Harris' newspaper also reported on the war between France and Britain.

Harris's newspaper, which was published without official permission, was soon shut down. Many trace the origins of the American press not to the Public Events newspaper, but to the Boston News-letter, a weekly newspaper published in Boston

until 1776. The first issue of the newspaper, published in 1704, was founded by Boston Postmaster John Campbell. From 1704 to 1719, the Boston News remained the only newspaper in the British colonies in America. The main news in this newspaper was news from Europe by shipping. Because this news was important for the colonists. Campbell's greatest service to American journalism was newspaper advertising. With the replacement of Campbell by William Brookler in 1719, the newspaper began to publish editorials. Two-thirds of the information in the newspaper was in English newspapers. Local news included the arrival and departure of ships, hurricanes at sea, the movement of mail trucks, the political and economic life of the British North American colonies, trials, deaths, births, attacks by Hindu tribes, and the sale of slaves at auctions.

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Topic IX

Memoir literature as a source

At all stages of historical development, people have felt the need to express their feelings and emotions, their views on life and the world. This expression is reflected in memoir sources more clearly, more comprehensively, more fully. Memoir literature is an author's written work about the past, present and past, people, environment, period. The memoirist creates living images of people by accurately describing his life, the people around him, those who have a positive or negative attitude to him, the difficulties and successes of his life, and brings to literature the atmosphere of a certain historical period by fully reflecting the realities of life. The memoir literature is distinguished by its accurate reflection of the truth. There are different forms of memoir literature. The most common form is diaries. The diary is the author's notes on his personal life. Personality is taken as the main object for biographical cases related to memoir literature. It reflects important moments in the life of the individual.

Memories are a relatively complex form of memoir literature. Here the author has the opportunity to cover more areas. Memoirs-memoirs enrich the history of literature with selected documents. In these examples, generalization, typification, and psychological access to the person are possible. Memoirs convey real events accurately and precisely. First-person transportation is not the most important feature of the memoir. Memoirs can also be written as a result of the author's or other person's oral memoirs being written in the language of a third party. In memoirs, the author plays a key role and always speaks for himself. The author reflects the part of the event in his circle. There is sometimes an opinion in the literature that a memoir is limited to works that represent the stories of a direct participant

or witness of the events. The distance between the occurrence of the event and the creation of the memoir can be from a few weeks to decades. Such a long distance often has a sharp effect on the accurate reflection of the past.

The main image of officials is memory. The translation of the memoirs is taken from the French word "memory", which means "memory". Still, Aristotle, thinking about memory and memory, believed that memory is the perception of past impressions. Memory, in turn, is a thought, a thought of how we feel and learn. There is no culture without memory. The longer the time between the occurrence of events and the creation of memoirs, the greater the importance of memory.

Memory naturally weakens over time. First impressions are suppressed and forgotten by the latter. The resulting gaps are involuntarily filled with imaginary episodes. Thus consciousness destroys the past and at the same time revives it. Memory allows a person to judge objectively what has happened, is, and will be. Memory is one of the consequences of a person's deep connection with the outside world. The author's personality has an important place in memoirs, diaries and travelogues. In such works, the author does not look at the events through the eyes of a real hero, he lives directly, expresses his feelings and emotions on certain issues. Without it, consciousness cannot process all the information it receives. Part of it remains in the mind, and after some time a person realizes these events and sees them in their true state. Every writer and poet can be recognized as an artist from his works.

As private sources, memoirs also differ in the period they cover and the scope of the problem. For example, there are memoirs and memoirs that describe only one historical event, some memoirs cover a certain historical period or a historical period of half a century. Sometimes memoirs are semi-protocol,

in which historical events are compiled in chronological order, listing events. Sometimes, on the contrary, such works are more reminiscent of fiction than historical documents.

Memoirs from US history: There are two types of memoir sources in the history of the United States. Written and oral memoirs. Written memoirs in the United States have their origins in the English writer and sailor John Smith. His 1608 true story of remarkable events in Virginia was both the foundation of the memoir genre in the United States and often considered one of the first works in American literature. However, there is no consensus among historians on the accuracy of the events he described, as he tends to exaggerate information about himself in the memoir.

One of the representatives of memoir literature is Samuel Sewall. His diary, which describes the events from 1674 to 1729, reflects the events that took place in New England. Sewall, a judge in Massachusetts, North America, settled in Boston after studying at Harvard, where he practiced law and administration. The first memoirs described the life of Londoners of the Stuart period from 1659 to 1669. Memoirs written after the United States were more connected with the history of this place.

In this regard, the memoirs of Benjamin Franklin, one of the founders of the United States, are interesting. Franklin began writing his memoirs in 1771. These memories begin in Tayford, Hampshire, in southeastern England. An English bishop named Jonathan Shipley lived in Tayford. Together with his large family, the Shipley family, Franklin was held in high esteem as a modern Socrates. At their request, Franklin often told them about his childhood in Boston.

During his stay there, he completed his first "Biography" in just 13 days. Elderly members of this family convinced Benjamin Franklin that he should tell the story of his life to the whole world.

Because Franklin was closer to the epistolary genre, his memoirs included a lot of letters from his son William, the governor of New Jersey. When Franklin began writing, he first wrote about his ancestors, his parents, and his childhood. He then described the events up to 1757 in succession. However, he wanted to describe the events from 1757 to 1771, and because he did not have time, he paused. Only after returning to Europe in 1784 did he return to his youthful memories and continue his story. In his memoirs, he now focuses more on family events, as he breaks off correspondence with his son, who has been a pro-British government. For this reason, the second part of the memoir is very short. After returning to America in 1785, he again took a break from writing the memoir until 1788. In the same year he began to write the third part. In November 1789, he sent the first and second parts of his memoirs to his friends in France and England, and was advised to publish them. He later wrote several pages of the fourth part near the end of his life. These memoirs were first published in 1791 in French. It is then translated from French into English by an unknown English journalist. His work is so well written that very few people consider it a literary work. Because the description of the event is given in very simple language.

The memoirs of Thomas Jefferson, who lived at the same time as Benjamin Franklin and was the third president of the United States, are also of special interest. The memoir, entitled "Notes on the State of Virginia," is important for studying the author's political views and motives. The memorandum also included the US Declaration of Independence. "I have sworn in the Temple of God that I will always be hostile to any form of tyranny over human thought," said Thomas Jefferson. This work was first published in 1785 in 1000 copies. Many American newspapers were already publishing excerpts from

these notes in the late 18th century. The work was even published in German in Leipzig in 1789. The memoir has been the subject of debate since its first publication.

In 1853, Thomas Jefferson's notes were published in full by his grandson, Randolph. These records have also caused controversy in the US public. In particular, the author's statement that the changes in the United States did not fully reflect the goals set during the revolution, and called the constitution a "good piece" that needed a few patterns in the example of the knowledge of rights, caused a stir in society. During George Washington's presidency, from 1790 to 1793, there was a struggle between Thomas Jefferson, Secretary of State, and George Washington. Thomas Jefferson, who began writing his memoirs in 1821 at the age of 77, described Virginia's borders, rivers, seaports, mountains, minerals, flora and fauna, climate, population, armed forces, naval forces, religion, provided information on customs and traditions, manufactories, measurements, weights and currencies, laws, colleges, buildings and roads, trade items, state revenue and expenditure, history, government documents, and more.

The memoir genre has continued in the United States in the form of many prominent people, including presidents. Although the sources in the memoir genre are mostly preserved in written form, after the appearance of audio recordings, its oral form also became widespread. Memoir literature in US history is rich in this respect. In particular, the Presidential Library preserves more than 1,000 audio recordings of US President Kennedy and about 800 audio recordings of Johnson in the genre of "oral history".

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Topic X

Place and role of epistolary materials (personal correspondence) and literary works in US history

Source analysis of epistolary materials.

In addition to memoirs, sources of personal origin include letters that are not official in nature, or sources called epistolary materials under other names. Greek - edpistole, Latin - epistola means "letter". But the epistolary method does not cover only letters. Thus, exhortations, reminders, invitations, summonses also belong to the epistolary style. This category includes correspondence between heads of state and government, as well as correspondence between like-minded politicians. Informal letters have two parties - the correspondent (author of the letter) and the addressee (recipient).

The form of relations between them can be different - kinship, friendship, camaraderie, etc. The main feature that is characteristic of this type of personal correspondence is the lack of intended for the public. It belongs to only two people. Personal correspondence is very close to memoir sources. The letter may resemble a diary in character and form, and may be similar to a memoir genre in that it may contain memories of the past, but it wrote the events, facts, and life stories it spoke of only for the person to whom it was written. -to inform the addressee. In epistolary sources, as memoirs, it is important because it allowed to study and describe the atmosphere of the period he studied, to get information about how people of that period perceived and lived. In this sense, subjectivity is a positive, not a negative, for such sources.

If correspondence was used as a source of factual information, then, conversely, the subjectivity of the author is considered a negative situation in order to study the veracity of the events

he describes and requires critical analysis. For the historian, although any letter is the primary source, it is more important to work with a collection of epistolary material, rather than a single letter, in order to obtain a fuller result. This collection can be a series of letters written by a person to any person, ie to a recipient, for many years.

In general, the systematic, collective study of this type of material provides a basis for a more detailed study of the nature of events and correspondence between individuals. Cause-and-effect relationships will be followed more closely. The text of the letter reflects the writer's worldview on paper. Therefore, the epistolary heritage of famous writers, poets, statesmen, scientists, cultural and artistic figures is of special interest. This allows us to understand their inner world. In this case, the letter is considered a philosophical diary of the personality for us.

Publication of epistolary documents and source analysis - unlike other sources, epistolary sources are less systematized in the form of bibliographic reports. There are more unpublished materials in such sources. Such sources are often published many years after the death of the creators of the work and those involved in the events. Unpublished correspondence is stored in personal or family archives. Letters are usually kept between the addressee's papers and sometimes returned to the correspondent or his heirs. Such sources are kept in the manuscripts section of state archives, museums and libraries. Researchers may use these sources in accordance with archival regulations in the country or with the direct consent of its owner. Various measures are being taken in Western countries to keep the personal correspondence of politicians. In the United States, the personal correspondence of some presidents has long been considered their private property or destroyed by themselves or their successors. Later, the Manuscripts Department of the Library of Congress, under the auspices of the Presidential Archives, took over.

There are sources that are not related to the positions of 23 US presidents, ie personal correspondence. The establishment of presidential libraries in the United States also allows the use of these resources. When these libraries are established, the former president and people close to him can provide additional documents. The archives of prominent politicians have always been of interest to historians.

In American history, literature has its origins in fairy tales, stories, legends, and lyrical poems. However, written literature did not develop here until the arrival of the Europeans. Written literature, created with the advent of Europeans, has come a long way to this day. Works in American literature can be grouped as follows:

1. Early American and Colonial Literature up to 1776;
2. Democratic“germs” and Revolutionary Writers: Enlightenment in the United States 1776-1820;
3. Romanticism 1820-1860;
4. The rise of Realism 1860-1914;
5. Modernity and practicality 1914-1945;
6. Fiction in America from 1945 to the present day: realism and experience.

Topic XI

The place and role of literary works in the history of the United States (Part I)

1) Early American and Colonial Literature up to 1776: William Bradford's name should be mentioned when considering examples of fiction related to US history. Shortly after the Puritans entered the new world, William Bradford was elected governor of the Plymouth Colony in Massachusetts Bay. William, a multi-lingual, religious, and intelligent man, described the Plymouth Plantation as "On the Plymouth Plantation," a vivid and narrative account of the colonies. According to Bradford, the first document in the New World of British rule about the management of the colonies was prepared in "The Mayflower Compact" when the first immigrants were still on board. This agreement was the basis of the declaration to be adopted a century and a half later.

Puritans in America did not accept worldly pleasures, such as dancing and gambling, and forbade writing and reading immoral books. The Puritans wrote and distributed poetry, sermons, religious books, and histories. Another prominent representative of this period is Mary Rowlandson. After being released from captivity after 11 days of captivity, Mary, the wife of a priest, wrote negative comments against the Native Americans in "The Power and Mercy of God: The Story of the Kidnapping and Release of Mrs. Mary Rowlandson."

The same attitude is found in John Woolman's *The Captive*. In contrast, John Woolman, for the first time in his Diary, discusses the negative attitude of Europeans towards Native Americans. John Woolman, as he put it, "left his comfortable home in the city and lived with the Native Americans for a while to learn about their lives, traditions, and moods. "In his diary, he

condemns the sale of rum by Europeans to Native Americans. At the same time, he was one of the first writers to oppose slavery. In "Some Considerations on the Keeping of Negroes" he chooses a passive struggle against officials whom he thinks are unfair to slaves, that is, he protests against them in his writings. One of the works written during this period was "The Present State and History of Virginia" by Robert Beverly, dedicated to the history of the Virginia colony.

2) Democratic "germs" and Revolutionary Writers: Enlightenment in the United States, 1776-1820. The military victory of the North American colonies in the struggle for independence gave rise to a great and new literature. Works written during this period were severely criticized in England. American writers, on the other hand, sought to create their own genres out of their dependence on English literature. As the editor of an American magazine wrote in 1816: "Dependence on others is a state of humiliation and in such a situation, to depend on products that we can sell abroad is to add the weakness of stupidity to the sin of indifference." Unlike military service, the Cultural Revolution is not established by force. Revolutions are the result of the heart and will of society. In the early years, revolutionary writers, despite their sincere nationalism, could not find their roots in American sensitivity. Colonial writers of the revolutionary generation were born as English and raised as English citizens. Like all their friends, their mothers, fathers, and grandfathers too were English or European. American consciousness was still far behind the British. British neoclassicals were still imitated 50 years later.

Moreover, a new nation was forming during this period. This was not an easy task. Here people preferred politics, law and diplomacy to literature. At the same time, these fields could provide Americans with glory, honor, and money at that time.

But writing did not bring money. Until 1825, many American writers paid for the publication of their works themselves. Only Washington Irving (1783-1859) was wealthy and could publish at his own expense. Irving, the father of American literature, has a literary work called *The Jeffrey Crayon's Draft Book* (1819). His historical works include the first work on US President George Washington, biographies of the Irish writer Oliver Goldsmith and Prophet Muhammad. He also has works about Christopher Columbus on 15th-century Spanish history, the Arab conquest of Spain, and the Al Hamra (Red Palace).

Irving, who served as US ambassador to Spain from 1842 to 1846, began his literary career in 1802. Washington Irving James, like Fenimore Cooper, was one of the first best-selling Americans in Europe. He worked to pass stricter laws to protect the rights of the American writers. Born into a merchant family, he was a lawyer by profession and devoted his life to writing. Although he benefited from German and Dutch folklore, he was the first American writer to describe the United States as a place in his stories. At that time, American society did not have a large readership. Therefore, writers wrote short stories, poems, and did not include long literary works. Another writer, James Cooper's work called "Spy" was published in 1821 and republished four times a month in separate presses. If we are talking about early American literature, it is worth mentioning Benjamin Franklin's "Poor Richard's Almanack", published since 1732. The work features entertaining characters such as Father Abraham and Poor Richard. He used expressions such as "One word of wisdom is enough." "God helps those who help others." "Hard work pays off, frustration increases." Sometimes the author used anecdotes. The author says that indifference causes great complications. The author explains: "It was left without a horseshoe because of a nail; he was left without a cavalry because of a horse, as he was left

without a cavalryman, the enemy captured him and killed him, it all happened because he didn't care about a horseshoe nail.

Franklin also had views on morality: "A bad habit brought up two children with that habit," "A small leak sank a large ship," "Fools organize banquets, and wise men eat at their banquets." In general, Benjamin Franklin promoted enlightenment in his works, noting 13 conditions for educating society: prudence, silence, order, determination, thrift, businesslike, sincerity, justice, restraint, purity, calmness, honesty and simplicity. Here is the author's most memorable advice: "Don't eat until you're full. Don't drink until you're flying. Write to people who know a lot, and talk to ordinary people." Timothy Dwight (-1752-1817), a contemporary of Benjamin Franklin, was not as successful. His "Conquest of Canada", 1785, was based on biblical stories. As the main subject line, the writer replaces the image of Joshua with John Washington, based on the story of "Joshua struggling to seize the promised lands of destiny." However, his work was not successful because it was written in an overly romantic and unrealistic style. Both the battle scenes and the language of the work are fantasy. Even his friends disapproved it.

Another author, James Cooper, like Irving, described events in the past. However, unlike others, he found the events in infinity, not in Europe, but in America itself, like untouched lands. Cooper's childhood was spent growing up in his father's lands on Lake Otsego (now Cooperstown), in the middle of New York State. This area, which was very quiet in Cooper's childhood, once witnessed the Native Americans massacre. Young Cooper grew up in a feudal environment. As a child, Cooper saw pioneers and Indians heading west. His 1823 novel *The Pioneers of Leatherstocking Tales* series tells of the Native American settlement on the west, and that the first whites were pioneers who came to the west as soldiers and merchants for reconnaissance.

He says that the next influx of whites is the arrival of professionals, including judges, doctors and bankers. The difference between Cooper and Irving was that Cooper accepted the current situation in America, and Irving rejected it. Cooper took a more realistic approach and justified the process of migration, the seizure of land here, in short, the events with their pros and cons. Irving approached the events as a European. Cooper, on the other hand, created the American environment, character and atmosphere in his works.

3) Romanticism : 1820-1860. In the 1820s, America was not partially united, but was a region with a constant flow of migrants who spoke different languages. For this reason, in the works written during this period, almost all the heroes were "lonely" people. The democratic American individual then had to create himself. For this reason, different works were created in a romantic style. Edgar Allen Poe is one of the leaders of the Romantic movement in American literature. He is considered to be one of the first American writers to write short essays, detective stories and short stories in the genre of criminology. He also contributed to the science fiction genre. Having such a rich literary heritage, the writer achieved these achievements in a short period of forty years. Poe introduced two new genres to world literature. The first is the genre of fear and horror, and the second is the detective.

"Edgar Poe" (1809-1849) quotes:

1. A person is not brave enough to be what he looks or is.
2. People don't like things they can't do.
3. The boundaries between life and death are blurred. Who can tell, which one ends where and where the other one starts?
4. The feeling of the crowd is its imagination. However, he can manage quietly at any time.
5. Sharp criticism of an adult is a ready way for a younger person to achieve greatness.

6. True genius is to prefer calm.

7. There is nothing worse than loneliness in the crowd.

Edgar Allan Poe's greatest stylistic discovery, the most prominent representative of romantic literature, is the study of human psychology. Poe's work lays the foundation for psychoanalytic practice. Poe, who was a typical alcoholic and lived in a state of emotional turmoil, could in fact lay the foundation for new fields of literature. His works "Black Cat", "Cask of Amontillado", "Buried alive", "Stolen letter", "The Tell-Tale Heart" and others are famous. Nathaniel Hawthorne (1804-1864), was American of English descent and was mainly devoted to the events that took place in New England. He is best known for his work *The Golden Seal*, published in 1850. The work differs in terms of the description of issues against gender and religious discrimination. In "The House of the Seven Gables" he expressed the democratic insecurity of noble families in the past. In this work, the author mainly drew attention to the discrimination. Lydia Child's (1802-1880) successful anti-slavery novel, *Hobomok*, in 1824, highlighted the need for racial and religious tolerance in society. Lydia Child founded a private girls' school and published and edited a children's newspaper for the first time in the United States. In 1833, the first anti-slavery pamphlet, *A Call for Aid for the American Class*, was published. Although this bold work made Lydia Child famous, it caused her financial ruin.

A History of the Status of Women at Different Times and Nations in 1855, defended the equality of women, focusing on the historical success of women. Harriet Beecher Stow's best-selling novel, *Uncle Tom's Hut, or Life Between the Lower Class*, was the most popular novel of the 19th century, published by 40 different publishers in England alone and quickly translated into 20 languages. The book addresses issues against slavery

in America. In the work, slavery was presented as an obstacle to the development of America. Harriet Wilson (1807-1870), the first African-American novelist, wrote "Our Nick" in 1859, and Frederick Douglass's (1817-1895) series about the life of an American slave in 1845 were also anti-slavery works.

4) The rise of realism: 1860-1914
The Civil War (1861-1865) between the industrialized North and the slave-owning South was a turning point in American history. American idealism continued to change direction. Before the war, literature educated about the abolition of slavery. Now this had already happened and new directions had to be found. The goal of the Americans was to cultivate rich, influential businessmen who, as Darwin had in his theory of evolution, were "the best survivors." It was time to move away from some ethnic identities and work to become millionaire producers and speculators. The natural resources of American lands and the ongoing migratory flows provided industrial development. In the 1860s, most Americans lived on farms, but by 1919, half of the population was concentrated in 12 cities. But in the beginning, urbanization also had many problems, environmental and water problems. Labor strikes were also taking place. New millionaires appeared. If in the 1860s there were less than 100 millionaires, in 1875 their number exceeded 1,000.

Industrialization increased alienation, and this began to manifest itself in the works. The end of the 19th century and the beginning of the 20th century saw an increase in realism in American literature. It moved away from religious and fiction in literature. Gradually, more space was given to the description of the social problems brought about by capitalism. Mark Twain had a special place among the most famous realist writers of the time. The real name of the author, known as Mark Twain, was Samuel Clemens (1835-1910). Twain was an irreplaceable humorist

and satirist in American literature. The author's satirical satire reflected the political life of the United States and the moral rules of society as a mirror to the people. Twain criticized corrupt government officials, racists, colonial politicians, superstitious believers, and national and religious "moral" rules, including the oppression of women in society and the neglect of women's power. His target was young people. He believed that speaking in front of young people, especially female students, could change something.

The purpose of his lectures in this direction was to spread the idea that the future depends on young people and girls, especially educated, strong and cultured girls. Therefore, he established a special bond, communication between children and himself. Any child could easily contact Twain and write him a letter. The events of his childhood left traces in his spiritual life, and Twain, well aware of this, tried to raise awareness among children. His writings were almost entirely autobiographical. Modern American literature begins with Twain's book, *The Adventures of Huckleberry Finn*. Why this work? Although Twain did not admit it before, he later wrote in his biography that the protagonist of the work, Huckleberry Finn, was his childhood friend Tom Blenkinsip. Twain described Tom as he was: "Tom was the noblest man in our town, who did not follow noble customs, who was always hungry, but he always looked happy. We all envied him.

Tom's older brother helped a black man who had escaped from slavery. In South America, where slavery still prevailed, the move was considered unworthy of the white man. The one who found the black man was rewarded with good money. However, the pure child did not have a clear conscience and did help the black man to escape. Mark Twain's work can be divided into several periods. He gained national fame as a writer in the

second period of his career. During this period, which dates back to the 70s and 80s of the 19th century, the author's events in "The Adventures of Tom Sawyer" (1876), "The Vagabond Abroad" (1880), "The Prince and the Beggar" (1882), "The Adventures of Huckleberry Finn " (1885) Although he wrote with a delicate, delicate sense of humor, the problems conveyed to the reader were global. His first major work, The Adventures of Tom Sawyer, was a great success. The support of his wife, Olivia, is also important in this success of the author. Mark Twain spoke out against human rights abuses, oppressing Native Americans, racial discrimination, and the fact that the majority of the people lived in poverty.

The author was not content with writing, but was also an active public figure. In 1885, he wrote a letter to the President of the United States, denouncing the government's brutal treatment of Native Americans in the West and calling to put an end to it. He criticized US activities in the Hawaiian Islands, saying, "Here the United States has bayoneted a small island like Grenada".

Theodore Dreiser (1871-1945) In his works, the world-famous American writer Dreiser describes the struggle for survival in poverty, with a serious religious upbringing and a dreamy heart. Dreiser wrote the novel *Sister Kerry* in 1900. The protagonist of the novel is first a lover of a married man, and then a girl with a famous actress. The author's first work brought him insults, not fame. Of the 1,250 copies printed, only 450 reached the reader, and the rest were frozen. Critics accused Dreiser of misleading young people. The 30-year-old writer received his \$ 68.40 and went silent. Seven years later, *Sister Kerry* was published in England. It was translated into all European languages, then gained fame, and was reprinted in America. Today, this work is considered the calling card of twentieth-century American literature. The author's later work,

The American Tragedy, is based on a transcript of a real trial: a young man trying to advance in society, commits a crime and is sentenced to death. The author openly expressed his views, exposing his true public image.

Jack London (1876-1916) The works of Jack London, originally called John Griffith Cheney, are more adventurous stories and novels. His work "Martin Eden" describes the tragedy of a talented man from the lower strata of society. "Iron Heel" and "Revolution" were written under the influence of socialism. The subject of the works is the author's own life. "Northern Stories" describing his trip to Alaska in search of gold, "Storm off the coast of Japan" describing his trip to the shores of Japan by fishing boat, etc.

Topic XII

The place and role of literary works in the history of the United States (Part II)

Modernity and Practice in American Literature: 1914-1945

Even though the United States was involved in World War I in the last year of the war and ended the war as a victor in a short time, joining the war caused controversy in the United States. Many historians consider the period between the First World War and the Second World War to be a period of defective maturity in the United States. Dos Passos spoke about America's post-war failures in his novel *Thee Soldiers*. The author notes: "The embarrassed Americans, who have changed forever, have returned to their homeland, but never again.

After what they saw in Europe, they dreamed of a modern urban lifestyle. In 1925, US President Calvin Coolidge said, "The main problem of the American people is work."

After World War I, things picked up after the big bang, and those who succeeded had unimaginable wealth. For the first time, many Americans began to pursue higher education. In the 1920s, the number of university students doubled. The middle class became richer, during which time Americans became the first in the world to have the highest average per capita income. Most people owned personal cars, and the American home in the city was lit by electric lamps. Americans had radios that allowed them to keep in touch with the outside world, and some homes already had telephones, cameras, and sewing machines. Americans who lived in the "roaring twenties" were already familiar with the cinema. American society has become too modern in a short time. American society was already made up of people who could easily speak their minds. In particular,

women's suffrage in 1920 with the XIX Amendment increased women's activity in society. After the war, writers appeared who satirically criticized the harsh economic conditions in the United States. Americans returning to Europe brought new ideas with them. These ideas included the psychological views of Freud and the materialist views of Marxism.

These ideas are short term It took root in America and began to be reflected in the works of writers. Twentieth-century writer William Faulkner used Freud's ideas, as did many American fantasy writers after World War I. Freud's ideas about the subconscious began to spread more widely. According to him: "We do not choose each other by chance. We only meet people who have existed in our subconscious before. Everyone has dreams that they do not admit."

The ostensibly modernized American society was actually the "Lost Generation" according to Gertrude Stein. As every idea has its opposite side, the "Lost Generation" idea also had its opponents. This was reflected in many novels. For example, works such as "The Sun Also Rises" by Hemingway and "This Side of Paradise" by Fitzgerald talk about the delusion of the lost generation.

As we know, historical events affect not only the development of humanity, but also the themes of literary works. In the 30s of the 20th century, the effects of the economic crisis that covered the whole world were also felt in the literature of the United States. As described in John Steinbeck's novel *The Grapes of Wrath*, many unemployed workers headed to California in hopes of finding work. Frederico Delano Roosevelt (1933-1945), who won the 1933 presidential election, put forward the "New Line" slogan and partially achieved economic development. The economic and political events that took place were the footsteps of World War II.

Gertrude Stein (1874-1946) was a Paris-based author who supported the idea of the lost generation and was a picture collector. He equated his work with the works of the artist Picasso. Abstraction can be observed in the works of the author, "Sensitive Buttons" (1914) and "The Formation of Americans" (1925). A careful reader can understand the meanings given below the lines.

William Faulkner(1897-1962) The author's four-part novel The Sound and the Fury shows the points of view of individual characters. American writers value this work as a "great book". According to the author, there is no bad or good person, every good person tries to become a better person and sometimes succeeds. At the same time, the author does not only describe the rich class in his works, it is possible to find images that enliven all social classes of America in his works.

Francis Scott FRitzgerald (1896-1940) is one of the prominent representatives of the lost generation. He brought the concept of "ca century" to the history of the United States. The author's main issues are poverty and wealth, as well as the role of money in our lives. Sinclair Lewis (1885-1951) is one of the first American writers to receive the Nobel Prize. He is distinguished purely by his socialist views. He criticizes American life in his work "Main Street" (1920). In the work, he describes the town where he was born and his father, who is a doctor here. John Dos Passos (1896-1970), a left-wing author like Snickler, became right-wing over time. He wrote realistic writings in line with socialism. The works "42nd parallel", (1930) "1919" (1932) "The big money" (1936) are important for American literature.

Topic XIII

Film - photo - phono documents and their analysis

This group of sources has both common aspects and differentiating aspects. First of all, let's note that this type of documents appeared in the 19th century. Photography appeared in the 1930s, sound recording in the late 70s, and cinematography in the mid-90s. These documents record facts as they occur.

a) Phono documents - Recording techniques have gone through several stages in their development. The first recording device was invented by Leon Scott in 1857. The working principle of this device was very simple and it was impossible to play the recorded sound as a sound. Thomas Edison created the first phonograph device that reproduces recorded sound in 1877. He invented a device that not only records but also vibrates sound. In 1878, a special company was founded that produced the phonograph, and the device was constantly improved. In fact, this was an expensive and inconvenient method. A more advanced device called the gramophone was discovered by Emil Berliner, a German immigrant living in the United States. Various types of recordings are currently used in mass media - radio and television broadcasts. Phono-documents are rarely open to the public, in most cases they are confidential documents. Such famous documents exist in the history of the United States. For example, for the first time illegal sh in clay US President Richard Nixon used the script. This event went down in history as "Watergate story". The incident is so called because it happened at the Watergate, a hotel in Washington.

Another event happened in 1962 during the Caribbean crisis. During the tension between the USSR and the USA, which began with the placement of Soviet rockets in Cuba, a special meeting of the National Security Council held by John

Kennedy at the White House was recorded on a tape recorder and published in the press after a while. Although the identity of J.Kennedy's information is kept secret, this causes discussions in the US public. sometimes Phonodocuments can also have the character of a mass, public resource. The US Library of Congress is considered the library with the richest recordings.

B) Photographic documents. The history of photography began on January 7, 1839. French inventor L.J.M. Daguerre (1787-1851) introduces the method of taking photography to the Oaris Academy of Sciences. As early as 1826, the French inventor J.N. Niepce managed to print a view of the city. Another of the photo acquisition methods was developed by the English scientist U.G.F. Tablot discovers. Photo documents gained even more value in the 1960s and 1970s. Matthew Braden's photographs of the Civil War are especially valuable in US history. In 1935, during Franklin Roosevelt's Georgian years in the USA, photographic documentation of the agricultural situation was commissioned. The events of World War II are archived with photo documents. Photographer Andre Ernio Friedman, known as Robert Capa in US history, documented the wars on the European front in World War II with photographs. Since 1955, a gold medal in his name has been awarded to photojournalists in the United States every year.

C) Film documents - The creation of film documents begins with the "magic lamp" shown in the 17th century. In 1832, the German Simon Stampfer and the Belgian Josef Platteau made the "living wheel" at the same time without knowing each other. These inventions have developed in the following periods and have become modern technology. The first films were silent and without color, later they improved over time. Each of these documents must be protected in the Archive under special rules.

XIV

Topic

Special sources on US history (Part I)

Analys of “Clash of Civilization “ by S.Huntington

The Clash of Civilizations is a thesis that people's cultural and religious identities will be the primary source of conflict in the post–Cold War world. The American political scientist Samuel P. Huntington argued that future wars would be fought not between countries, but between cultures. It was proposed in a 1992 lecture at the American Enterprise Institute, which was then developed in a 1993 Foreign Affairs article titled "The Clash of Civilizations?", in response to his former student Francis Fukuyama's 1992 book, *The End of History and the Last Man*. Huntington later expanded his thesis in a 1996 book *The Clash of Civilizations and the Remaking of World Order*. Huntington divided the world into the "major civilizations" in his thesis as such.

Western civilization, comprising the United States and Canada, Western and Central Europe, Australia, Oceania and most of the Philippines. Whether Latin America and the former member states of the Soviet Union are included, or are instead their own separate civilizations, will be an important future consideration for those regions, according to Huntington. The traditional Western viewpoint identified Western Civilization with the Western Christian countries and culture.

Latin American civilization, including South America (excluding Guyana, Suriname and French Guiana), Central America, Mexico, Cuba, and the Dominican Republic may be considered a part of Western civilization. Many people in South America and Mexico regard themselves as full members of Western civilization.

Orthodox civilization, comprising Bulgaria, Cyprus, Georgia, Greece, Romania, great parts of the former Soviet Union and Yugoslavia.

Countries with a non-Orthodox majority are usually excluded e.g. Muslim Azerbaijan and Muslim Albania and most of Central Asia, as well as majority Muslim regions in the Balkans, Caucasus and central Russian regions such as Tatarstan and Bashkortostan, Roman Catholic Slovenia and Croatia, Protestant and Catholic Baltic states. However, Armenia is included, despite its dominant faith, the Armenian Apostolic Church, being a part of Oriental Orthodoxy rather than the Eastern Orthodox Church, and Kazakhstan is also included, despite its dominant faith being Sunni Islam.

The Eastern world is the mix of the Buddhist, Chinese, Hindu, and Japonic civilizations. The Buddhist areas of Bhutan, Cambodia, Laos, Mongolia, Myanmar, Sri Lanka and Thailand are identified as separate from other civilizations, but Huntington believes that they do not constitute a major civilization in the sense of international affairs. The Sinic civilization of China, the Koreas, Singapore, Taiwan, and Vietnam. This group also includes the Chinese diaspora, especially in relation to Southeast Asia.

Hindu civilization, located chiefly in India, Bhutan and Nepal, and culturally adhered to by the global Indian diaspora.

Japan, considered a hybrid of Chinese civilization and older Altaic patterns. The Muslim world of the Greater Middle East (excluding Armenia, Cyprus, Ethiopia, Georgia, Israel, Malta and South Sudan), northern West Africa, Albania, Pakistan, Bangladesh, parts of Bosnia and Herzegovina, Brunei, Comoros, Indonesia, Malaysia, Maldives and southern Philippines.

The civilization of Sub-Saharan Africa located in southern Africa, Middle Africa (excluding Chad), East Africa (excluding

Ethiopia, the Comoros, Mauritius, and the Swahili coast of Kenya and Tanzania), Cape Verde, Ghana, the Ivory Coast, Liberia, and Sierra Leone. Considered as a possible eighth civilization by Huntington.

Instead of belonging to one of the "major" civilizations, Ethiopia and Haiti are labeled as "Lone" countries. Israel could be considered a unique state with its own civilization, Huntington writes, but one which is extremely similar to the West. Huntington also believes that the Anglophone Caribbean, former British colonies in the Caribbean, constitutes a distinct entity.

There are also others which are considered "cleft countries" because they contain very large groups of people identifying with separate civilizations. Examples include Ukraine ("cleft" between its Eastern Rite Catholic-dominated western section and its Orthodox-dominated east), French Guiana (cleft between Latin America, and the West), Benin, Chad, Kenya, Nigeria, Tanzania, and Togo (all cleft between Islam and Sub-Saharan Africa), Guyana and Suriname (cleft between Hindu and Sub-Saharan African), Sri Lanka (cleft between Hindu and Buddhist), and the Philippines (cleft between Islam, in the case of Mindanao; Sinic, in the case of Cordillera; and the West). Sudan was also included as "cleft" between Islam and Sub-Saharan Africa; this division became a formal split in July 2011 following an overwhelming vote for independence by South Sudan in a January 2011 referendum.

Analysis of the "History of peoples of the United States of America" by Howard Zinn

Howard Zinn was an American historian, playwright, philosopher, socialist thinker, and World War II veteran. He was head of the Department of History and Social Sciences at Spelman College and professor of political science at Boston University

"The History of the Peoples of the United States" was written in 1980 by the American historian Howard Zinn. Zinn believed that freedom of expression was generally restricted in traditional history books. He wrote A History of the Peoples of the United States of America to take a new look at American history and to support such books in the future. The book describes the conflict between Native Americans, Indians, and Native Europeans, the US occupation and aggression, the actions of slaves against slavery, workers and trade unionists against capitalism, women's patriarchy, and African Americans against the government and racists for civil rights. The book was a finalist in the 1981 National Book Award. In 2007, A Young People's History of the United States, a simplified and abbreviated version of the book, was published for young people. Zinn views US history not through the eyes of elites and politicians, but through the eyes of ordinary people. In this book, he draws the reader's attention to the killing of the indigenous Indians by the Europeans, their genocide, and their expulsion from their lands. In American history, the discovery of America is described as the genius of Christopher Columbus and is generally regarded as a victory for Europe, but Zinn sees the issue not from the point of view of Europeans, but from the point of view of American Indians and their suffering. In his book, Zinn also criticizes slavery and views slavery from the perspective of black slaves, not from the point of view of economists, politicians, presidents, ideologues, and planters. It shows the lives of slaves, their sufferings, the injustice they face, and the savagery they face. In later history, US history is viewed not by a millionaire or a factory owner, but by a worker, not by presidents in the 1920s, but by communists and ordinary people. He was saying : How do you know the United States? Of course, as an imperialist country that ruled the world after World War II, and especially after the collapse of the Soviet Union, and

reached the highest level of capitalism and technology. But there is another America. In this book, Howard Zinn talks about this "other" America. After Columbus discovered this great continent, he fought against the peoples who migrated to the virgin lands, the expelled Hindus, the workers oppressed by the rapidly developing capitalism, the peasants who seized their lands, the racially discriminated Black people, protest music and literature, and wars. The struggles of the masses, libertarians, socialists, and feminists constitute the "other" American history, the "History of the American Peoples." In this epic book, Howard Zinn shows how America became the United States in the midst of a brutal struggle for profit, through class and racial wars, divided into periods; The profound humanist format, philosophy, and severe pain of "other" America are sometimes exemplified by the attention of a historian in detail, sometimes by the analytical methods of a sociologist, but always by the artist's sensitivity and fluent language. Howard Zinn brings the course of events to the present day and portrays America in a very different way from what traditional historians, diplomats, statesmen, TV series, and Hollywood films have shown. Revealing the inner nature of American democracy, the two-party system, the White House scams, he talks about America today of the unemployed, the homeless, the workers, retirees, and women whose social rights are further reduced every year. I wonder why some people do not find such radical and critical views appropriate for young people. I wonder if these people think that young people will not be able to understand these issues? I think it is wrong to think that young readers are not old enough to be honest about the politics of their country. Yes, it is a matter of conscience. Just as individuals, we need to be honest in order to correct our mistakes. It is necessary to be honest when evaluating our national policy. To me, patriotism is not about accepting everything the government does without

question. It is not a feature of democracy to accept everything our government does without question. In my early years as a student, I was taught that a nation that does not question what governments do is a sign of dictatorial and totalitarian regimes. If you live in a democracy, then you have the right to criticize government policies.

Tocqueville's "Democracy in America"

In 1831, Alexis de Tocqueville and Gustave de Beaumont were sent by the French government to study the American prison system. In his later letters Tocqueville indicates that he and Beaumont used their official business as a pretext to study American society instead. They arrived in New York City in May of that year and spent nine months traveling the United States, studying the prisons, and collecting information on American society, including its religious, political, and economic character. The two also briefly visited Canada, spending a few days in the summer of 1831 in what was then Lower Canada (modern-day Quebec) and Upper Canada (modern-day Ontario).

After they returned to France in February 1832, Tocqueville and Beaumont submitted their report on the Penitentiary System in the United States and its Application in France, in 1833. When the first edition was published, Beaumont was working on another book, *Marie, or, Slavery in the United States*, published as two volumes in 1835, a social critique and novel describing the separation of races in a moral society and the conditions of slaves in the United States. Before finishing *Democracy in America*, Tocqueville believed that Beaumont's study of the United States would prove more comprehensive and penetrating.

The primary focus of *Democracy in America* is an analysis of why republican representative democracy has succeeded in the United States while failing in so many other places. Tocqueville

looks for to apply the functional aspects of democracy in the United States to what he sees as the failings of democracy in his native France.

Tocqueville speculates on the future of democracy in the United States, discussing possible threats to democracy and possible dangers of democracy. These include his belief that democracy has a tendency to degenerate into "soft despotism" as well as the risk of developing a tyranny of the majority. He sees that the strong role religion played in the United States was due to its separation from the government, a separation all parties found agreeable. He contrasts this to France, where there was what he perceived to be an unhealthy antagonism between democrats and the religious, which he relates to the connection between church and state.

Democracy in America was published in two volumes, the first in 1835 and the other in 1840. It was immediately popular in both Europe and the United States, while also having a profound impact on the French population. By the twentieth century, it had become a classic work of political science, social science, and history. It is a commonly assigned reading for undergraduates of American universities majoring in the political or social sciences, and part of the introductory political theory syllabus at Cambridge, Oxford, Princeton and other institutions. In the introduction to his translation of the book, Harvard Professor Harvey C. Mansfield calls it "at once the best book ever written on democracy and the best book ever written on America."

Tocqueville's work is often acclaimed for making a number of astute predictions. He anticipates the potential acrimony over the abolition of slavery that would tear apart the United States and lead to the American Civil War, as well as the eventual superpower rivalry between the United States and Russia, which exploded after World War II and spawned the Cold War.

XV

Topic

Special sources on US history (Part II)

Confederate laws adopted in 1777 as a source on US history.

After the Lee Resolution proposed independence for the American colonies, the Second Continental Congress appointed three committees on June 11, 1776. One of the committees was tasked with determining what form the confederation of the colonies should take. This committee was composed of one representative from each colony. John Dickinson, a delegate from Delaware, was the principal writer.

The Dickinson Draft of the Articles of Confederation named the confederation "the United States of America." After considerable debate and revision, the Second Continental Congress adopted the Articles of Confederation on November 15, 1777. It consists of six sheets of parchment stitched together. The last sheet bears the signatures of delegates from all 13 states.

This "first constitution of the United States" established a "league of friendship" for the 13 sovereign and independent states. Each state retained "every Power...which is not by this confederation expressly delegated to the United States." The Articles of Confederation also outlined a Congress with representation based on population – each state would have one vote in Congress.

Just a few years after the Revolutionary War, however, James Madison and George Washington were among those who feared their young country was on the brink of collapse. With the states retaining considerable power, the central government had insufficient power to regulate commerce. It could not tax and was generally impotent in setting commercial policy. Nor could it effectively support a war effort. Congress was attempting to

function with a depleted treasury; and paper money was flooding the country, creating extraordinary inflation.

The states were on the brink of economic disaster; and the central government had little power to settle quarrels between states. Disputes over territory, war pensions, taxation, and trade threatened to tear the country apart.

In May of 1787, the Constitutional Convention assembled in Philadelphia to revise the Articles of Confederation. They shuttered the windows of the State House (Independence Hall) and swore secrecy so they could speak freely. By mid-June the delegates had decided to completely redesign the government. After three hot, summer months of highly charged debate, the new Constitution was signed, which remains in effect today.

“Articles of Confederation and perpetual Union between the States of Newhampshire, Massachusetts-bay, Rhodeisland and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia.”

Article I. The Stile of this confederacy shall be, “The United States of America.”

Article II. Each state retains its sovereignty, freedom and independence, and every Power, Jurisdiction and right, which is not by this confederation expressly delegated to the United States, in Congress assembled.

Article III. The said states severally enter into a firm league of friendship with each other, for their common defence, the security of their Liberties, and their mutual and general welfare, binding themselves to assist each other, against all force offered to, or attacks made upon them, or any of them, on account of religion, sovereignty, trade, or any other pretence whatever.

Article IV. The better to secure and perpetuate mutual friendship and intercourse among the people of the different

states in this union, the free inhabitants of each of these states, paupers, vagabonds and fugitives from Justice excepted, shall be entitled to all privileges and immunities of free citizens in the several states. And the people of each state shall have free ingress and regress to and from any other state, and shall enjoy therein all the privileges of trade and commerce.

If any Person guilty of, or charged with, treason, felony, or other high misdemeanor in any state, shall flee from Justice, and be found in any of the united states, he shall upon demand of the Governor or executive power of the state from which he fled, be delivered up, and removed to the state having jurisdiction of his offence.

Article V. For the more convenient management of the general interests of the united states, delegates shall be annually appointed in such manner as the legislature of each state shall direct, to meet in Congress on the first Monday in November.

No State shall be represented in Congress by less than two, nor by more than seven Members; and no person shall be capable of being delegate for more than three years, in any term of six years; nor shall any person, being a delegate, be capable of holding any office under the united states, for which he, or another for his benefit receives any salary, fees or emolument of any kind. In determining questions in the united states, in Congress assembled, each state shall have one vote.

Freedom of speech and debate in Congress shall not be impeached or questioned in any Court, or place out of Congress, and the members of congress shall be protected in their persons from arrests and imprisonments, during the time of their going to and from.

Article VI. No State, without the Consent of the United States, in congress assembled, shall send any embassy to, or receive any embassy from, or enter into any conference, agreement, alliance,

or treaty, with any King prince or state. Nor shall any person holding any office of profit or trust under the united states, or any of them, accept of any present, emolument, office, or title of any kind whatever, from any king, prince, or foreign state. No two or more states shall enter into any treaty, confederation, or alliance whatever between them, without the consent of the united states. No State shall lay any imposts or duties, which may interfere with any stipulations in treaties, entered into by the United States in congress assembled, with any king, prince, or State.No State shall engage in any war without the consent of the united States, unless such State be actually invaded by enemies

Article IX. The united states, in congress assembled, shall have the sole and exclusive right and power of determining on peace and war, except the sixth article.

The United States, in congress assembled, shall have authority to appoint a committee. The congress of the united states shall have power to adjourn to any time within the year, and to any place within the united states, so that no period of adjournment be for a longer duration than the space of six Months.

"Atlantic charter" 1941 as a source

The Atlantic Charter was a statement issued on 14 August 1941 that set out American and British goals for the world after the end of World War II. The joint statement, later dubbed the Atlantic Charter, outlined the aims of the United States and the United Kingdom for the postwar world as follows: no territorial aggrandizement, no territorial changes made against the wishes of the people (self-determination), restoration of self-government to those deprived of it, reduction of trade restrictions, global co-operation to secure better economic and social conditions for all, freedom from fear and want, freedom of the seas, abandonment of the use of force, and disarmament of aggressor nations. The charter's adherents signed the Declaration by United Nations

on 1 January 1943, which was the basis for the modern United Nations.

The charter inspired several other international agreements and events that followed the end of the war. The dismantling of the British Empire, the formation of NATO, and the General Agreement on Tariffs and Trade all derived from the Atlantic Charter. In 2021, a document titled the "New Atlantic Charter" was signed by United States president Joe Biden and British prime minister Boris Johnson in their first meeting in Cornwall. President of the United States of America and the Prime Minister, Mr. Churchill, representing His Majesty's Government in the United Kingdom, being met together, deem it right to make known certain common principles in the national policies of their respective countries on which they base their hopes for a better future for the world.

First, their countries seek no aggrandizement, territorial or other;

Second, they desire to see no territorial changes that do not accord with the freely expressed wishes of the peoples concerned;

Third, they respect the right of all peoples to choose the form of government under which they will live; and they wish to see sovereign rights and self-government restored to those who have been forcibly deprived of them;

Fourth, they will endeavor, with due respect for their existing obligations, to further the enjoyment by all States, great or small, victor or vanquished, of access, on equal terms, to the trade and to the raw materials of the world which are needed for their economic prosperity;

Fifth, they desire to bring about the fullest collaboration between all nations in the economic field with the object of securing, for all, improved labor standards, economic advancement and social security;

Sixth, after the final destruction of the Nazi tyranny, they hope to see established a peace which will afford to all nations the means of dwelling in safety within their own boundaries, and which will afford assurance that all the men in all lands may live out their lives in freedom from fear and want;

Seventh, such a peace should enable all men to traverse the high seas and oceans without hindrance;

Eighth, they believe that all of the nations of the world, for realistic as well as spiritual reasons must come to the abandonment of the use of force. Since no future peace can be maintained if land, sea or air armaments continue to be employed by nations which threaten, or may threaten, aggression outside of their frontiers, they believe, pending the establishment of a wider and permanent system of general security, that the disarmament of such nations is essential. They will likewise aid and encourage all other practicable measure which will lighten for peace-loving peoples the crushing burden of armaments.

The Atlantic Charter made it clear that the United States supported Britain in the war. Both wanted to present their unity regarding their mutual principles and hopes for a peaceful postwar world and the policies that they agreed to follow once Germany had been defeated. A fundamental aim was to focus on the peace that would follow, not specific American involvement and war strategy, although American involvement appeared increasingly likely. The fourth clause, with respect to international trade, consciously emphasized that both "victor [and] vanquished" would be given market access "on equal terms." That was a repudiation of the punitive trade relations that had been established within Europe after World War I, as exemplified by the Paris Economy Pact.

When it was released to the public on 14 August 1941, the charter was titled "Joint Declaration by the President and

the Prime Minister" and was generally known as the "Joint Declaration." The Labour Party newspaper *Daily Herald* coined the name *Atlantic Charter*. Churchill used the term in the British Parliament on 24 August 1941, and it has since been generally adopted.

No signed version ever existed. The document was thrashed out through several drafts, and the final agreed text was telegraphed to London and Washington, DC. Roosevelt gave Congress the charter's content on 21 August 1941. He later said, "There isn't any copy of the Atlantic Charter, so far as I know. I haven't got one. The British haven't got one. The nearest thing you will get is the [message of the] radio operator on *Augusta* and *Prince of Wales*. That's the nearest thing you will come to it. There was no formal document."

The British War Cabinet replied with its approval, and a similar acceptance was telegraphed from Washington. During the process, an error crept into the London text, but it was subsequently corrected. The account in Churchill's *The Second World War* concluded, "A number of verbal alterations were agreed, and the document was then in its final shape." It made no mention of any signing or ceremony.

Churchill's account of the Yalta Conference quoted Roosevelt as saying of the unwritten British constitution that "it was like the Atlantic Charter – the document did not exist, yet all the world knew about it. Among his papers he had found one copy signed by himself and me, but strange to say both signatures were in his own handwriting."

Monroe Doctrine (1823)

The end of the Napoleonic Wars in 1815 marked the breakup of the Spanish empire in the New World. Between 1815 and 1822 Jose de San Martin led Argentina to independence, while Bernardo O'Higgins in Chile and Simon Bolivar in Venezuela

guided their countries out of colonialism. The new republics sought – and expected – recognition by the United States, and many Americans endorsed that idea.

But President James Monroe and his secretary of state, John Quincy Adams, were not willing to risk war for nations they did not know would survive. From their point of view, as long as the other European powers did not intervene, the government of the United States could just let Spain and her rebellious colonies fight it out.

Great Britain was torn between monarchical principle and a desire for new markets; South America as a whole constituted, at the time, a much larger market for English goods than the United States. When Russia and France proposed that England join in helping Spain regain her New World colonies, Great Britain vetoed the idea.

The United States was also negotiating with Spain to purchase the Floridas, and once that treaty was ratified, the Monroe administration began to extend recognition to the new Latin American republics – Argentina, Chile, Peru, Colombia and Mexico were all recognized in 1822.

In 1823, France invited Spain to restore the Bourbon power, and there was talk of France and Spain warring upon the new republics with the backing of the Holy Alliance (Russia, Prussia and Austria). This news appalled the British government – all the work of Wolfe, Chatham and other eighteenth-century British statesmen to get France out of the New World would be undone, and France would again be a power in the Americas.

George Canning, the British foreign minister, proposed that the United States and Great Britain join to warn off France and Spain from intervention. Both Jefferson and Madison urged Monroe to accept the offer, but John Quincy Adams was more suspicious. Adams also was quite concerned about Russia's

efforts to extend its influence down the Pacific coast from Alaska south to California, then owned by Mexico.

At the Cabinet meeting of November 7, 1823, Adams argued against Canning's offer, and declared, "It would be more candid, as well as more dignified, to avow our principles explicitly to Russia and France, than to come in as a cockboat in the wake of the British man-of-war."

He argued and finally won over the Cabinet to an independent policy. In Monroe's message to Congress on December 2, 1823, he delivered what we have always called the Monroe Doctrine, although in truth it should have been called the Adams Doctrine. Essentially, the United States was informing the powers of the Old World that the American continents were no longer open to European colonization, and that any effort to extend European political influence into the New World would be considered by the United States "as dangerous to our peace and safety." The United States would not interfere in European wars or internal affairs, and expected Europe to stay out of American affairs.

Although it would take decades to coalesce into an identifiable policy, John Quincy Adams did raise a standard of an independent American foreign policy so strongly that future administrations could not ignore it. One should note, however, that the policy succeeded because it met British interests as well as American, and for the next 100 years was secured by the backing of the British fleet.

At the proposal of the Russian Imperial Government, made through the minister of the Emperor residing here, a full power and instructions have been transmitted to the minister of the United States at St. Petersburg to arrange by amicable negotiation the respective rights and interests of the two nations on the northwest coast of this continent. A similar proposal had been made by His Imperial Majesty to the Government of Great Britain, which has likewise been acceded to.

The Government of the United States has been desirous by this friendly proceeding of manifesting the great value which they have invariably attached to the friendship of the Emperor and their solicitude to cultivate the best understanding with his Government. In the discussions to which this interest has given rise and in the arrangements by which they may terminate the occasion has been judged proper for asserting, as a principle in which the rights and interests of the United States are involved, that the American continents, by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European powers....

It was stated at the commencement of the last session that a great effort was then making in Spain and Portugal to improve the condition of the people of those countries, and that it appeared to be conducted with extraordinary moderation. It need scarcely be remarked that the result has been so far very different from what was then anticipated. Of events in that quarter of the globe, with which we have so much intercourse and from which we derive our origin, we have always been anxious and interested spectators. The citizens of the United States cherish sentiments the most friendly in favor of the liberty and happiness of their fellowmen on that side of the Atlantic. In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport with our policy so to do. It is only when our rights are invaded or seriously menaced that we resent injuries or make preparation for our defense. With the movements in this hemisphere we are of necessity more immediately connected, and by causes which must be obvious to all enlightened and impartial observers.

The political system of the allied powers is essentially different in this respect from that of America. This difference proceeds

from that which exists in their respective Governments; and to the defense of our own, which has been achieved by the loss of so much blood and treasure, and matured by the wisdom of their most enlightened citizens, and under which we have enjoyed unexampled felicity, this whole nation is devoted. We owe it, therefore, to candor and to the amicable relations existing between the United States and those powers to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety. With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the Governments who have declared their independence and maintained it, and whose independence we have, on great consideration and on just principles, acknowledged, we could not view any interposition for the purpose of oppressing them, or controlling in any other manner their destiny, by any European power in any other light than as the manifestation of an unfriendly disposition toward the United States. In the war between those new Governments and Spain we declared our neutrality at the time of their recognition, and to this we have adhered, and shall continue to adhere, provided no change shall occur which, in the judgment of the competent authorities of this Government, shall make a corresponding change on the part of the United States indispensable to their security.

The late events in Spain and Portugal show that Europe is still unsettled. Of this important fact no stronger proof can be adduced than that the allied powers should have thought it proper, on any principle satisfactory to themselves, to have interposed by force in the internal concerns of Spain. To what extent such interposition may be carried, on the same principle, is a question in which all independent powers whose governments differ from theirs are interested, even those most remote, and surely none more so

than the United States. Our policy in regard to Europe, which was adopted at an early stage of the wars which have so long agitated that quarter of the globe, nevertheless remains the same, which is, not to interfere in the internal concerns of any of its powers; to consider the government de facto as the legitimate government for us; to cultivate friendly relations with it, and to preserve those relations by a frank, firm, and manly policy, meeting in all instances the just claims of every power, submitting to injuries from none. But in regard to those continents circumstances are eminently and conspicuously different.

It is impossible that the allied powers should extend their political system to any portion of either continent without endangering our peace and happiness; nor can anyone believe that our southern brethren, if left to themselves, would adopt it of their own accord. It is equally impossible, therefore, that we should behold such interposition in any form with indifference. If we look to the comparative strength and resources of Spain and those new Governments, and their distance from each other, it must be obvious that she can never subdue them. It is still the true policy of the United States to leave the parties to themselves, in the hope that other powers will pursue the same course....

“Declaration of intent” as a source

Every time you enter into a legal transaction, you must express your intention to cooperate: “I would like to buy this car!” or: “I would like to commit to this rental agreement!” This might sound banal at first, but it is the deciding factor in **civil law** – without an orderly declaration of intent, no contract can be signed, and no legal transaction can be successfully completed. **Every contract requires at least one declaration of intent** – without this no legal transaction can take place. The number of involved declarations – whether it’s just one person expressing

their wishes, or two people are involved – depends on whether a one-sided or two-sided legal transaction is to take place. With purchase or rental agreements, for example, two people are always involved: One side makes an offer, the other accepts it. In this case, both parties must effectively express their intention to enter a legal relation – with an emphasis on “effective.” Not every declaration of one’s intentions acts as an effective declaration of intent.

The most important thing is that a statement is made. Without this you can’t complete a legal transaction, whether verbal or written. In addition, the receiver must also receive the declaration of intent, unless this step isn’t necessary. **No obstacles** should stand in the way of you making an effective declaration. We can differentiate between two types of declaration of intent. The most common type is the **unilateral declaration of intent**. When you make a statement that expresses intent to enter legal obligations, a second party is usually involved. For example, it can involve direct contact between two parties. Even **if the recipient is absent**, a declaration of intent can still be expressed. In this case, for example with a letter of correspondence, the statement is only valid once the recipient receives it. In this case, it’s irrelevant whether the recipient is aware of it. What’s most important, is that the recipient has the possibility to read the declaration of intent – that it’s within their sphere of influence. The second type is a **declaration of intent requiring communication**. For this to be valid, it’s enough that the declaration is submitted. It’s not necessary that someone becomes aware of it. The most common example of this is a will or testament. No matter if this is sent to someone or not, it is still valid. Every declaration of intent is made up of two principles:

- Subjective intent
- Objective intent

Subjective intent is based on the state of mind of the subject, i.e. the person declaring their intent. Three elements define this form of intent. For one, a desire to act is required, i.e. a known inner intent must exist to do something or have something done. This also means that – although it may sound trivial, but is an important aspect – that unconscious people (including those sleeping) cannot provide a valid declaration of intent.

In addition, the subject must be aware that they are making the statement. This means that they want to express their desire to act. According to this, they must be aware that their actions will lead to a legal transaction, for example the signing of a contract. After all, the subject must also have an intent to create legal relations. This relates to the conclusion of a concrete legal transaction, including its related consequences. These elements are all directed at the subject and his intentions. To make a declaration of intent valid, it must however also be outwardly expressed. And the explanation must be subjectively understandable.

Objective intent is fulfilled when the declaration is **explicitly made in written or verbal form** or if this is **implied**. This means that a person's implied behavior can serve as an explanation for a person's intent. For example, if you get on a train, you have implied that you want to travel on this train. What's important is that an objective third person can also observe that the person in question accepts the legal consequences of their own accord. Utterances made, for example, with the threat of violence, do not count. Beyond this, **the intention to create a legal commitment** constitutes towards a valid declaration of intent. The subject must signal that he wants to enter the legal transaction, as is the case in the signing of a contract. This changes, for example, in the case of recommendations or favors. The side that offers to help does not want to enter a legal agreement and

does not want to be held accountable for the consequences of their actions. When it comes to the intention to create a legal commitment, it must be clear also to an objective third party that the statement is correctly interpreted. If not, the subject was too ambiguous in their statement. To make a declaration of intent valid, two conditions must be fulfilled: It must be made in an effective way, and it must effectively register with the recipient. A declaration of intent begins with an outwardly explanation: a deliberate and voluntary one. If we're talking about a **unilateral declaration of intent**, the process is already complete. It's different with a **declaration of intent that requires communication**, though: In this situation, the statement must be made towards a receiver. In addition, you must **differentiate between receivers who are present and absent**. A person that's present will instantly receive the declaration of intent, while for those absent the transaction is only successful once it has followed a delivery process. For example, by placing a letter into the letterbox, the transaction to those absent is regarded as complete. When a declaration of intent that requires communication is stated, two problems can arise: **Incidental information**: In this case, one party provides a declaration of intent, and is made aware of something intended for them, just ahead of time. The declaration of intent shouldn't have reached the receiver at this stage. This is the case, for example, if the lessor on the ground floor overhears the conversation between two tenants on the first floor, where one states: "I have a new job, in two month's I'll be terminating my lease." Although this statement was intended for the lessor, it shouldn't have reached him yet. He has only overheard the statement by chance. In this case, the declaration of intent is not regarded as received, since the tenant didn't willingly bring it to the lessor's attention. **Lost declaration of intent**: It's possible that a person formulates a

written declaration of intent and signs it without bringing it to the attention of its receiver. Should a third person get involved with the declaration of intent, without the knowledge and against the will of the declaring party, then its validity is not granted. An example: Business owner B leaves a filled-in orderform for a new dishwasher for the lunchroom on her desk. Her secretary assumes that the order should be placed as soon as possible and sends it off. The declaring party has not made a declaration of intent with the intention to act. The declaration was not submitted. But in legal speak, there is another opinion: If provoked this behavior by way of negligence, then the receiver can deem the transaction as binding. A **declaration of intent requiring communication** must be received, otherwise it is not valid. The general rule is: A declaration of intent becomes valid as soon as the receiver receives it. In the case of an absent receiver, it becomes valid not sooner or at the same time as it is revoked. For example, if you send your declaration of intent by post, and then you realize that you've made a mistake, you can revoke it quickly yourself, before the recipient receives the letter. An extended **revocation period** – something consumers are used to – can also be agreed upon in advance. A declaration of intent will also stay valid should the declaring party die after making their statement or losing their legal capacity.

There are various grounds for invalidity that can nullify a declaration of intent:

- **Legal incapacity:** According to US law, if you do not have legal competence then you cannot make a declaration of intent.
- **Joke explanation:** A declaration of intent is not valid if it's intended as a joke. It's also not valid if the receiver isn't aware that it's a joke. However, the declarant must be prepared to refund any costs that occurred due to a misunderstanding.

Should the receiver acknowledge the joke, then the declaration of intent is completely off the table.

- **Mental reservation:** If you keep to yourself that the declaration should not be taken seriously, and if this reservation is not recognized, then the declaration of intent is still valid. However, if the recipient is aware of this reservation, then the declaration is invalid.

- **Fictitious transaction:** If you make a declaration of intent under false pretenses, whereby the contractual partner is in the know of this (for example to deceive a third party), the declaration is also deemed invalid.

Misunderstandings don't automatically make a declaration of intent invalid, but they do provide reasons to appeal.

- **Contents error:** If the contents of a contract are misunderstood and the declaration has already become legally binding, then it is still valid, but it can be appealed. Example: misunderstanding a foreign word.

- **Explanation error:** if the explanation of the declaration unknowingly deviates from the actual declaration, then it can be appealed. Example: a typo.

- **Transmission error:** If an error occurred for example while it was being transmitted electronically and the actual declaration is falsified it can be appealed. Example: a mistake in the electronic management system.

- **Property error:** If assumptions are mistakably made about certain attributes surrounding the item in question or the contract partner, then the declaration of intent can be appealed. Example: jewelry made of brass instead of gold.

- **Intentional deception:** Should the declaration of intent be created in the context of a deliberate or malicious deception, it can be appealed. Example: a used car that's sold as "accident free" although the seller had a traffic accident in the car.

What can't be appealed is a so-called motive error: While forming the declaration, the declaring party is basing his assumptions on a false motive, which informs the declaration. In this case, the declaring statement cannot be appealed. Example: wrongly assuming the cheapest price.

Doctrines as a source in US history

The Monroe Doctrine, expressed in 1823, proclaimed the United States' opinion that European powers should no longer colonize the Americas or interfere with the affairs of sovereign nations located in the Americas, such as the United States, Mexico, Gran Colombia and others. In return, the United States planned to stay neutral in wars between European powers and in wars between a European power and its colonies. However, if these latter type of wars were to occur in the Americas, the U.S. would view such action as hostile toward itself.

The doctrine was issued by President James Monroe during this seventh annual State of the Union address to Congress. It was met first with doubt, then with enthusiasm. The doctrine was conceived by its authors, especially John Quincy Adams, as a proclamation by the States of moral opposition to colonialism, but has subsequently been re-interpreted in a wide variety of ways, including by President Theodore Roosevelt as a license for the U.S. to practice its own form of colonialism.

The Roosevelt Corollary to the Monroe Doctrine was a substantial alteration (called an "amendment") of the Monroe Doctrine by U.S. president Theodore Roosevelt in 1904. In its altered state, the Monroe Doctrine would now consider Latin America as an agency for expanding U.S. commercial interests in the region, along with its original stated purpose of keeping European hegemony from the hemisphere.

In essence, Roosevelt's Monroe Doctrine would be the basis for a use of economic and military hegemony to make the U.S. the dominant power in the Western Hemisphere. The new doctrine was a frank statement that the U.S. was willing to seek leverage over Latin American governments by acting as an international police power in the region. This announcement has been described as the policy of "speaking softly but carrying a big stick", and consequently launched a period of "big stick" diplomacy, in contrast with later Dollar Diplomacy. Roosevelt's approach was more controversial among isolationist-pacifists in the U.S.

The 1947 Truman Doctrine was part of the United States' political response to perceived aggression by the Soviet Union in Europe and the Middle East, illustrated through the communist movements in Iran, Turkey and Greece. As a result, American foreign policy towards the USSR shifted, as George F. Kennan phrased it, to that of containment. Under the Truman Doctrine, the United States was prepared to send any money, equipment, or military force to countries that were threatened by the communist government, thereby offering assistance to those countries resisting communism. In U.S. president Harry S. Truman's words, it became "the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures". President Truman made the proclamation in an address to the U.S. Congress on March 12, 1947 amid the crisis of the Greek Civil War (1946–1949). Truman insisted that if Greece and Turkey did not receive the aid that they needed, they would inevitably fall to communism with consequences throughout the region. Truman signed the act into law on May 22, 1947 which granted \$400 million in military and economic aid to Turkey and Greece. However, this American aid was in many ways a replacement

for British aid which the British were no longer financially in a position to give. The policy of containment and opposition to communists in Greece for example was carried out by the British before 1947 in many of the same ways it was carried out afterward by the Americans. The doctrine also had consequences elsewhere in Europe. Governments in Western Europe with powerful communist movements, such as Italy and France, were given a variety of assistance and encouraged to keep communist groups out of government. In some respects, these moves were in response to moves by the Soviet Union to purge opposition groups in Eastern Europe out of existence.

The Eisenhower Doctrine was announced by President Dwight D. Eisenhower in a message to the United States Congress on January 5, 1957. Under the Eisenhower Doctrine, a country could request American economic assistance and/or aid from U.S. military forces if it was being threatened by armed aggression from another state. Eisenhower singled out the Soviet threat in his doctrine by authorizing the commitment of U.S. forces "to secure and protect the territorial integrity and political independence of such nations, requesting such aid against overt armed aggression from any nation controlled by international communism". The doctrine was motivated in part by an increase in Arab hostility toward the West, and growing Soviet influence in Egypt and Syria following the Suez Crisis of 1956.

In the global political context, the Doctrine was made in response to the possibility of a generalized war, threatened as a result of the Soviet Union's attempt to use the Suez War as a pretext to enter Egypt. Coupled with the power vacuum left by the decline of Great British and French power in the region after their failure in that same war, Eisenhower felt that a strong position needed to better the situation was further complicated by the positions taken by Egypt's Gamal Abdel Nasser, who was

rapidly building a power base and using it to play the Soviets and Americans against each other, taking a position of "positive neutrality" and accepting aid from the Soviets. The military action provisions of the Doctrine were applied in the Lebanon Crisis the following year, when America intervened in response to a request by that country's president.

The Kennedy Doctrine refers to foreign policy initiatives of John F. Kennedy, towards Latin America during his term in office. Kennedy voiced support for the containment of Communism and the reversal of Communist progress in the Western Hemisphere.

In his Inaugural address on January 20, 1961, President Kennedy presented the American public with a blueprint upon which the future foreign policy initiatives of his administration would later follow and come to represent. In this address, Kennedy warned "Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty."¹ He also called upon the public to assist in "a struggle against the common enemies of man: tyranny, poverty, disease, and war itself".¹ It is in this address that one begins to see the Cold War, us-versus-them mentality that came to dominate the Kennedy administration.

The Nixon Doctrine was put forth in a press conference in Guam on July 25, 1969 by Richard Nixon. He stated that the United States henceforth expected its allies to assume primary responsibility for their own military defense. This was the start of the "Vietnamization" of the Vietnam War. The Doctrine argued for the pursuit of peace through a partnership with American allies.

In Nixon's own words (Address to the Nation on the War in Vietnam November 3, 1969)

First, the United States will keep all of its treaty commitments.

Second, we shall provide a shield if a nuclear power threatens the freedom of a nation allied with us or of a nation whose survival we consider vital to our security.

Third, in cases involving other types of aggression, we shall furnish military and economic assistance when requested in accordance with our treaty commitments. But we shall look to the nation directly threatened to assume the primary responsibility of providing the manpower for its defense.

The doctrine was also applied by the Nixon administration in the Persian Gulf region, with military aid to Iran and Saudi Arabia, so that these U.S. allies could undertake the responsibility of ensuring peace and stability in the region. According to Michael Klare, author of *Blood and Oil: The Dangers and Consequences of America's Growing Petroleum Dependency* (New York: Henry Holt, 2004), application of the Nixon Doctrine "opened the floodgates" of U.S. military aid to allies in the Persian Gulf, and helped set the stage for the Carter Doctrine and for the subsequent direct U.S. military involvement of the Gulf War and the Iraq War.

The Carter Doctrine was a policy proclaimed by Jimmy Carter in his State of the Union address on January 23, 1980, which stated that the United States would use military force if necessary to defend its national interests in the Persian Gulf region. The doctrine was a response to the 1979 invasion of Afghanistan by the Soviet Union, and was intended to deter the Soviet Union—the Cold War adversary of the United States—from seeking hegemony in the Persian Gulf. After stating that Soviet troops in Afghanistan posed "a grave threat to the free movement of Middle East oil", Carter proclaimed:

Let our position be absolutely clear: An attempt by any outside force to gain control of the Persian Gulf region will be

regarded as an assault on the vital interests of the United States of America, and such an assault will be repelled by any means necessary, including military force.

This, the key sentence of the Carter Doctrine, was written by Zbigniew Brzezinski, President Carter's National Security Adviser. Brzezinski modeled the wording of the Carter Doctrine on the Truman Doctrine, and insisted that the sentence be included in the speech "to make it very clear that the Soviets should stay away from the Persian Gulf".

In The Prize: The Epic Quest for Oil, Money, and Power, author Daniel Yergin notes that the Carter Doctrine "bore striking similarities" to a 1903 British declaration, in which British Foreign Secretary Lord Lansdowne warned Russia and Germany that the British would "regard the establishment of a naval base or of a fortified port in the Persian Gulf by any other power as a very grave menace to British interests, and we should certainly resist it with all the means at our disposal".

Fiction writing in the US from 1945 to the present

Since the end of the Second World War to the present day, the people of the United States of America have witnessed the incredible economic and technological growth of their nation into a global cultural and military superpower. These years of growth also have often been times of radical cultural transformation, during which the nation reassessed its traditions. Americans in this period lived through times of war and times of peace, decades of cultural conformity and decades of social revolt. For the first two decades of this period, Americans lived in a racially segregated nation; they now live in a multicultural nation that has twice elected a black president. For much of this period, Americans lived in a world of ideologically warring superpowers poised on the brink of nuclear annihilation; they now live in a world intimately connected by massive computer networks

and a complex global economy, yet one still riven by dangerous religious and economic disputes. In popular culture, Americans' tastes in music have moved from jazz and rock and roll to hip-hop and electronic music. In the visual arts, Americans have seen the explosive canvases of abstract expressionists such as Jackson Pollock become the Campbell's Soup cans of pop artists such as Andy Warhol and then the video screens of cable television's MTV and multimedia artists on YouTube. Their art and entertainment have come to them increasingly through technologies, starting with film and radio, then television, and now the Internet. In the literature of this amazingly transformative era, we find a record of how the nation has known, questioned, and even redefined itself.

When the United States ended the Second World War by dropping atomic bombs on the Japanese cities of Hiroshima and Nagasaki, the nation was well positioned to assume a role of global leadership. While the cities and factories of both its enemies Germany and Japan and its allies Britain and the Soviet Union were destroyed in the war, the continental U.S. was never attacked. The American industries that won the war quickly retooled to win the peace, selling cars, radios, and washing machines within an increasingly global economy and ushering in an era of unparalleled American prosperity. The United States government spent tens of billions of dollars in foreign aid to rebuild its former enemies Germany and Japan, ensuring that they would be both economic and military allies in the future. The **GI Bill** paid for an unprecedented number of young American men to attend colleges and buy homes, creating a huge professional middle class eager to work for the nation's mighty high-tech corporations and live in its swiftly growing new suburbs. The decade and a half following the Second World War is often called the age of conformity, as the nation's large,

college-educated middle class embraced the values of the nuclear family and sought happiness, after years of desperate war, in their society's newfound abundance of consumer goods.

Yet the peace was short lived, and there was dissent at home. In the midst of this postwar era of prosperity, Allen Ginsberg composed his great poem "Howl," in which he lambasted the nation's conformist culture for destroying its best and brightest citizens. Authors of the Beat movement of the 1950s such as Ginsberg celebrated America's countercultures and sought to free literature from traditional formalism and align it more closely with the improvisatory musical solos of jazz, the spontaneous drips and splashes of abstract expressionist action painting, and the everyday utterances of the American street. Storytellers of the second wave of the Southern Renaissance resisted America's culture of conformity and embraced their distinctive regionality, with Georgia author Flannery O'Connor lamenting in her essay, "The Fiction Writer and His Country," that the traditional American South was "getting more and more like" the rest of the materialistic, money-hungry nation. Poets during this period, such as Theodore Roethke and Sylvia Plath, began sharing intimate, sometimes disturbing details from their lives in a newly confessional mode of poetry that showed how the nuclear family could be a source of stress as well as stability, ultimately showing the nation how the personal situation of the writer could represent the politics of the nation as a whole.

On the world stage, the Soviet Union organized the Eastern European nations it had conquered during the Second World War into a political bloc dedicated to Russian-led state socialism under which the state owns all businesses and administers all social services as opposed to American-led free-market capitalism, under which private individuals own all businesses. The former allies found themselves competing for the hearts

and minds of the world over the value of their respective social systems. When the Soviet Union tested its own atomic bomb in 1949, the U.S. and the Soviet Union entered into a conflict called the **Cold War**. The two enemies proceeded to build tens of thousands of nuclear weapons over the following decades to deter each from attacking the other, accumulating enough atomic bombs to destroy human civilization many times over. The U.S. committed itself to a policy of Soviet containment, checking the influence of the so-called red menace abroad through foreign aid and limited military action, and prosecuting American artists and activists with leftist sympathies at home through such venues as the House Un-American Activities Committee. Some of the authors in this chapter had their careers curtailed during this fearful period because of their political beliefs, as when poet William Carlos Williams was stripped of his consultancy to the Library of Congress in 1952 for once having written a poem titled "Russia."

In addition to grappling with the threats of nuclear war and the red menace, Americans at this time were also grappling with the homegrown injustice of racial segregation. Up until 1965, Americans in many states lived under Jim Crow laws that disenfranchised African-Americans, keeping black American citizens socially separate from and legally inferior to white citizens. The civil rights and black power movements of the 1950s and 60s, led by Dr. Martin Luther King and Malcolm X, increasingly showed the nation that the experience of its prosperous, college-educated white middle class was not the experience of all Americans. The often-violent struggle to desegregate America was televised across the nation, unifying the country within a new television culture in the very act of displaying its deep ideological divisions. The works in this chapter by Toni Morrison, James Baldwin, and Ralph Ellison

present a good record of what life was like in segregated America and during the civil rights movement.

In 1963, American President John F. Kennedy was assassinated. In 1974, another American president, Richard M. Nixon, resigned from office in disgrace. The tumultuous decade in between these two events is known as the Sixties. During this decade, America was fighting a seemingly endless war of containment in Vietnam. Students on college campuses protested the war and the policies of their own government. Urban populations rioted against racism and economic disparity. Artists and intellectuals radically reassessed America's prosperous postwar era as a culture of one-dimensional organization men trapped in skyscrapers and servile women trapped by what feminist critic Betty Friedan called the feminine mystique. Led by author-activists such as Betty Friedan and Gloria Steinem, women in the 1960s and '70s launched a second wave of feminist political activity, demanding full social and economic equality with men. Poets such as Adrienne Rich embodied the radical politics of their era, composing feminist poems, such as the one by her included in this chapter.

America returned to a Cold War culture of conformity in the decade preceding the collapse of the Soviet Union in 1991. Yet the changes the Sixties had wrought in the nation's culture were permanent. From the time of the civil rights movement to the present day, American writers have increasingly come to see the U.S. as being home to several different kinds of Americans African-Americans, Native Americans, Asian Americans, Straight Americans, Queer Americans each with their own unique experience of life in America. The civil rights and feminist movements of the 1960s and 1970s were followed by the gay rights and multicultural movements of the 1980s, 1990s, and early twenty-first century. Western culture itself became

more welcoming of difference after the fall of the Soviet Union and the end of the Cold War as the nations of Europe cast aside millennia of enmities and joined in a European Union, sharing a common currency, the Euro, and a common economic fate. While the terrorist attacks of September 11, 2001 illustrated how economically and technologically connected the world had become, they also drove home how socially and ideologically divided it remains in the early twenty-first century.

America's growing multicultural sensibility and tolerance of diversity has been both empowering and challenging, reflecting new kinds of political identity that often conflict with Americans' senses of who they are. Beholding the diversity within America, authors of the 1960s once worried about the "death of the novel." It no longer felt possible for a single story to represent the American experience as a whole. Back in 1949, Arthur Miller's salesman Willy Loman in his play, *Death of a Salesman*, could stand on stage as an American Everyman dreaming the American dream. Yet Willy's life is far from representative of every life in America, starting with the lives of every American woman and extending to every member of an American minority. American authors of the following decades began to represent America multiculturally as a nation of indigenous peoples and immigrants from other lands. The short stories by Alice Walker and Leslie Marmon Silko are good examples of multicultural literature. Silko draws specifically on her Native American heritage while Alice Walker shows us the tensions that arise as her characters negotiate an identity that is grounded in both Africa and America.

The changes that the nation has undergone since 1945 have often been disorienting, a disorientation that is reflected in Donald Barthleme's story, also found in this chapter, "The School," in which the reader struggles to make sense of all the odd and terrible things that happen in Barthleme's average

American school. The United States has remained an economic and cultural global superpower since 1945, but the politics of both the nation and the world during this time have been radically in flux, seeing the rise and fall of global empires, the emergence of new social justice movements, and the creation of new senses of national identity. Science and technology, so important to winning the Second World War, have penetrated more and more parts of American society. The computer has been the most influential invention of the era, changing the way Americans both work and play. The media of the book, radio, and film have been joined by the new media of the television and computer screen, giving Americans since 1945 an overwhelming variety of often contradictory ways to know themselves, their fellow citizens, and their world.

With so many media in which to see, know, and communicate with one another, Americans in the final decades of the twentieth century developed a growing sense of the “textuality” of experience, the recognition that their lives are increasingly lived through signs and images seen on life’s many screens, that videos and computer simulations have become an indispensable part of, and perhaps have even taken the place of, their reality. This sensibility is reflected in the transition from literary modernism to Postmodernism during this period. You will read more about this transition later in this chapter. Postmodernist authors such as Barthleme playfully use all the experimental literary techniques developed by the modernists in the first half of the century to represent the many lives Americans live in the century’s second half and beyond. The characters in Don DeLillo’s 1985 postmodernist novel *White Noise* anticipate the twenty-first century’s obsession with social media as they realize that the many photographs of “the most photographed barn in America” are more real than the actual barn being photographed. David Foster

Wallace's "maximalist" essay "Consider the Lobster" likewise represents the information overload Americans experience in the twenty-first century, his many footnotes creating a hyperlinked, postmodern style of prose that reflects the superabundance of information available on the Internet.

American literature since 1945 has seen the rise of countercultural Beats and the confessional poets. It contains the voices of radical feminists, conservative regionalists, and proud multiculturalists. It presides over the reinvention of America as its modernist storytellers of one American experience now stand beside the postmodernist storytellers of many American experiences. In all these ways and more, the American writers who lived through the extraordinary era since 1945 present us with an insightful record of what their nation and its people once were, of what they are, and of what they may become.

Martin Luther King's speech "I have a dream"

Dr. Martin Luther King, Jr.'s "I Have a Dream" speech is one of the most celebrated oratory pieces in American history. King delivered the speech from the steps of the Lincoln Memorial in Washington, D.C., on August 28, 1963 as the final speech of the March on Washington for Jobs and Freedom. A. Philip Randolph and Bayard Ruston organized the march to advocate for civil and economic rights for Black Americans, which was among the largest political rallies for human rights in history, attracting approximately 250,000 attendants. Following the speech, King was named Time magazine's 1963 Man of the Year. A recording of "I Have a Dream" has been added to the United States National Recording Registry.

King begins his speech by referring to important historical documents such as the US Constitution and the Emancipation Proclamation. He emphasizes this when he says, "Five years ago,

the great American signed the Declaration of Emancipation, which we are in the shadow of today ... But a hundred years later, the black man is still not free." This shows that although Emancipation Proclamation freed African Americans from slavery, they were still not free from segregation. He then addresses the injustices and sufferings faced by African Americans.

The purpose of the speech was to address the issues of segregation and racism in general. King talks about racism and segregation in America in the 1960s. He urges the use of nonviolent protests and the fight for equality to help America solve the problem. The March on Washington and King's speech are widely considered turning points in the Civil Rights Movement, shifting the demand and demonstrations for racial equality that had mostly occurred in the South to a national stage.

King opens by saying that he is happy to join the audience in the freedom demonstration. Standing in front of the Lincoln Memorial, King notes that the Emancipation Proclamation was signed 100 years ago, but today blacks are still not truly free because they are deprived of the material blessings of other Americans. The march is designed to draw attention to this fact. The marchers are there to the Founding Fathers, who promise to fulfill the promise of the US government to blacks, "cash the check" and create all men equally in both the Declaration of Independence and the Constitution. "All Men" includes African Americans, but America failed to keep its promise. Instead, a check that could not be cashed by blacks was passed. The king and his warriors do not accept this condition and demand the promised reward. The marchers are also there to remind the nation that now is the time to act. Americans must not fall into the trap of slow and sustained progress. Instead, America must live up to its promise of democracy and racial justice today. The summer passed with protests, but 1963 is not the end, but

the beginning. The road ahead will lead to an autumn marked by equality for all, until the summer protests return to the reassurance of years gone by.

King warns the audience that the road to freedom should not be paved with bitterness, hatred or ill-treatment. On the contrary, those who want freedom must act in accordance with higher moral standards and respond to violence with love and faith. It is good that blacks are now fighting for their freedom, but they must admit that there are whites in the crowd who have joined the march and linked the struggle for freedom to the struggle of black Americans. Black people have to go with Whites, because no one can walk alone. As they march, everyone must promise to keep moving forward. Many will ask if the marchers will ever agree.

King turns from the general group to individual groups. Some present have come from worse struggles than others, some from jails, some from areas in which they have suffered police violence and persecution. But to each of them, King asks them to continue to creatively suffer but to ensure the suffering begets change. He asks them to take that faith back to their home states.

The conclusion of the speech was the strongest part of the speech. King concluded his speech with the words: "Let there be freedom on every hillside. And when this happens, when freedom is allowed to play, when it is allowed to play from every village and from every village, from every province and from every city, we will be able to hasten that day for all the children of God, blacks and whites. Jews and non-Jews, Protestants and Catholics will be able to join hands and read in the words of an old black clergyman: Finally, it's free! Get rid of in the end! Thank God we are finally free!" These words had a magical effect on the audience. The result was very impressive in terms of text, gesture, tone and delivery. The result was the culmination of the speech and caused the audience to get up. By the end of his seventeen-minute speech, the audience was waiting for the speech to end. However, the speech ended with a high note.

Mayflower agreement as a source (1620)

The Mayflower Compact originally titled Agreement Between the Settlers of New Plymouth was the first governing document of Plymouth Colony. It was written by the male passengers of the Mayflower, consisting of separatist Puritans, adventurers, and tradesmen. The Puritans were fleeing from religious persecution by King James I of England. The Mayflower Compact was signed aboard ship on November 21, 1620. Signing the covenant were 41 of the ship's 101 passengers while the Mayflower was anchored in Provincetown Harbor within the hook at the northern tip of Cape Cod.

The Pilgrims had originally hoped to reach America in early October using two ships, but delays and complications meant they could use only one, the Mayflower. Their intended destination had been the Colony of Virginia, with the journey financed by the Company of Merchant Adventurers of London. Storms forced them to anchor at the hook of Cape Cod in Massachusetts, however, as it was unwise to continue with provisions running short. This inspired some of the non-Puritan passengers (whom the Puritans referred to as 'Strangers') to proclaim that they "would use their own liberty; for none had power to command them" since they would not be settling in the agreed-upon Virginia territory. To prevent this, the Pilgrims determined to establish their own government, while still affirming their allegiance to the Crown of England. Thus, the Mayflower Compact was based simultaneously upon a majoritarian model and the settlers' allegiance to the king. It was in essence a social contract in which the settlers consented to follow the community's rules and regulations for the sake of order and survival.

Similar arguments had been unsuccessfully made by the shipwrecked passengers of the Sea Venture, a similar, earlier group bound for the Colony of Virginia, and specifically by one Stephen Hopkins, who had, as a result, been convicted of mutiny and sentenced to death.

The Pilgrims had lived for some years in Leiden, a city in the

Dutch Republic. Historian Nathaniel Philbrick states, "Just as a spiritual covenant had marked the beginning of their congregation in Leiden, a civil covenant would provide the basis for a secular government in America.

The original document has been lost, but three versions exist from the 17th century: printed in Mourt's Relation (1622), which was reprinted in Purchas his Pilgrimes (1625); hand-written by William Bradford in his journal *Of Plimoth Plantation* (1646); and printed by Bradford's nephew Nathaniel Morton in *New-Englands Memorial* (1669). The three versions differ slightly in wording and significantly in spelling, capitalization, and punctuation. William Bradford wrote the first part of Mourt's Relation, including its version of the compact, so he wrote two of the three versions. The wording of those two versions is quite similar, unlike that of Morton. Bradford's handwritten manuscript is kept in a vault at the State Library of Massachusetts.

A list of 41 male passengers who signed the document was supplied by Bradford's nephew Nathaniel Morton in his 1669 *New England's Memorial*. Thomas Prince first numbered the names in his 1736 *A Chronological History of New-England in the form of Annals*. The original document has been lost, so Morton is the sole source for the signers. He probably had access to the original document, but he could not have known the actual order in which it was signed simply by inspecting it. Morton's arrangement of names might not have been the arrangement on the original document, and the names on the original may not have been arranged in any orderly fashion. Prince's numbers are based solely on Morton, as he himself stated.

Morton's list of names was unnumbered and untitled in all six editions (1669–1855), although their order changed with successive editions. In his original 1669 edition, the names were placed on two successive pages forming six short columns, three per page. In subsequent editions, these six short columns were combined into three long columns on a single page in two different ways,

producing two different orders in unnumbered lists of signers. The second (1721) and third (1772) editions changed the order of the first edition by combining the first and fourth columns into the first long column, and similarly for the other columns. The fifth (1826) and sixth (1855) editions returned the names to their original first edition order by combining the first and second short columns into the first long column, and similarly for the other columns. Prince numbered the names in their original 1669 Morton order. He added titles to 11 names that were given those titles by William Bradford in the list of passengers at the end of his manuscript.

The Mayflower Compact was a set of rules for self-governance established by the English settlers who traveled to the New World on the Mayflower. When Pilgrims and other settlers set out on the ship for America in 1620, they intended to lay anchor in northern Virginia. But after treacherous shoals and storms drove their ship off course, the settlers landed in Massachusetts instead, near Cape Cod, outside of Virginia's jurisdiction. Knowing life without laws could prove catastrophic, colonist leaders created the Mayflower Compact to ensure a functioning social structure would prevail.

Pilgrim leaders wanted to quell the rebellion before it took hold. After all, establishing a New World colony would be difficult enough without dissent in the ranks. The Pilgrims knew they needed as many productive, law-abiding souls as possible to make the colony successful. With that in mind, they set out to create a temporary set of laws for ruling themselves as per majority agreement. On November 11, 1620, 41 adult male colonists, including two indentured servants, signed the Mayflower Compact, although it wasn't called that at the time. It's unclear who wrote the Mayflower Compact, but the well-educated Separatist and pastor William Brewster is usually given credit. One now-famous colonist who signed the Mayflower Compact was Myles Standish. He was an English military officer hired by the Pilgrims to accompany them to the New World to serve as military leader for the colony. Standish

played an important role in enforcing the new laws and protecting colonists against unfriendly Native Americans.

No one knows exactly what happened to the original Mayflower Compact. The accepted translation was found in William Bradford's journal, *Of Plymouth Plantation*, in which he wrote about his experiences as a colonist. The Mayflower Compact created laws for Mayflower Pilgrims and non-Pilgrims alike for the good of their new colony. It was a short document which established that. Once the colonists agreed to work together, the hard work of starting the colony began. They elected John Carver governor on November 21, 1620. Carver had helped secure financing for the Mayflower expedition and served in a leadership role during the voyage to America. He's also sometimes given credit for helping write the Mayflower Compact. Search parties then went ashore to find an ideal place to settle. They decided on Plymouth, where the colonists endured a brutal winter. Ravaged by starvation, disease and lack of shelter, more than half of the colonists died, yet Plymouth Colony survived.

It has been argued the Mayflower Compact's role in cementing the colonists' dedication to each other and their mission was critical to their endurance that first winter. John Carver survived the hard winter of 1620 but died in April 1621, and the colonists chose William Bradford to replace him. Under his leadership, Plymouth Colony started to thrive. As more and more settlers arrived and colonized the surrounding areas, a General Court was established. Each town elected representatives to attend the court, thereby creating an early representative government. The Mayflower Compact was important because it was the first document to establish self-government in the New World. It remained active until 1691 when Plymouth Colony became part of Massachusetts Bay Colony. The Mayflower Compact was an early, successful attempt at democracy and undoubtedly played a role in future colonists seeking permanent independence from British rule and shaping the nation that eventually became the United States of America.

The full text of the Mayflower Compact is as follows:

In the name of God, Amen. We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord King James, by the Grace of God, of Great Britain, France, and Ireland, King, defender of the Faith, etc.:

Having undertaken, for the Glory of God, and advancements of the Christian faith, and the honor of our King and Country, a voyage to plant the first colony in the Northern parts of Virginia; do by these presents, solemnly and mutually, in the presence of God, and one another; covenant and combine ourselves together into a civil body politic; for our better ordering, and preservation and furtherance of the ends aforesaid; and by virtue hereof to enact, constitute, and frame, such just and equal laws, ordinances, acts, constitutions, and offices, from time to time, as shall be thought most meet and convenient for the general good of the colony; unto which we promise all due submission and obedience. In witness whereof we have hereunto subscribed our names at Cape Cod the 11th of November, in the year of the reign of our Sovereign Lord King James, of England, France, and Ireland, the eighteenth, and of Scotland the fifty-fourth, 1620.

Anar Majidov RAI003 President Abraham Lincoln issued the Emancipation Proclamation on January 1, 1863, as the nation approached its third year of bloody civil war. The proclamation declared "that all persons held as slaves" within the rebellious states "are, and henceforward shall be free." Despite this expansive wording, the Emancipation Proclamation was limited in many ways. It applied only to states that had seceded from the United States, leaving slavery untouched in the loyal border states. It also expressly exempted parts of the Confederacy (the Southern secessionist states) that had already come under Northern control. Most important, the freedom it promised depended upon Union (United States) military victory. Although the Emancipation Proclamation did not end slavery in the nation, it captured the hearts and imagination of millions of Americans and fundamentally transformed the

character of the war. After January 1, 1863, every advance of federal troops expanded the domain of freedom. Moreover, the Proclamation announced the acceptance of black men into the Union Army and Navy, enabling the liberated to become liberators. By the end of the war, almost 200,000 black soldiers and sailors had fought for the Union and freedom. From the first days of the Civil War, slaves had acted to secure their own liberty. The Emancipation Proclamation confirmed their insistence that the war for the Union must become a war for freedom. It added moral force to the Union cause and strengthened the Union both militarily and politically. As a milestone along the road to slavery's final destruction, the Emancipation Proclamation has assumed a place among the great documents of human freedom. The original of the Emancipation Proclamation of January 1, 1863, is in the National Archives in Washington, DC. With the text covering five pages the document was originally tied with narrow red and blue ribbons, which were attached to the signature page by a wafered impression of the seal of the United States. Most of the ribbon remains; parts of the seal are still decipherable, but other parts have worn off. The document was bound with other proclamations in a large volume preserved for many years by the Department of State. When it was prepared for binding, it was reinforced with strips along the center folds and then mounted on a still larger sheet of heavy paper. Written in red ink on the upper right-hand corner of this large sheet is the number of the Proclamation, 95, given to it by the Department of State long after it was signed. With other records, the volume containing the Emancipation Proclamation was transferred in 1936 from the Department of State to the National Archives of the United States.

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