

THE AMERICAN PROMISE

A HISTORY OF THE UNITED STATES

SECOND COMPACT EDITION

VOLUME I: TO 1877



JAMES L. ROARK • MICHAEL P. JOHNSON • PATRICIA CLINE COHEN
SARAH STAGE • ALAN LAWSON • SUSAN M. HARTMANN

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PREFACE

THE COMPACT EDITION OF *The American Promise: A History of the United States* grew from the authors' desire to provide a fresh alternative for fellow instructors searching for the most teachable and readable text available: a unique mid-sized book that pairs all the color, pedagogy, and features of a full-length text with a briefer narrative at a lower price. The unique size of the Compact Edition allows us to meet the needs of students and instructors who want the flexibility of a briefer text without sacrificing coverage or readability. In writing the Second Compact Edition, we continued to draw from our experiences as longtime teachers of the survey course to help us identify the essentials of American history as well as the stories and voices that make this history memorable for students. Our collective experience teaching introductory American history in a wide range of institutions, from community colleges and state universities to private colleges and research institutions, taught us that the survey course is the most difficult to teach and the most difficult to take. It is this knowledge that has informed every decision we have made in creating this text.

Our teaching experience was invaluable in making the choices necessary to create the Second Compact Edition from its parent text, *The American Promise*, Second Edition. To preserve the narrative strengths of *The American Promise*, all of the authors revised their own chapters. To maintain the strong story line and balanced narrative in a mid-sized format, we reorganized material and combined thematically related sections throughout the text. In short, we did not create the Second Compact Edition simply by cutting; we also reimagined, reorganized, and rewrote.

Our experience as teachers also informed the framework of our text. Most survey texts emphasize either a social or political approach to history; by focusing on one, they inevitably slight the other. In our classrooms, students need **both** the structure a political narrative provides and the insights gained from examining social and cultural experiences. To write a comprehensive, balanced account

of American history, we focused on the public arena—the place where politics intersects social and cultural developments—to show how Americans confronted the major issues of their day and created far-reaching historical change.

We also thought hard about the concerns most frequently voiced by instructors: that students often find history boring, unfocused, and difficult and their textbooks similarly lifeless and overwhelming. How could our text address these concerns and help introductory students understand and remember American history's main events and developments? We decided to explore fully the political, social, economic, and cultural changes that students need to understand by connecting them to individuals who experienced history as it happened. To make each chapter more memorable and to portray the diversity of the American experience, we stitched into the narrative the voices of hundreds of contemporaries—from presidents to pipefitters—whose ideas and actions shaped their times and whose efforts still affect our lives. By incorporating a rich selection of authentic American voices, we sought to create a vivid and compelling narrative that captures students' interest and sparks their historical imagination.

Our title, *The American Promise*, reflects our emphasis on the power of human agency and our conviction that American history is an unfinished story. For millions, the nation held out the promise of a better life, unfettered worship, representative government, democratic politics, and other freedoms seldom found elsewhere around the world. But none of these promises came with guarantees. And promises fulfilled for some meant promises denied to others. As we see it, much of American history is a continuing struggle over the definition and realization of the nation's promise. That hope, kept alive by countless sacrifices, has been marred by compromises, disappointments, and denials, but it lives today. Abraham Lincoln, in the midst of what he termed the "fiery trial" of the Civil War, pronounced the nation "the last best hope of

Earth." Ideally, *The American Promise*, Second Compact Edition, will help students become aware of the legacy of hope bequeathed to them by previous generations of Americans, a legacy that is theirs to preserve and to build on.

Features

Because students learn best when they find a subject engaging, we have made a special effort to incorporate features that bring American history to life and make it memorable. **Chapter-opening vignettes** invite students into the narrative with vivid accounts of individuals or groups who embody each chapter's main themes. Vignettes new to this edition include Pocahontas's "rescue" of John Smith, Nat Turner's war on slavery, and Fannie Lou Hamer's civil rights struggles. **Two-tiered running heads** on every page remind students where the sections they read fall chronologically. At the close of each chapter, strengthened **conclusions** critically reexamine central ideas and provide a bridge to the next chapter, and **annotated chronologies** review the key events and developments explored in the chapter. We have enhanced the well-received **appendices** by extending our collection of reference materials in a new **Online Appendix** that contains such important documents as the Articles of Confederation, the Seneca Falls Resolution, the Confederate Constitution, and Martin Luther King, Jr.'s "I Have a Dream" speech. **Cross-references to the new Online Study Guide** in each chapter encourage mastery of visual and text material and development of critical-thinking skills. Additional text **cross-references to Online Bibliographies**, organized by chapter and topic, provide students with detailed suggestions for additional reading and research.

An enriched array of special features reinforces the narrative and offers teachers more points of departure for assignments and discussion. With the addition of sixteen new boxed features, this edition provides a wider variety of choices for sparking students' interest while helping them understand that history is both a body of knowledge

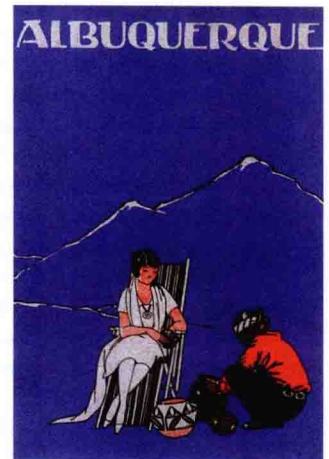
and an ongoing process of investigation. The all-new **Promise of Technology** features examine the ramifications—positive and negative—of technological developments in American society and culture such as the cultivation of corn, the printing press, hydraulic mining, and air conditioning. **Documenting the American Promise** features (formerly "Texts in Historical Context") combine three or four primary documents that dramatize the human dimension of major events and controversies with interpretive commentary. New topics in this edition include "King Philip Considers Christianity," "The Destruction of the Tea," "Rockefeller and His Critics," and "The Emerging Cold War." Questions for Analysis and Debate now follow the documents to help students analyze and squeeze meaning from primary sources. Illustrated **Historical Questions** pose and interpret specific questions of continuing interest so as to demonstrate the depth and variety of possible answers, thereby countering the belief of many beginning students that historians simply gather facts and string them together into a chronological narrative. New Historical Questions in this edition include "Did Terrorists Sink the *Maine*?" and "Was Prohibition a Bad Joke?"

We take great pride as well in our full-color design and rich art program. We have preserved the **award-winning design** and added many new **illustrations** to make *The American Promise* a visual feast. In all, more than 350 images, many in full color and all large enough to study in detail, reinforce and extend the narrative. An illustration accompanies each chapter-opening vignette, providing a visual supplement to the narrative portrait that opens every chapter. All pictures are contemporaneous with the period of the chapter, with **comprehensive captions** that draw students into active engagement with the images and help

FOR FURTHER READING ABOUT THE TOPICS IN THIS CHAPTER, see the Online Bibliography at www.bedfordstmartins.com/roarkcompact.

FOR ADDITIONAL FIRST-HAND ACCOUNTS OF THIS PERIOD, see pages 181–195 in Michael Johnson, ed., *Reading the American Past*, Second Edition, Volume I.

TO ASSESS YOUR MASTERY OF THE MATERIAL IN THIS CHAPTER, see the Online Study Guide at www.bedfordstmartins.com/roarkcompact.



TOURISM AND THE LURE OF NATIVE TRADITION
This advertisement for vacationing in the mountainous Indian country of New Mexico implies the benefits of high altitude for health. But commerce in native crafts is also an objective. Others at the time headed to New Mexico to attain quite different benefits. Attracted by anthropologists studying native culture and a coterie of painters and writers who began an artists' colony near the ancient pueblo at Taos, disillusioned strivers and other refugees from the stresses of modern life hoped to find a spiritual inner wisdom within Pueblo culture that would reconnect them with nature and the past.

Private collection.

www.bedfordstmartins.com/roarkcompact SEE THE ONLINE STUDY GUIDE for more help in analyzing this image.

PREFACE



them unpack the layers of meaning. Full-page **chapter-opening artifacts** combine with many other illustrations of artifacts to emphasize the importance of material culture in the study of the past.

Finally, we have extended and expanded our highly regarded **map program** to offer the most effective set of maps available in a survey text. Each chapter offers, on average, three **full-size maps** showing major developments in a wide range of areas, from environmental and technological issues to political, social, cultural, and diplomatic matters. New maps reflect this edition's



**Haitian Revolution,
1790–1804**

increased attention to Native American peoples and to a sustained continental perspective. Each chapter includes as well an average of two new “**spot maps**,” small, single-concept maps embedded in pertinent passages of the narrative to increase students’ grasp of crucial issues. Unique to *The American Promise*, the spot maps highlight such topics as ancient California, Pontiac’s rebellion, the Haitian revolution, the Vicksburg campaign, Pullman’s company town, the Dust Bowl, the creation of Israel, the breakup of Yugoslavia, and the recent conflict in Afghanistan. In addition, **critical-thinking map exercises**—one per chapter—combine for an **embedded map workbook**.

Textual Changes

A new edition of a textbook is cause for celebration, for it proudly announces the successful reception of the previous edition. But as authors, we found little time for complacency, for we welcomed this opportunity to reconsider the original text, to take stock of what worked and what could be improved. In addition to the many changes already mentioned to condense the text, we

made other major revisions in organization and coverage.

To mesh better with most course calendars and to provide a more focused narrative, we reduced the number of chapters from 32 to 31. We also shortened the text by an additional 5 percent from the First Compact Edition (making it 30 percent shorter than its parent, *The American Promise*, Second Edition), in the process highlighting a stronger thematic development. Specifically, coverage of ancient America now appears in a refashioned and richly illustrated chapter on ancient America, to show students how and why the discussion of this crucial but obscured history differs from the historical narrative that follows in the remainder of the book. Discussion of antebellum society has been reorganized and revised to ensure a smooth, unified narrative. Throughout the text we have incorporated the most important recent scholarship, as reflected in chapter bibliographies on the companion Web site (www.bedfordstmartins.com/roarkcompact).

To provide an even more dynamic and memorable narrative while reinforcing the text’s central theme, we expanded the number of historical actors whose interpretations of “the American promise”—sometimes shared, often competing—drove historical change. More succinct coverage of politics also permitted us to expand discussion of cultural and social topics such as the diversity of West Africa, the experience of Native Americans, and Western history. We have also made an effort to better place American history in a global context. Discussions of early modern Europe’s westward expansion and the Haitian revolution, for example, strengthen the text’s balanced, braided international coverage. Revised conclusions focus on and extend the chapter’s central ideas, contributing to our effort to provide the introductory classroom the most teachable and readable text available.

Supplements

Developed with the guidance of the author team and thoroughly revised to reflect changes in the new edition, our comprehensive collection of print and electronic resources provides a host of practical learning and teaching aids. Cross-references in the textbook to the groundbreaking Online Study Guide and the primary-source reader reflect the tight integration of core text with supplements.

For Students

Reading the American Past: Selected Historical Documents, Second Edition. This highly regarded primary-source collection, edited by Michael Johnson (Johns Hopkins University), one of the authors of *The American Promise*, complements the textbook by offering 4 or 5 documents for each chapter. The new edition provides a host of compelling features while retaining its low cost and brevity: a rich selection of over 125 documents (one-quarter of them new to this edition), balancing accounts by well-known figures with the voices of ordinary people; a wide array of sources that vividly illustrate the diversity of materials with which historians work; and user-friendly editorial apparatus such as chapter introductions, headnotes, questions, and an Introduction for Students on the goals and methods of source analysis.

Online Study Guide www.bedfordstmartins.com/roarkcompact. For each chapter, our free Online Study Guide offers an initial multiple-choice test that allows students to assess their comprehension of the material and a Recommended Study Plan that suggests specific exercises on the subject areas students still need to master. Two follow-up multiple-choice tests per chapter help students judge their command of the material. Additional exercises encourage students to think about chapter themes as well as help them develop skills of analysis. Password-protected reports for instructors allow them to monitor students' activity easily.

The Bedford Series in History and Culture. Over fifty American titles in this highly praised series combine first-rate scholarship, historical narrative, and important primary documents for undergraduate courses. Each book is brief, inexpensive, and focused on a specific topic or period. Package discounts are available.

Historians at Work Series. Brief enough for a single assignment yet substantive enough to provoke thoughtful discussion, each volume in this series combines the best thinking about an important historical issue with helpful learning aids. Selections by distinguished historians, each with a differing perspective, provide a unique structure within which to examine a single question. With headnotes and questions to guide their reading and the complete original footnotes, students are able to engage in discussion that captures the intellectual excitement of historical research and interpretation. Package discounts are available.

Links Library www.bedfordstmartins.com/historylinks. Links Library is a database of more than 350 carefully reviewed and annotated U.S. and Western history links searchable by historical topic and textbook chapter. Spanning history from ancient Mesopotamia to the present, the database contains diverse links to resources such as historical archaeology sites, primary documents collections, photograph and illustration galleries, map collections, secondary sources, and audio.

DocLinks www.bedfordstmartins.com/doclinks. DocLinks is a database of over 1000 annotated Web links to primary documents online for the study of U.S. and Western history. Documents in this database include speeches, legislation, U.S. Supreme Court decisions, essays, traveler's accounts, personal narratives and testimony, essays, e-books, manifestos, visual artifacts, songs, and poems. Documents are searchable by topic and date and are also indexed to the chapters of our major survey textbooks.

For Instructors

Instructor's Resource Manual. This popular manual by Sarah E. Gardner (Mercer University) offers

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SECOND COMPACT EDITION • VOLUME I: TO 1877 • VOLUME II: FROM 1865

Welcome to the book companion site for *The American Promise: A History of the United States*, Second Compact Edition, by James L. Roark, Michael P. Johnson, Patricia Cline Cohen, Sarah Stage, Alan Lawson, Susan M. Hartmann. Here you'll find online resources related to themes and authors featured in this popular history reader, as well as tools to help you research and write your paper.

View Content by Chapter

- Chapter 1: Before the Written Record: Ancient America to 1492
- Chapter 2: Barbarians and the New World, 1492-1600
- Chapter 3: The Southern Colonies in the Seventeenth Century, 1601-1700
- Chapter 4: The Northern Colonies in the Seventeenth Century, 1601-1700
- Chapter 5: Colonial America in the Eighteenth Century, 1701-1770
- Chapter 6: The British Empire and the Colonial Crisis, 1754-1775
- Chapter 7: The War for America, 1775-1783

Instructor Resources

- Instructor's Resource Manual
- Map Central
- PowerPoint Lecture Strategies
- Quiz Gradebook
- Blackboard Test Bank
- WebCT Test Bank

Student Resources

- Recommended Study Plan
- Chapter Summary
- Multiple Choice
- True or False
- Fill-in-the-Blank
- Reviewing the Text
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- Reading Historical Documents
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- Critical Thinking Modules
- Links Library
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PREFACE

extensive information for each chapter in the textbook: outlines of chapter themes and topics, lecture and discussion strategies, multiple-choice questions for quizzing, video and film resources, and advice on outside readings. In addition, the new edition offers suggestions on incorporating all the supplements for the Second Compact Edition of *The American Promise* into teaching plans; including Bedford series books relevant to each chapter; and assigning Using the Internet exercises that reinforce and extend the text. It also includes a wealth of practical suggestions for first-time teaching assistants, from suggestions on running discussion sections and designing assignments to advice on dealing with difficult students.

Online Instructor's Resource Manual www.bedfordstmartins.com/roarkcompact. The Online Instructor's Resource Manual combines all of the advantages of the print Instructor's Resource Manual along with links for Using the Internet exercises, annotated Web links for each chapter, PowerPoint slides for lectures, syllabus hosting, and the ability to track student work.

Videos. Available to all adopters of the text are two hours of video delivered in fifteen brief clips that allow instructors to intersperse their lectures with images and audio designed to engage students by giving voice to the history of early America. These segments are drawn from the award-winning telecourse "Shaping America," developed and distributed by the LeCroy Center for Educational Telecommunications, Dallas County Community College District. Bedford/St. Martin's is proud to announce that *The American Promise: To 1877*, Second Edition, has been selected for use in this distinguished distance learning program.

Computerized Test Bank CD-ROM for Windows or Macintosh. This thoroughly revised test bank by Valerie Hinton (Richland College) and Norman C. McLeod (Dixie State College) provides easy-to-use software to create and administer tests on paper or over a network. Instructors can generate exams and quizzes from the print test bank or write their own. A grade-management function helps keep track of student progress. It includes for each chapter in the text fifty multiple-choice questions, ten short-

answer questions, four essay questions (all ranked as easy, medium, or difficult); an exercise in which students match important terms with definitions or examples; a chronology exercise; and a multipart map exercise. Also included are twenty-five black outline map quizzes. Answers for objective questions are provided.

Map Transparencies. Full-color transparencies of full-size maps from both the full and compact editions of *The American Promise* help instructors present the materials and teach students important map-reading skills.

Instructor Resources CD-ROM. This new CD-ROM offers all the maps and figures and numerous illustrations from the text in PowerPoint-ready files designed to enhance class presentations.

Using the Bedford Series in the U.S. History Survey www.bedfordstmartins.com/usingseries. This short guide by Scott Hovey (Boston University) gives practical suggestions for using more than sixty volumes from the Bedford Series in History and Culture and the Historians at Work Series with a core text in the survey classroom. The guide not only supplies links between the text and the supplements but also provides ideas for starting discussions focused on a single primary-source volume.

Map Central www.bedfordstmartins.com/map-central. Bedford/St. Martin's is proud to announce Map Central, a database of the more than 450 maps that appear in *The American Promise* and its other history survey texts. Designed to help instructors create more effective lecture presentations, Map Central is easily searchable by specific chapter or by keyword. Maps are in full color and downloadable for use in PowerPoint or other presentation software.

e-Content for Online Learning. e-Content for Online Learning helps instructors using *The American Promise*, Second Compact Edition, develop custom Web sites with WebCT, Blackboard, and other course-building systems.

Acknowledgments

We gratefully acknowledge all of the helpful suggestions that have come from those who have read and taught the previous editions of *The American Promise*, and we hope that our many classroom collaborators will see their influence in the Second Compact Edition. In particular, we wish to thank the talented scholars and teachers who gave generously of their time and knowledge to review this book; their critiques and suggestions have contributed greatly to the published work: Robert Allison, *Suffolk University*; Edward Baptist, *University of Miami*; Vernon Burton, *University of Illinois at Urbana-Champaign*; Manuel Callahan, *University of Texas*; Marvin Cann, *Lander University*; Robert Cormier, *Shrewsbury High School*; Dolores Davison Peterson, *Foothill College*; Alan C. Downs, *Georgia Southern University*; Frederick Fausz, *University of Missouri-St. Louis*; Richard M. Filipink, *SUNY College at Fredonia*; Randy Finley, *Georgia Perimeter College*; Ellen Fitzpatrick, *University of New Hampshire*; John M. Giggie, *University of Texas at San Antonio*; Valerie Hinton, *Richland College*; Tim Koerner, *Oakland Community College*; Jill Lepore, *Boston University*; Mike Light, *Grand Rapids Community College*; Barbara Loomis, *San Francisco State University*; Norman Love, *El Paso Community College*; Joanne Maypole, *Front Range Community College*; Tom Nierman, *University of Kansas*; Robert Olwell, *University of Texas at Austin*; Terry Perrin, *Austin Community College*; Nicolas W. Proctor, *Simpson College*; Peggy Renner, *Glendale Community College*; James Schick, *Pittsburgh State University*; Michael Searles, *Augusta State University*; Rebecca Shoemaker, *Indiana State University*; Rachel Standish, *Foothill College*; Richard M. Ugland, *The Ohio State University*; Elizabeth Van Beek, *San Jose State University*; Pamela West, *Jefferson State Community College*; Thomas Winn, *Austin Peay State University*; Molly M. Wood, *Wittenberg University*; Laura Woodward-Ney, *Idaho State University*; and William D. Young, *Maple Woods Community College*.

A project as complex as this requires the talents of many individuals. First, the authors would like

to acknowledge our families for their support, forbearance, and toleration of our textbook responsibilities. Pembroke Herbert and Sandi Rygiel of Picture Research Consultants, Inc., contributed their imagination and research to make possible the extraordinary illustration program.

We would also like to thank the many people at Bedford/St. Martin's who have been crucial to this project. First we want to thank both Editor Heidi L. Hood, who coordinated the editorial process, and Editor Gretchen Boger, for their intelligence and commitment to excellence that guided every step of this revision. Thanks are also due to Editor Louise Townsend, whose accomplished editing of this and previous editions greatly improved our textbook. Special thanks also go to our friend, Executive Editor Elizabeth M. Welch, who contributed invaluable to past editions and advised on this revision. Brianna Germain, Rachel L. Siegel, and Elisabeth Stark helped with countless editorial tasks. Jane Knetzger, Director of Development for History, supported the efforts of the editorial team. We thank as well Patricia Rossi, Publisher for History and Communications, and Jenna Bookin Barry, Marketing Manager, for their tireless efforts in marketing the book. With great skill and professionalism, Project Manager Tina Samaha pulled all the pieces together with the assistance of Kerri Cardone. Managing Editor Elizabeth Schaaf, Assistant Managing Editor John Amburg, and Senior Production Supervisor Joe Ford oversaw production of the book. Our copy editor, Lisa Wehrle, improved our best efforts. Thanks also go to Associate Editor for New Media William J. Lombardo who guided the development of the companion Web site and supervised the editing of the book's supplements. New Media Production Coordinator Coleen O'Hanley helped transform the Companion Web site and other electronic supplements into reality. Director of New Media Denise Wydra provided support for these new media resources for history. Joan E. Feinberg, President, and Charles H. Christensen, former president, have taken a personal interest in *The American Promise* from the start and have guided all its editions through every stage of development.

ABOUT THE AUTHORS

James L. Roark

Born in Eunice, Louisiana, and raised in the West, James L. Roark received his B.A. from the University of California, Davis, in 1963 and his Ph.D. from Stanford University in 1973. His dissertation won the Allan Nevins Prize. He has taught at the University of Nigeria, Nsukka; the University of Nairobi, Kenya; the University of Missouri, St. Louis; and, since 1983, Emory University, where he is Samuel Candler Dobbs Professor of American History. In 1993, he received the Emory Williams Distinguished Teaching Award, and in 2001–2002 he was Pitt Professor of American Institutions at Cambridge University. He has written *Masters without Slaves: Southern Planters in the Civil War and Reconstruction* (1977). With Michael P. Johnson, he is author of *Black Masters: A Free Family of Color in the Old South* (1984) and editor of *No Chariot Let Down: Charleston's Free People of Color on the Eve of the Civil War* (1984). He has received research assistance from the American Philosophical Society, the National Endowment for the Humanities, and the Gilder Lehrman Institute of American History. Active in the Organization of American Historians and the Southern Historical Association, he is also a fellow of the Society of American Historians.

Michael P. Johnson

Born and raised in Ponca City, Oklahoma, Michael P. Johnson studied at Knox College in Galesburg, Illinois, where he received a B.A. in 1963, and at Stanford University in Palo Alto, California, earning a Ph.D. in 1973. He is currently professor of history at Johns Hopkins University in Baltimore, having previously taught at the University of California, Irvine; San Jose State University; and LeMoyne (now LeMoyne-Owen) College in Memphis. His publications include *Toward a Patriarchal Republic: The Secession of Georgia* (1977); *Black Masters: A Free Family of Color in the Old South* (1984); *No Chariot Let Down: Charleston's Free People of Color on the Eve of the Civil War* (1984); *Abraham Lincoln, Slavery, and the Civil War: Selected Speeches and Writings* (2001); and *Reading the American Past: Selected Historical Documents*, Second Edition, the documents reader for *The American*

Promise (2002); and articles that have appeared in the *William and Mary Quarterly*, the *Journal of Southern History*, *Labor History*, the *New York Review of Books*, the *New Republic*, the *Nation*, and other journals. Johnson has been awarded research fellowships by the American Council of Learned Societies, the National Endowment for the Humanities, and the Center for Advanced Study in the Behavioral Sciences. He directed a National Endowment for the Humanities Summer Seminar for College Teachers and has been honored with the University of California, Irvine, Academic Senate Distinguished Teaching Award and the University of California, Irvine, Alumni Association Outstanding Teaching Award. He is an active member of the American Historical Association, the Organization of American Historians, and the Southern Historical Association.

Patricia Cline Cohen

Born in Ann Arbor, Michigan, and raised in Palo Alto, California, Patricia Cline Cohen earned a B.A. at the University of Chicago in 1968 and a Ph.D. at the University of California, Berkeley, in 1977. In 1976, she joined the history faculty at the University of California, Santa Barbara. Cohen has written *A Calculating People: The Spread of Numeracy in Early America* (1982; reissued 1999) and *The Murder of Helen Jewett: The Life and Death of a Prostitute in Nineteenth-Century New York* (1998). She has also published articles on quantitative literacy, mathematics education, prostitution, and murder in journals including the *Journal of Women's History*, *Radical History Review*, the *William and Mary Quarterly*, and the *NWSA Journal*. Her scholarly work has received support from the National Endowment for the Humanities, the National Humanities Center, the University of California President's Fellowship in the Humanities, the Mellon Foundation, the American Antiquarian Society, the Schlesinger Library, and the Newberry Library. She sits on the council for the Omohundro Institute of Early American History and Culture and on the advisory council of the Society for the History of the Early American Republic. She has served as chair of the Women's Studies Program and as acting dean of the humanities and fine arts at the

University of California, Santa Barbara. In 2001–2002 she was the Distinguished Senior Mellon Fellow at the American Antiquarian Society.

Sarah Stage

Sarah Stage was born in Davenport, Iowa, and received a B.A. from the University of Iowa in 1966 and a Ph.D. in American studies from Yale University in 1975. She has taught U.S. history for more than twenty-five years at Williams College and the University of California, Riverside. Currently she is professor of Women's Studies at Arizona State University West, in Phoenix. Her books include *Female Complaints: Lydia Pinkham and the Business of Women's Medicine* (1979) and *Rethinking Home Economics: Women and the History of a Profession* (1997), which is being translated for a Japanese edition. Among the fellowships she has received are the Rockefeller Foundation Humanities Fellowship, the American Association of University Women dissertation fellowship, a fellowship from the Charles Warren Center for the Study of History at Harvard University, and the University of California President's Fellowship in the Humanities. She is at work on a book entitled *Women and the Progressive Impulse in American Politics, 1890–1914*.

Alan Lawson

Born in Providence, Rhode Island, Alan Lawson received his B.A. from Brown University in 1955 and his M.A. from the University of Wisconsin in 1956. After Army service and experience as a high school teacher, he earned his Ph.D. from the University of Michigan in 1967. Since winning the Allan Nevins Prize for his dissertation, Lawson has served on the faculties of the University of California, Irvine; Smith College; and, currently, Boston College. He has written *The Failure of Independent Liberalism* (1971) and coedited *From Revolution to Republic* (1976). While completing the forthcoming *Ideas in Crisis: The New Deal and the Mobilization of Progressive Experience*, he has published book chapters and essays on political economy, the cultural legacy of the New Deal, multiculturalism, and the arts in public

life. He has served as editor of the *Review of Education* and the *Intellectual History Newsletter* and contributed articles to those journals as well as to the *History of Education Quarterly*. He has been active in the field of American studies as director of the Boston College American Studies program and as a contributor to the *American Quarterly*. Under the auspices of the United States Information Agency, Lawson has been coordinator and lecturer for programs to instruct faculty from foreign nations in the state of American historical scholarship and teaching.

Susan M. Hartmann

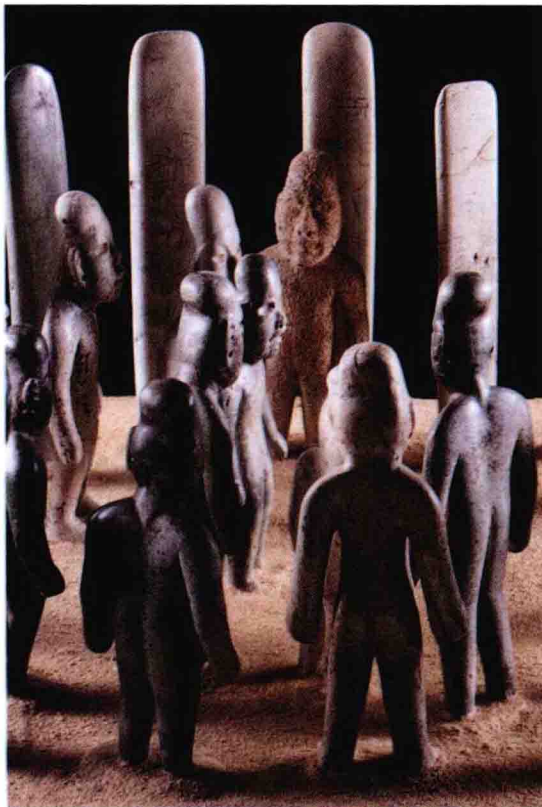
Professor of history at Ohio State University, Susan M. Hartmann received her B.A. from Washington University in 1961 and her Ph.D. from the University of Missouri in 1966. After specializing in the political economy of the post–World War II period and publishing *Truman and the 80th Congress* (1971), she expanded her interests to the field of women's history, publishing many articles and three books: *The Home Front and Beyond: American Women in the 1940s* (1982); *From Margin to Mainstream: American Women and Politics since 1960* (1989); and *The Other Feminists: Activists in the Liberal Establishment* (1998). Her work has been supported by the Truman Library Institute, the Rockefeller Foundation, the National Endowment for the Humanities, and the American Council of Learned Societies. At Ohio State she has served as director of women's studies, and in 1995 she won the Exemplary Faculty Award in the College of Humanities. Hartmann has taught at the University of Missouri, St. Louis, and Boston University, and she has lectured on American history in Australia, Austria, France, Germany, Greece, Nepal, and New Zealand. She has served on award committees of the American Historical Association, the Organization of American Historians, the American Studies Association, and the National Women's Studies Association and currently is on the Board of Directors at the Truman Library Institute. Her current research is on gender and the transformation of politics since 1945.

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