



The AMERICAN PEOPLE

CREATING A NATION AND A SOCIETY

BRIEF FIFTH EDITION

VOLUME II • SINCE 1865

NASH • JEFFREY
HOWE • FREDERICK • DAVIS • WINKLER

THE AMERICAN PEOPLE

Creating a Nation and a Society

Brief Fifth Edition



Volume II: From 1865

Gary B. Nash

University of California, Los Angeles

General Editor

Julie Roy Jeffrey

Goucher College

General Editor

John R. Howe

University of Minnesota

Peter J. Frederick

Heritage University

Allen F. Davis

Temple University

Allan M. Winkler

Miami University of Ohio



New York San Francisco Boston

London Toronto Sydney Tokyo Singapore Madrid

Mexico City Munich Paris Cape Town Hong Kong Montreal

Executive Editor: Michael Boezi
Senior Development Editor: Dawn Groundwater
Development Editor: Marion B. Castellucci
Executive Marketing Manager: Sue Westmoreland
Senior Media Editor: Patrick McCarthy
Supplements Editor: Kristi Olson
Production Manager: Douglas Bell
Project Coordination, Text Design, and Electronic Page Makeup: Elm Street Publishing Services, Inc.
Cover Designer/Manager: John Callahan
Cover Illustration: Jane Sterrett
Photo Research: Photosearch, Inc.
Manufacturing Buyer: Roy L. Pickering, Jr.
Printer and Binder: R. R. Donnelley & Sons Company/Crawfordsville
Cover Printer: The Lehigh Press, Inc.

For permission to use copyrighted material, grateful acknowledgment is made to the following copyright holders. Page 813, George H. Gallop, *The Gallop Poll: Public Opinion, 1935–1971*, vol. 2 (New York: Random House, 1972). © American Institute of Public Opinion. Page 870, "The Times They are A-Changin'" by Bob Dylan. Copyright © 1963, 1964 by Warner Brothers Music, Inc. Copyright renewed 1991 by Special Rider Music. All rights reserved. International copyright secured. Reprinted with permission.

Library of Congress Cataloging-in-Publication Data

The American people: creating a nation and a society / Gary B. Nash, general editor . . .
[et al.].—Brief 5th ed.
p. cm.

Includes bibliographical references and index.

ISBN 0-321-31640-1

1. United States History—History. I. Nash, Gary B.

E178.1.A49355 2005

973—dc22

2004060000

Copyright © 2006 by Pearson Education, Inc.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher. Printed in the United States.

Please visit our website at <http://www.ablongman.com/nash>

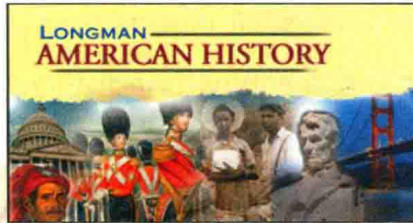
ISBN 0-321-31640-1 (Single Volume Edition)

ISBN 0-321-31641-X (Volume I)

ISBN 0-321-31642-8 (Volume II)

1 2 3 4 5 6 7 8 9 10—DOC—08 07 06 05

www.LongmanAmericanHistory.com



From maps of migrations and wars to primary source documents by servants and statesmen...from the original complete texts of Thomas Paine's *Common Sense*, to video clips of modern political campaigns, LongmanAmericanHistory.com brings together an amazing collection of resources.

Organized to fit *The American People's* table of contents, this Web site contains over 1,000 primary sources, extensive student assessment tools including chapter study questions, twenty complete books on the *History Bookshelf*, and much more.

Visit

www.LongmanAmericanHistory.com



The American People is now connected to LongmanAmericanHistory.com!

For the first time, *The American People* includes icons in the margins that send students to areas in LongmanAmericanHistory.com with additional material that supports the content in the book. For example, when reading about the 1700s, one icon directs them to an original source document by a Revolutionary War soldier, further helping students to connect with the past!



Here's what you'll find in LongmanAmericanHistory.com

- **Extensive Chapter Material.** Contains everything students need to fully understand the material presented in the chapter:
 - **Primary Source Documents**— each with an introduction and review questions.
 - **Chapter Review**— with the study guide, flashcards, review quizzes, and PowerPoint® chapter review.
 - **Images**— with detailed captions to place the image within its historical context.
 - **Maps**— an extensive map collection with captions.
 - **Take Notes and Answer Analysis Questions**— an area for taking notes or writing answers to analysis questions or homework assignments; all can be emailed to the professor.
- **History ToolKit.** Provides a tutorial on analyzing primary sources; a handbook about succeeding in your history course; and several online resources from Pearson Education and other trusted sites.
- **History Bookshelf.** Read, download, or print twenty of the most commonly assigned works, like Thomas Paine's *Common Sense*, Upton Sinclair's *The Jungle*, or Booker T. Washington's *Up from Slavery*.

Icons in this text that direct students to the resources on LongmanAmericanHistory.com



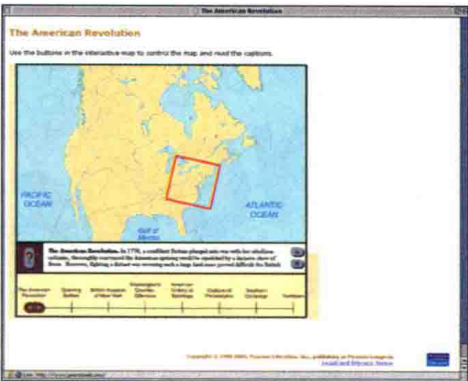
DOCUMENT.

An abundance of primary source documents support the material. Examples: Original source documents of runaway slave advertisements (1838-1839); William Jennings Bryan "Cross of Gold" speech (1896).



MAPS.

Interactive maps with headnotes and questions help students visualize the material they are studying. Atlas maps and printable map activities from a Longman workbook provide hands-on experience. Examples: Interactive map, following the battles of the American Revolution; map of organizing American labor in the late nineteenth century.



VIDEO.

Historical and political video clips from the last century are included, along with headnotes and thought questions. Examples: Video clip of Eisenhower's 1957 special message to Congress on the Middle East; video clip of the Kennedy/ Nixon debate.





AUDIO.

Historical music in original recordings, and more contemporary performances of original works, give students a sense of the impact that music had on a particular period. Audio clips are accompanied by contextual headnotes and thought questions. *Examples: War Song; The Battle Hymn of the Republic*



IMAGE.

Numerous images help students visually understand the material presented. *Examples: "It's a Woman's War, Too" WWII poster; 1865 portrait of Abraham Lincoln.*



ESSAY.

Essays explore how technology has changed America. *Examples: Smallpox inoculations; the invention of the flush toilet.*



Visit LongmanAmericanHistory.com now!

THE AMERICAN PEOPLE





RECOVERING THE PAST

Novels	474	The Movies	722
Magazines	508	Public Opinion Polls	812
Political Cartoons	594	Television	824
Documentary Photographs	612	Popular Music	870
Government Propaganda	654	Autobiography	918

MAPS

The United States	vi–vii
The Rise of Tenancy in the South, 1880	481
The Natural Environment of the West	501
Native Americans, 1850–1896	507
The Presidential Election of 1896	573
United States Territorial Expansion to 1900	585
United States Involvement in Central America and the Caribbean, 1898–1939	599
Woman Suffrage before the Nineteenth Amendment	615
Europe and the Near East After World War I	663
Mexican Population, 1930	680
The Tennessee Valley Authority	708
U.S. Interstate Highway System	761
Portrait of a Nation	920

INTERNATIONAL MAPS

Migration to the United States, 1860–1910	531
United States Involvement in the Pacific and Eastern Asia, 1898–1909	601
The Great War in Europe and the Middle East	641
World War II: Pacific Theater	746
World War II: European and North African Theaters	747
Independence in Africa	782
Cold War Europe in 1950	797
The Korean War	802
The Berlin Wall	840
The Vietnam War	842
The Yom Kippur War of 1973	856
The Fall of Communism	907
Siege in the West Bank	937

PREFACE

The Yoruba people of West Africa have an old saying: "However far the stream flows, it never forgets its source." Why, we wonder, do such ancient societies as the Yoruba find history so important, while modern American students question its relevance? This book aims to end such skepticism about the usefulness of history.

As we begin the twenty-first century in an ethnically and culturally diverse society caught up in an interdependent global system, history is of central importance in preparing us to exercise our rights and responsibilities as a free people. Studying history cannot make good citizens, but without a knowledge of history, we cannot understand the choices before us and think wisely about them. Lacking a collective memory of the past, we lapse into a kind of amnesia, unaware of the human condition and the long struggles of men and women everywhere to deal with the problems of their day and to create a better society. Unfurnished with historical knowledge, we deprive ourselves of knowing about the huge range of approaches people have taken to political, economic, and social life; to solving problems; and to surmounting the obstacles in their way.

History has a deeper, even more fundamental importance: the cultivation of the private person whose self-knowledge and self-respect provide the foundation for a life of dignity and fulfillment. Historical memory is the key to self-identity: to seeing one's place in the long stream of time, in the story of humankind.

When we study our own history, we see a rich and extraordinarily complex human story. This country, whose written history began with a convergence of Native Americans, Europeans, and Africans, has always been a nation of diverse peoples—a magnificent mosaic of cultures, religions, and skin shades. This book explores how American society assumed its present shape and developed its present forms of government; how as a nation we have conducted our foreign affairs and managed our economy; how science and technology have changed our lives; how as individuals and in groups we have lived, worked, loved, married, raised families, voted, argued, protested, and struggled to fulfill our dreams and the noble ideals of the American experiment.

Several ways of making the past understandable distinguish this book from traditional textbooks. The coverage of public events such as presidential elections, diplomatic treaties, and economic legislation is integrated with the private human stories that pervade them. Within a chronological framework, we have woven together our history as a nation, as a people, and as a society. When, for example, national political events are discussed, we analyze their impact on social and economic life at the state and local levels. Wars are described not only as they unfolded on the battlefield and in the salons of diplomats but also on the home front, where they have been history's greatest motor of social change. The interaction of ordinary and extraordinary Americans runs as a theme throughout this book.

Above all, we have tried to show the "humanness" of our history as it is revealed in people's everyday lives. Throughout these pages, we have often used

the words of unnoticed Americans to capture the authentic human voices of those who participated in and responded to epic events such as war, slavery, industrialization, and reform movements.

GOALS AND THEMES OF THE BOOK

Our primary goal is to provide students with a rich, balanced, and thought-provoking treatment of the American past. By this we mean a history that treats the lives and experiences of Americans of all national origins and cultural backgrounds, at all levels of society, and in all regions of the country. It also means a history that seeks connections between the many factors—political, economic, technological, social, religious, intellectual, and biological—that have molded and remolded American society over four centuries. Finally, it means a history that encourages students to think about how we have all inherited a complex past filled with both notable achievements and thorny problems. The only history befitting a democratic nation is one that inspires students to initiate a frank and searching dialogue with their past.

To speak of a dialogue about the past presumes that history is interpretive rather than an agreed-upon account of what happened in the past and why history unfolded as it did. Students should understand that historians are continually reinterpreting the past. New interpretations may result from the discovery of new evidence, but more often they emerge because historians reevaluate old evidence in the light of new ideas that spring from the times in which they write and from their personal views of the world.

Through this book, we also hope to promote class discussions, which can be organized around seven questions that we believe are basic to the American historical experience:

1. How has this nation been peopled, from the first inhabitants to the many groups that arrived in slavery or servitude during the colonial period to the voluntary immigrants of today? How have these waves of newcomers contributed to and reshaped the American cultural mosaic? To what extent have different immigrant groups preserved elements of their ethnic, racial, and religious heritages?
2. How and to what extent have Americans developed a stable, democratic political system flexible enough to address the wholesale changes occurring in the last two centuries? To what degree has this political system been consistent with the principles of our nation's founding?
3. How have economic, scientific, and technological changes affected daily life, work, family organization, leisure, sexual behavior, the division of wealth, and community relations in the United States?
4. How did the European settlement of the Americas alter the landscape, and how have environmental factors shaped American society? How have Americans changed in attitudes and policies concerning the natural and human-built environment?
5. In what ways has religion united and divided the American people? Has religion served more to promote or retard social reform in our history? What-

ever their varied sources, how have the recurring reform movements in our history dealt with economic, political, and social problems in attempting to square the ideals and realities of American life? How has religious belief shaped our country's relations with the rest of the world?

6. What has been the role of our nation in the world? To what extent has the United States served as a model for other peoples, as an interventionist savior of other nations around the globe, and as an interfering expansionist in the affairs of other nations?
7. How have American beliefs and values changed over time? How have they varied between different groups: women and men; Americans of many colors and cultures; people of different regions, religions, sexual orientations, ages, and classes?

In writing a history that revolves around these themes, we have tried to convey two dynamics that operate in all societies. First, we observe people continuously adjusting to new developments, such as industrialization and urbanization, over which they seemingly have little control; we realize that people are not paralyzed by history but are the fundamental creators of it. They retain the ability, individually and collectively, to shape the world in which they live and thus in considerable degree to control their own lives. Second, we emphasize the connections that always exist among social, political, economic, and cultural events.

STRUCTURE OF THE BOOK

The chapters of this book are grouped into six parts that relate to major periods in American history. The titles for each part suggest a major theme that helps to characterize the period.

Each chapter has a clear structure, beginning with a chapter outline and then a personal story, called *American Stories*, recalling the experience of an ordinary or lesser-known American. Chapter 30, for example, gives an account of a woman who, frustrated with liberalism, drifts into the Republican Party. This brief anecdote introduces the overarching themes and major concepts of the chapter, in this case the revival of conservatism in the Reagan and George H. W. Bush years. In addition, *American Stories* launches the chapter by engaging the student with a human account, suggesting that history was shaped by ordinary as well as extraordinary people. Following the personal story and easily identifiable by its visual separation from the anecdote and the body of the chapter, a *brief chapter overview* links the story to the text.

We aim to facilitate an exciting engagement with history for students in other ways as well. Every chapter ends with pedagogical features to reinforce and expand the presentation. A *timeline* reviews the major events and developments covered in the chapter. The *conclusion* briefly summarizes the chapter's main concepts and developments, revisits the individual described in *American Stories*, and serves as a bridge to the following chapter. An annotated section of suggested Web sites, *Discovering U.S. History Online*, offers students electronic resources relating to chapter content and themes and suggestions for further reading on the book's Companion Website. *Fiction and Film* provides an annotated

selection of historical novels and films. In addition, each map, figure, and table has been chosen to relate clearly to the narrative. *Captions* are specially written to help students understand and interpret these visual materials.

THE BRIEF FIFTH EDITION

This Brief Fifth Edition is condensed from the very successful comprehensive Sixth Edition of *The American People*, with its balance of political, social, and economic history. While we have eliminated detail and extra examples, and have compressed the text, we have retained the interpretive connections and the “humanness” of history—the presentation of history as revealed through the lives of ordinary as well as extraordinary Americans and the interplay of social and political factors.

Format and Features

The Brief Fifth Edition continues the format and more compact size of the previous brief editions. The four-color design enhances the value of the maps and graphs and gives the book a vibrant appearance. This makes the book accessible, easy to read, and convenient for students to carry to and from class.

This new edition is enhanced by one of the most popular features of *The American People*: the two-page sections entitled *Recovering the Past*. Ten RTPs, as the authors affectionately call them, introduce students to the fascinating variety of evidence—ranging from novels, political cartoons, and diaries to houses and popular music—that historians have learned to employ in reconstructing the past. Each RTP gives basic information about the source and its use by historians and then raises questions—called *Reflecting on the Past*—for students to consider as they study the example reproduced for their inspection.

In this edition, we have provided an international framework so that students will think across national boundaries and understand the way in which our history intersects with the world. Rather than developing a separate discussion of global events, we have woven an international narrative into our analysis of the American past. Chapter 21, for example, puts the progressive movement in an international context. Many new maps, such as Independence in Africa, provide an additional dimension to this international context.

The Brief Fifth Edition is also complemented by a rich and diverse assortment of online activities found on our robust Web site, www.longmanamericanhistory.com. In the margins of each chapter students will find icons directing them to the following resources and activities:



Essay *The American People's* unique technology feature essays.



Image Historical photographs, cartoons, or other images with their own headnotes and thought questions.



Document Primary source documents with their own headnotes and thought questions.



Audio Historical and more contemporary recordings of works from the Library of Congress and the Smithsonian Folkways collections.