

America's History

Volume Two: Since 1865

Sixth Edition

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Bedford / St. Martin's

Boston • New York

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Cover Art: *Expansive view of newly built houses jammed side-by-side, divided by a never-ending street clogged with moving vans unloading families' possessions on moving day.* © J R Eyerman. Getty Images / Time & Life Pictures; Levittown, PA, detailed map. © State Museum of Pennsylvania, Pennsylvania Historical and Museum Commission, and The Historical Society of Washington, DC.

Cartography: Mapping Specialists Limited

Composition: TechBooks

Printing and Binding: R.R. Donnelley & Sons Company

President: Joan E. Feinberg

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Library of Congress Control Number: 2006940141

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Manufactured in the United States of America.

1 0 9 8
f e d c b

For information, write: Bedford/St. Martin's, 75 Arlington Street, Boston, MA 02116
(617-399-4000)

ISBN-10: 0-312-44350-1 ISBN-13: 978-0-312-44350-4 (combined edition)

ISBN-10: 0-312-45285-3 ISBN-13: 978-0-312-45285-8 (Vol. 1)

ISBN-10: 0-312-45286-1 ISBN-13: 978-0-312-45286-5 (Vol. 2)

ISBN-10: 0-312-46548-3 ISBN-13: 978-0-312-46548-3 (high school edition)

Acknowledgments

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America's History

Volume Two: Since 1865



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ONE OF THE GIFTS OF textbook writing is the second and third chances it affords. Where else, after all, does the historian have the opportunity to revisit work and strive, on a regular basis, to make it better? Relishing the opportunity, we have, with each edition, sharpened the narrative, refined arguments, restructured chapters, and incorporated fresh scholarship. In this, the sixth edition, we pick up that task again, only this time with a more ambitious goal. We want to bring *America's History* into the twenty-first century. *America's History* was conceived nearly thirty years ago and built into it were assumptions—both intellectual and pedagogical—that, for this edition, we have reconsidered. On the intellectual side, this has led us to a thorough rethinking and recasting of our post-1945 chapters. On the pedagogical side, it has led us to a back-to-basics approach, utilizing an array of learning tools that we are confident will engage and instruct today's students. On both counts, *America's History* will strike instructors as quite new. But we have not departed from the core idea with which we began—to write a comprehensive text that has explanatory power and yet is immediately accessible to every student who enrolls in the survey course.

From the very inception of *America's History*, we set out to write a *democratic* history, one that would convey the experiences of ordinary people even as it recorded the accomplishments of the great and powerful. We focus not only on the marvelous diversity of peoples who became American but also on the institutions—political, economic, cultural, and social—that forged a common national identity. And we present these historical trajectories in an integrated way, using each perspective to make better sense of the others. In our discussion of government and politics, diplomacy and war, we show how they affected—and were affected by—ethnic groups and economic conditions, intellectual beliefs and social changes, and the religious and moral values of the times. Just as important, we place the American experience in a global context. We trace aspects of American society to their origins in European and African cultures, consider the American Industrial Revolution within the framework of the world economy, and plot the foreign relations of the

United States as part of an ever-shifting international system of imperial expansion, financial exchange, and diplomatic alliances. In emphasizing the global context, we want to remind students that America never existed alone in the world; that other nations experienced developments comparable to our own; and that, knowing this, we can better understand, through comparative discussions at opportune moments, what was distinctive and particular to the American experience.

In these eventful times, college students—even those who don't think much about America's past or today's news—have to wonder about 9/11 or the Iraq war or the furor over illegal immigration: How did that happen? This question is at the heart of historical inquiry. And in asking it, the student is thinking historically. In *America's History* we aspire to satisfy that student's curiosity. We try to ask the right questions—the big ones and the not-so-big—and then write history that illuminates the answers. We are writing narrative history, but harnessed to historical argument, not simply a retelling of “this happened, then that happened.”

Structure

One way of overcoming the student's sense that history is just one-damn-thing-after-another is to show her that American history is constituted of distinct periods or eras that give it shape and meaning. Accordingly, we devised early on a six-part structure, corresponding to what we understood to be the major phases of American development. Part Six, carrying the story from 1945 to the present, stood somewhat apart because it was, by definition, unfinished. In earlier editions, that made sense, but as we move into the twenty-first century, it becomes increasingly clear that we have entered a new phase of American history, and that the era that began in 1945 has ended. So now we have a fully realized Part Six, which we call the Age of Cold War Liberalism, 1945–1980, and a new Part Seven, with the breaking point at 1980 signaling the advent of a conservative America in an emerging post-Cold War world. Students who know only this new age will find in Part Six a

coherent narrative history of the times of their parents and grandparents. In Part Seven, they will find an account of an era truly their own, carried to the present with a full chapter on the post-2000 years.

Given the importance of the part structure in the text's scheme, we have taken pains to provide students with the aids to comprehension they need to benefit fully from this organization. Each part begins with a two-page overview. First, a **thematic timeline** highlights the key developments in politics, the economy, society, culture, and foreign affairs; then these themes are fleshed out in a corresponding **part essay**. Each part essay focuses on the crucial engines of historical change—in some eras primarily economic, in others political or diplomatic—that created new conditions of life and transformed social relations. The part organization, encapsulated in the thematic timelines and opening essays, helps students understand the major themes and periods of American history, to see how bits and pieces of historical data acquire significance as part of a larger pattern of development.

The individual chapters are similarly constructed with student comprehension in mind. A **chapter outline** gives readers an overview of the text discussion, followed by a **thematic introduction** that orients them to the central issues and ideas of the chapter. Then, at the end of the chapter, we remind students of important events in a **chapter timeline** and reiterate the themes in an **analytic summary**. The summaries have been thoroughly revised, with the aim of underlining as concretely as possible the main points of the chapter. In addition, we have added a new feature, **Connections**, that enables students to take a longer view, to see how the chapter relates to prior and forthcoming chapters. We are also more attentive to the need of students for effective study aids. Within each chapter, we now append focus questions to each section, and at the chapter's end, a set of study questions. And where students are likely to stumble, we provide a **glossary** that defines the **key concepts** bold faced in the text where first mentioned.

Features: Back to Basics

In keeping with our back-to-basics approach, *America's History* has rebuilt its features program around primary sources, providing students with an opportunity to experience the past through the

words and perspectives of those who lived it and, equally important, to encounter historical evidence and learn how to extract meaning from it. The cornerstone of this program is the two-page **Comparing American Voices** feature that appears in every chapter. Each contains several primary sources—excerpts from letters, diaries, autobiographies, and public testimony—offering varying, often conflicting, views on a single event or theme discussed in the chapter. An introduction establishes the historical context, generally with reference to the chapter, and headnotes identify and explain the provenance of the individual documents. These are followed by a series of questions—under the heading *Analyzing the Evidence*—that focus the student's attention on revealing aspects of the documents and show her how historians—herself included—can draw meaning from contemporary evidence. Instructors will find in *Comparing American Voices* a major resource for inducting beginning students into the processes of historical analysis. Carried over from the previous edition is **Voices from Abroad**, featuring first-person testimony by foreign visitors and observers, but now also equipped with questions like those in *Comparing American Voices*, and with a similar pedagogical intent.

America's History has always been noted for its rich offering of maps, figures, and pictures that help students visualize the past. Over 120 **full-color maps** encourage a geographic perspective, many of them with annotations that call out key points. All the maps are cross-referenced in the narrative text, as are the tables and figures. Nearly 40 percent of the **art** and **photographs** are new to this edition, selected to reflect changes in the text and to underscore chapter themes. Most appear in full color, with unusually **substantive captions** that actively engage students with the image and encourage them to analyze visuals as primary documents. To advance further this pedagogical aim, we have developed a new feature that we call **Reading American Pictures**, a full page in each chapter devoted to the visual study of one or more carefully selected contemporary paintings, cartoons, or photographs. These are introduced by a discussion of the context in which they were produced and followed by questions designed to prompt students to treat them as another form of historical evidence. We anticipate that the exercise will provoke lively classroom discussion. In our pedagogical program focusing on primary sources, *Reading American Pictures* is offered as the visual counterpart to *Comparing American Voices* and *Voices from Abroad*.

Textual Changes

Of all the reasons for a new edition, of course, the most compelling is to improve the text itself. Good narrative history is primarily a product of good sentences and good paragraphs. So our labors have been mostly in the trenches, so to speak, in a line-by-line striving for the vividness and human presence that are hallmarks of narrative history. We are also partisans of economical writing, by necessity if we are to incorporate what's new in the field and in contemporary affairs while holding *America's History* to a manageable length. This is a challenge we welcome, believing as we do that brevity is the best antidote to imprecise language and murky argument. Of the more substantive changes, a notable one arose from the refocusing of our features program on primary sources. Whereas previous editions contained boxed essays on American lives, we have now integrated those stories of ordinary and notable Americans into the narrative, much expanding and enlivening its people-centered approach.

Within chapters we have been especially attentive to chronology, which sometimes involved a significant reordering of material. In Part Two (1776–1820), chapters 6 and 7 now provide a continuous political narrative from the Declaration of Independence to the Era of Good Feelings. In Part Three (1820–1877), feedback from instructors persuaded us to consolidate our treatment of the pre-Civil War South into a single, integrated chapter. In Part Four (1877–1914), our chapter on Gilded Age politics has been reorganized to improve chronology and placed after the chapter on the city so as to provide students with a seamless transition to the Progressive era. In Part Five (1914–1945), the three chapters on the 1920s, the Great Depression, and the New Deal have been melded into two crisper, more integrated chapters. All of the chapters in Part Six (1945–1980) and the new Part Seven (1980–2006) have been thoroughly reworked as part of our rethinking of the post-1945 era. In the companion Chapters 26 and 27, we now offer a thematic treatment of the 1950s, while Chapters 28 and 29 provide a coherent narrative account of liberalism's triumph under Kennedy and Johnson and its dramatic decline after 1968. Part Seven represents a much expanded coverage of the post-1980 years, with new chapters devoted to social and economic developments and America since 2000. Altogether, these organizational changes represent the biggest shake-up of *America's History* since its inception.

The revising process also affords us a welcome opportunity to incorporate fresh scholarship. In Part One, we have added new material on life in Africa, the slave trade, the emergence of an African American ethnicity, and on such non-English ethnic colonial groups as the Scots Irish and the Germans. In Chapter 11, we have a completely new section on urban popular culture (masculinity, sexuality, minstrel shows, and racism) drawing on recent advances in cultural history, inventive scholarship that also informs Chapter 18 (on the late-nineteenth-century city) and several twentieth-century chapters, including in Chapter 27 our treatment of consumer culture in the 1950s. Chapter 16 contains fresh information about the impact of farming on the ecosystem of the Great Plains. In Chapter 20, the opening section has been recast to incorporate recent insights into the middle-class impulse behind progressivism, and a new section treats the industrial strife that reoriented progressivism toward the problem of the nation's labor relations. Of the many revisions in the post-1945 chapters, perhaps the most notable derive from the opening of Soviet archives, which allows us at last to see the Cold War from both sides of the Iron Curtain, and also to amend our assessment of the impact of communism on American life. In addition, Part Six contains fresh material on the civil rights movement, on the Vietnam War, and on the revival of American conservatism. Even richer are the additions to Part Seven, "Entering a New Era: Conservatism, Globalization, Terrorism, 1980–2006," especially in the treatment of social movements and the information technology revolution in Chapter 31, and a completely new post-2000 Chapter 32, which, unlike all the preceding chapters, relies not on secondary sources, but primarily on a reading of the contemporary press and the public record.

Supplements

For Students

Documents to Accompany America's History, Sixth Edition. Edited by Melvin Yazawa, University of New Mexico (Volume 1), and Kevin Fernlund, University of Missouri, St. Louis (Volume 2), this primary source reader is designed to accompany *America's History, Sixth Edition*, and offers a chorus of voices from the past to enrich the study of U.S. history. Both celebrated figures and ordinary people, from Frederick Douglass to mill workers,

demonstrate the diversity of America's history while putting a human face on historical experience. A wealth of speeches, petitions, advertisements, and posters paint a vivid picture of the social and political life of the time, providing depth and breadth to the textbook discussion. Brief introductions set each document in context, while questions for analysis help link the individual source to larger historical themes.

NEW *E-Documents to Accompany America's History, Sixth Edition*. The most robust gathering of primary sources to accompany any U.S. history survey text is now available online. *E-Documents to Accompany America's History, Sixth Edition* is perfect for adding an electronic dimension to your class or integrating with your existing online course.

Online Study Guide at bedfordstmartins.com/henretta. The popular Online Study Guide for *America's History* is a free and uniquely personalized learning tool to help students master themes and information presented in the textbook and improve their historical skills. Assessment quizzes let students evaluate their comprehension and provide them with customized plans for further study through a variety of activities. Instructors can monitor students' progress through the online Quiz Gradebook or receive e-mail updates.

***Maps in Context: A Workbook for American History*.** Written by historical cartography expert Gerald A. Danzer (University of Illinois, Chicago), this skill-building workbook helps students comprehend essential connections between geographic literacy and historical understanding. Organized to correspond to the typical U.S. history survey course, *Maps in Context* presents a wealth of map-centered projects and convenient pop quizzes that give students hands-on experience working with maps. Available free when packaged with the text.

NEW *The Bedford Glossary for U.S. History*. This handy supplement for the survey course gives students clear, concise definitions of the political, economic, social, and cultural terms used by historians and contemporary media alike. The terms are historically contextualized to aid comprehension. Available free when packaged with the text.

NEW *History Matters: A Student Guide to U.S. History Online*. This new resource, written by Alan Gevinson, Kelly Schrum, and Roy Rosenzweig (all of George Mason University), provides an illus-

trated and annotated guide to 250 of the most useful Web sites for student research in U.S. history as well as advice on evaluating and using Internet sources. This essential guide is based on the acclaimed "History Matters" Web site developed by the American Social History Project and the Center for History and New Media. Available free when packaged with the text.

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Critical Thinking Modules at bedfordstmartins.com/historymodules. This Web site offers over two dozen online modules for interpreting maps, audio, visual, and textual sources, centered on events covered in the U.S. history survey. An online guide correlates modules to textbook chapters.

Research and Documentation Online at bedfordstmartins.com/resdoc. This Web site provides clear advice on how to integrate primary and secondary sources into research papers, how to cite sources correctly, and how to format in MLA, APA, Chicago, or CBE style.

The St. Martin's Tutorial on Avoiding Plagiarism at bedfordstmartins.com/plagiarismtutorial. This online tutorial reviews the consequences of plagiarism and explains what sources to acknowledge, how to keep good notes, how to organize research, and how to integrate sources appropriately. This tutorial includes exercises to help students practice integrating sources and recognize acceptable summaries.

Bedford Research Room at bedfordstmartins.com/researchroom. The Research Room, drawn from Mike Palmquist's *The Bedford Researcher*, offers a wealth of resources—including interactive tutorials, research activities, student writing samples, and links to hundreds of other places online—to support students in courses across the disciplines. The site also offers instructors a library of helpful instructional tools.

For Instructors

Instructor's Resource Manual. Written by Jason Newman (Cosumnes River College, Los Rios Community College District), the *Instructor's Resource Manual for AMERICA'S HISTORY*, Sixth Edition, provides both first-time and experienced instructors with valuable teaching tools—annotated chapter outlines, lecture strategies, in-class activities, discussion questions, suggested writing assignments, and related readings and media—to structure and customize their American history course. The manual also offers a convenient, chapter-by-chapter guide to the wealth of supplementary materials available to instructors teaching *America's History*.

Computerized Test Bank. A fully updated Test Bank CD-ROM offers over 80 exercises for each chapter, allowing instructors to pick and choose from a collection of multiple-choice, fill-in, map, and short and long essay questions. To aid instructors in tailoring their tests to suit their classes, every question includes a textbook page number so instructors can direct students to a particular page for correct answers. Also, the software allows instructors to edit both questions and answers to further customize their texts. Correct answers and model responses are included.

Transparencies. This set of over 160 full-color acetate transparencies of all maps and selected images in the text helps instructors present lectures and teach students important map-reading skills.

Book Companion Site at bedfordstmartins.com/henretta. The companion Web site gathers all the electronic resources for *America's History*, including the Online Study Guide and related Quiz Gradebook, at a single Web address, providing convenient links to lecture, assignment, and research materials such as PowerPoint chapter outlines and the digital libraries at Make History.

NEW Make History at bedfordstmartins.com/makehistory. Comprising the content of our five

acclaimed online libraries—Map Central, the U.S. History Image Library, DocLinks, HistoryLinks, and PlaceLinks—Make History provides one-stop access to relevant digital content including maps, images, documents, and Web links. Students and instructors alike can search this free, easy-to-use database by keyword, topic, date, or specific chapter of *America's History* and can download any content they find. Instructors using *America's History* can also create entire collections of content and store them online for later use or post their collections to the Web to share with students.

Instructor's Resource CD-ROM. This disc provides instructors with ready-made and customizable PowerPoint multimedia presentations built around chapter outlines, maps, figures, and selected images from the textbook. The disc also includes all maps and selected images from the textbook in jpeg format, the *Instructor's Resource Manual* in pdf format, and a quick-start guide to the Online Study Guide.

Course Management Content. E-content is available for *America's History* in Blackboard, WebCT, and other platforms. This e-content includes nearly all of the offerings from the book's Online Study Center as well as the book's test bank.

Videos and Multimedia. A wide assortment of videos and multimedia CD-ROMs on various topics in American history is available to qualified adopters.

NEW The AP U.S. History Teaching Toolkit for America's History, Sixth Edition. Written by AP experts Jonathan Chu (University of Massachusetts, Boston) and Ellen W. Parisi (Williamsville East High School and D'Youville College), this entirely new AP resource is the first comprehensive history resource for AP teachers. The *AP U.S. History Teaching ToolKit* provides materials to teach the basics of and preparation for the AP U.S. history examination, including entire DBQs. The *ToolKit* also includes a wealth of materials that address the course's main challenges, especially coverage, pacing, and methods for conveying the critical knowledge and skills that AP students need.

NEW AP U.S. History Testbank for America's History, Sixth Edition. Written by Ellen W. Parisi (Williamsville East High School and D'Youville College) specifically for AP teachers and students, the *AP U.S. History Test Bank* is designed to help students recall their textbook reading and prepare

for the format and difficulty level of the AP exam. Each chapter of *America's History*, Sixth Edition, has a twenty-question multiple-choice quiz and five AP-style questions that mimic the exam questions. Each major part of *America's History* has a corresponding test containing fifty AP-style questions, which can be used for both student self-testing and in-class practice exams. All multiple-choice questions include five distracters.

Acknowledgments

We are very grateful to the following scholars and teachers who reported on their experiences with the fifth edition or reviewed chapters of the sixth edition. Their comments often challenged us to rethink or justify our interpretations and always provided a check on accuracy down to the smallest detail.

Elizabeth Alexander, *Texas Wesleyan University*
 Marjorie Berman, *Red Rocks Community College*
 Rebecca Boone, *Lamar University*
 Michael L. Cox, *Barton County Community College*
 Glen Gendzel, *Indiana University-Perdue*
 Jessica Gerard, *Ozarks Technical Community College*
 Martin Halpern, *Henderson State University*
 Yvonne Johnson, *Central Missouri State University*
 Sanford B. Kanter, *San Jacinto College South*
 Anthony Kaye, *Penn State University*
 William J. Lipkin, *Union County College*
 Daniel Littlefield, *University of South Carolina*
 James Meriwether, *California State University, Bakersfield*
 William Moore, *University of Wyoming*
 Allison Parker, *SUNY Brockport*
 Phillip Payne, *St. Bonaventure University*
 Louis W. Potts, *University of Missouri, Kansas City*
 Yasmin Rahman, *University of Colorado at Boulder*
 Kim Richardson, *Community College at Jacksonville*
 Howard Rock, *Florida International University*
 Donald W. Rogers, *Central Connecticut State University*
 Jason Scott Smith, *University of New Mexico*
 David Steigerwald, *The Ohio State University, Marion*
 David G. Thompson, *Illinois Central College*
 Christine S. White, *San Jacinto College South*

We also extend our thanks and gratitude to our high school colleagues and college instructors associated with the College Board who commented on *America's History* and reviewed the new AP supplements tailored specifically for our textbook.

Tom Alleman, *Carbon High School*
 Margaret Bramlett, *St. Paul's Episcopal School*
 Cameron Flint, *Cloverleaf High School*
 Tim Greene, *Jersey Shore Senior High School*
 Jonathan Lurie, *Rutgers University*
 Jackie McHargue, *Duncanville High School*
 Christine Madsen, *Flintridge Prep School*
 Louisa Moffitt, *Marist School*
 Joseph J. O'Neill, *Mount Saint Charles Academy*
 La Juana J. Reban Coleman, *NMHU Center at Rio Rancho*
 Rex Sanders, *A & M Consolidated High School*
 Mary van Weezel, *Lakeland Regional High School*
 Joe Villano, *Marist College (retired)*

As the authors of *America's History*, we know better than anyone else how much this book is the work of other hands and minds. We are grateful to Mary Dougherty and Jane Knetzger, who oversaw the project, and William Lombardo, who used his extensive knowledge and critical skills as a well-trained historian to edit our text and suggest a multitude of improvements. As usual, Joan E. Feinberg has been generous in providing the resources we needed to produce the sixth edition. Bridget Leahy did more than we had a right to expect in producing an outstanding volume. Karen Melton Soeltz and Jenna Bookin Barry in the marketing department have been instrumental in helping this book reach the classroom. We also thank the rest of our editorial and production team for their dedicated efforts: Amy Leathe, Holly Dye, Amy Derjue, and Lidia MacDonald-Carr; Pembroke Herbert and Sandi Rygiel at Picture Research Consultants and Archives; and Sandy Schechter. Finally, we want to express our appreciation for the invaluable assistance of Patricia Deveneau and Jason Newman, whose work contributed in many ways to the intellectual vitality of this new edition of *America's History*.

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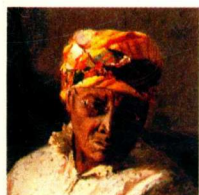
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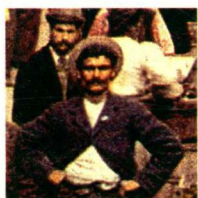
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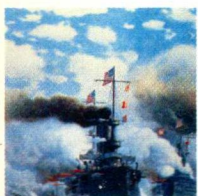
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