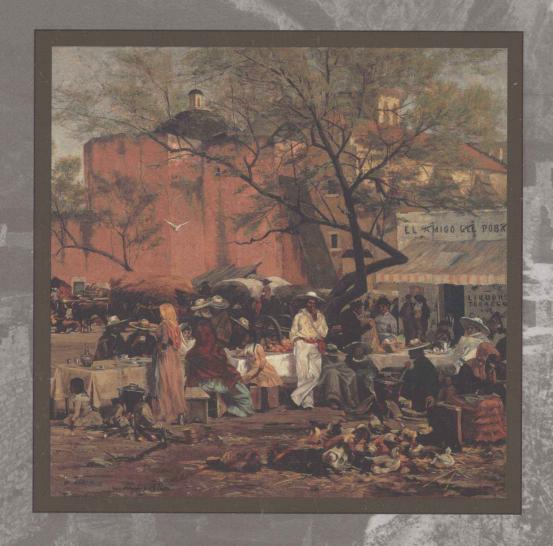
Volume I: To 1877

Eleventh Edition

AMERICAN HISTORY

A SURVEY



Alan Brinkley

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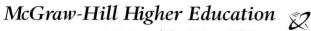
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Columbia University





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AMERICAN HISTORY: A SURVEY

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he past, of course, can never change. But our understanding of the past changes constantly; and as a result, so does the writing of history. Shifts in historical understanding occur for many reasons. They can be the results of discoveries of new evidence or new methods of interpreting familiar evidence. They can be products of new theories of history, or of human behavior. Most of all, they can be reflections of new questions, preoccupations, and concerns that emerge out of the events of the historian's own time.

Two such questions have led to significant changes in this new edition. Even before the terrible events of September 11, 2001, it was clear to most Americans that the recent history of the United States had become more embedded than ever before in the larger history of the world. The phenomenon of globalization—a central topic of modern public conversation—has become an invitation to historians to reconsider aspects of America's more distant past, where international forces also played an important role in the nation's history. The internationalization of the writing of American history is still in its infancy, and there are many areas of our past that have not yet been reconsidered in light of world events. Still, it is not too early to consider some of the ways we might draw new perspectives on our own past by looking at the histories of other societies. And so one of the goals of this new edition is to introduce some aspects of world history into the history of the United States.

Another aspect of our own time that has affected our understanding of the American past is the explosion of modern science and technology, and the tremendous impact of that explosion on many aspects of our society and culture. But while the specific advances in science and technology of our time may be new, the tremendous impact of science and technology on the development of the United States is not. Another goal of this new edition, therefore, is to incorporate a great deal more history of science and technology into the story of the American past.

Despite these and other changes, which are described in detail in the section immediately following this preface, I have tried to retain in this edition what I believe has long been the principal strength of this book: a balanced picture of the American past that connects the newer histories of society and culture that have emerged in the last several decades with the more traditional stories of politics, diplomacy, and great public events. The United States is a nation of extraordinary diversity, and we cannot hope to understand its history without understanding the experiences of the many different groups and cultures that have shaped it. But America is also a nation, whose people share a common political system, a connection to a na-

tional economy, and a familiarity with a shared and, in modern times, enormously powerful popular culture. To understand the American past, therefore, it is necessary to examine both the nation's considerable diversity and the powerful forces that have drawn it together and allowed it to survive and flourish.

As always, I am grateful to many people for their help in producing this new edition. I was particularly blessed to have the help of several gifted research assistants—James Delbourgo, Robert Lifset, Moshik Temkin, and Adrienne Sockwell—who contributed enormously to the new material in this edition as well as to the revision of existing sections. I appreciate the very helpful reviews of this book submitted by a group of talented scholars and teachers:

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I am grateful as well to the many people at McGraw-Hill who worked so hard on this new edition: Lyn Uhl and Kristen Mellitt, who patiently supervised the project from Boston; Susan Trentacosti, who skillfully managed the production of the book; Maria Victoria Paras, the careful and talented copy editor; Jeremy Cheshareck, who adeptly managed the illustrations; and Gino Cieslik, who is

responsible for the attractive new design of the book. I was fortunate, as well, to have the assistance of the gifted photo researcher Debra Bull. My wife, Evangeline Morphos, as always, helped me to consider new approaches to the presentation of the past.

Finally, I am grateful to the students, teachers, and other readers of this book who have sent me unsolicited, but always welcome, comments, criticisms, and corrections. I hope they will continue to offer their reactions by sending them to me in care of the Department of History, Columbia University, New York, NY 10027; or by e-mail to ab65@columbia.edu.

Alan Brinkley Columbia University New York, NY

THE NATURE OF HISTORICAL SCHOLARSHIP

The book is written in clear and accessible prose, but it does not condescend to students and does not shy away from complex issues and complicated debates. The "Where Historians Disagree" essays, which have always been a popular feature of this book, suggest its commitment to helping students understand the contested quality of much of the American past. This feature encourages them to think for themselves about what different aspects of our history actually mean.

CONTENT

American History: A Survey continues to win praise from both instructors and students for its balanced presentation of political, cultural, and social history, its clear and accessible prose, its reliable scholarship, its versatility of use, and its excellent map and illustration program. The "Patterns of Popular Culture," "The American Environment," and "Where Historians Disagree" features continue to provide exciting and informative presentations of cutting-edge scholarship. All of these strengths have been preserved and enhanced in the new eleventh edition.

This revision is in part a response to careful consideration of the comments and recommendations from instructors and scholars throughout the country. For example, in response to expert reviewer comments, the first four chapters have been thoroughly revised, drawing clearer connections between the history of the British colonies in North America and the larger, global context of migration and settlement, also known as the emergence of the "Atlantic world." In addition, extensive new material on environmental history has been added, in particular in Chapters 12, 18, 21, 22, 29, 30, 32, and 34. To meet the growing interest among today's students and scholars in science and technology, an expanded treatment of these topics is emphasized throughout the narrative. As always, the book gives particular attention to the very recent past, the history since the publication of the last edition, including the tumultuous events of September 11, 2001, and its aftermath.

PEDAGOGICAL FEATURES

The telling of a good story is only part of the task facing those who teach American history. Instructors also have to engage students in the enterprise of learning and the more actively engaged they are, the more they learn. Pedagogical tools within a textbook have become an important complement to the narrative, aiding students in participating actively in the learning process.

American History: A Survey has always provided students with clear, accessible, and useful pedagogical support. The eleventh edition continues this tradition by

retaining the strong features of past editions, refining and updating these features, and adding several new ones.

Chapter Introductions and Conclusions

Each chapter opens with a short introduction that sets the stage for understanding the materials. Chapters then end with conclusions that highlight key themes. These features preserve the engaging narrative style while satisfying the pedagogical dictum: "tell them what they'll learn, teach them, then tell them what they have learned." The introductions and conclusions aid students in focusing on the main themes in the narrative.

Timelines

One of the most commonly voiced frustrations for instructors is that students lack a sense of chronology. Each chapter of this book contains a timeline focusing on significant events covered within the chapter narrative. These timelines have been placed at the beginning of each chapter and include events that correspond to many of the chapter subtitles, as well as other events sprinkled throughout the narrative.

Clear Headings and New Marginal Notes

Each chapter features clear thematic titles and precise headings that guide students through the narrative. An important and useful new pedagogical tool is the addition of marginal notes that highlight key terms and concepts contained within the narrative.

For Further Reference Sections

The bibliographies that conclude each chapter have been updated to provide students and instructors with assistance in accessing additional resources including books, films, and extensive website backup. At the end of each chapter, at the conclusion of the bibliographies, students will find our Online Learning Center logo and a line of text referring them to the website.

Expanded Integration of the Map Program with Both Text and Website

Because a sense of geography is essential to the study of history, the text includes a wealth of full-color maps. As instructors know very well, too often students just glance at maps without understanding them or engaging them critically. To address this, the author has created new captions for every map. These captions make specific reference to map content with questions. They are embedded with content cues for students. In addition, numerous maps in the book have a Web icon that links them to interactive versions on the Online Learning Center.

Ithough this book tells the large and complex story of the history of the United States, it has a very simple purpose. It aspires to be a thorough, balanced, and versatile account of America's past that instructors and students will find accessible and appropriate no matter what approach to the past a course chooses. It includes, as it has from its first edition, a careful, scrupulous examination of American political and diplomatic history. But it is, today, at least as committed to exploring the many other areas of the American past that are of interest to scholars and students alike.

Many of today's American history textbooks emerged out of the particular interests of their authors and their commitment to bringing new kinds of history to the attention of students—social history, regional histories, cultural history, women's history. This book, by contrast, exists to provide students and instructors with a broad account of a diverse American past, one in which no single approach or theme predominates. The eleventh edition is committed to representing the many newer forms of history that have emerged over a generation and more of scholarly innovation.

ORGANIZATION AND COVERAGE

American History: A Survey is organized in a way that reflects the typical United States history course. The thirty-four chapters follow the history of the United States chronologically, and the subheadings allow instructors to select portions of chapters to suit their syllabi. The text is divided into two volumes with an overlapping Chapter Fifteen that covers the "Reconstruction and the New South," providing flexibility for two-semester courses. While this organization makes it easy for instructors to use the text, it also allows for coverage of traditional topics in fresh ways.

NARRATIVE

The book is most notable for the balance among the many elements of the past it attempts to present and for its efforts to draw connections among them—to weave them together into a coherent narrative. In each new edition it has expanded its scope while maintaining the clear prose and the straightforward structure that have always made it so accessible and versatile for students and instructors. Today, the traditional political narrative is woven together with newer, equally important narratives: the history of women and gender, of race and ethnicity, of

economic growth and the changing character of labor of region and religion, of popular culture and intellectual life, and of the environment and the economy. *American History:A Survey* is at the cutting edge of the effort to put politics into social history and to put society and culture into political history.

ONE VOICE

One very distinctive feature of this book is that it represents the work of one author. Multiauthored books, of course, tend to bring together many scholars with different forms of expertise in different areas of the past. But a single author has the advantage of bringing a single, organizing conception to the book, of writing in a consistent style, and of providing greater unity and coherence to the narrative.

GLOBALIZATION

Recently, a great deal of attention has been given to the subject of thinking about and teaching the American experience in a way that places it in a larger international and global context. To study the history of our country in isolation from the many varied international influences and other national histories is to neglect an important part of the story. This edition attempts to present American history in a more international context, while preserving the distinctiveness of the nation's past. This coverage can be found within both the narrative of the text and in a new set of ten essays under the rubric "America and the World," placing events in American history in a global context.

CULTURAL HISTORY

The eleventh edition includes as well an expanded treatment of American culture, both through the integration of new cultural history into the text and through a well-received series of essays from the last edition titled "Patterns of Popular Culture." These essays examine ways in which popular culture has affected the lives of Americans at different times in the past and places that culture in a larger historical context. This edition includes one new "Patterns of Popular Culture" essay titled "The Golden Age of Comic Books" in Chapter 26.

SUPPLEMENTS

For the Instructor

Instructor's Manual

Prepared by Harvey H. Jackson, Jacksonville State University, and Bradley R. Rice, Clayton State College, this comprehensive Instructor's Manual is coordinated with both the text and Study Guide. The Instructor's Manual provides chapter summaries, themes and objectives for the instructor's use, suggestions for classroom discussion, map exercises, and interpretations to engage students.

Instructor's Manual for Advanced Placement Teachers

Prepared by Cheryl Lockhart, Amphitheater High School; William C. Bendt, Amphitheater High School; and Samuel Caruso, Catalina Foothills High School, this specially focused manual for AP teachers includes guiding questions; key terms, concepts, and names; controversy and debate material; and creative extensions such as group exercises and film recommendations.

Test Bank

Prepared by Tom DiPalma, William Rainey Harper College, this printed Test Bank provides multiple levels and types of questions for each chapter of the text. The 11th edition Test Bank gives five answer options for the multiple-choice questions to be compatible with the five-answer AP exam format.

Computerized Test Bank

Available in both Brownstone Diploma for Windows and Exam IV for Macintosh, this version of the test bank on CD-ROM allows instructors to customize each test to suit any course syllabus.

Overhead Transparency Acetates

This comprehensive package of 150 transparencies, most of them full-color, is designed to support the text's unique integrated art program.

U.S. History Video and CD-ROM Library

Contact your local sales representative for a complete listing of the many videos and CD-ROMs available from the Films for the Humanities American History catalog. Adoption requirements apply.

Instructor's Resource CD-ROM

This presentation manager organizes a diverse range of instructor's tools on one CD-ROM. Instructors can illustrate classroom lectures and discussions with text-specific PowerPoint presentations, or integrate images from a gallery of more than 800 maps and photographs into their own presentations. The Instructor's Manual and Test Bank are also included on this CD.

Instructor's Online Learning Center to Accompany American History: A Survey

www.mbbe.com/brinkley11

At the homepage to the text-specific website, instructors will find a series of online tools to meet a wide range of classroom needs. The Instructor's Manual and most Power-Point presentations can be downloaded by instructors, but are password-protected to prevent tampering. Instructors can also create Web-based homework assignments or classroom activities by linking to the Student Online Learning Center, and can create an interactive course syllabus using McGraw-Hill's PageOut. (www.mbbe.com/pageout).

PageOut

www.mbhe.com/pageout

On the PageOut website, instructors can create their own course websites. PageOut requires no prior knowledge of HTML, no long hours of coding, and no design skills on the instructor's part. Simply plug the course information into a template and click on one of sixteen designs. The process takes no time at all and leaves instructors with a professionally designed website. Powerful features include an interactive course syllabus that lets instructors post content and links, an online gradebook, lecture notes, bookmarks, and even a discussion board where instructors and students can discuss course-related topics.

For the Student

Student Study Guide with Map Exercises

Prepared by Harvey H. Jackson and Bradley R. Rice, this Study Guide (available in two volumes) helps students to process and master important concepts covered in the text. For each chapter of the text, the Study Guide offers valuable pedagogical tools such as chapter summaries and reviews, chapter outlines that include the main theme of each chapter, objective questions, short answer and essay questions, and mapping exercises.

U.S. History Map Atlas

This is a valuable collection of more than fifty clear and colorful historical maps covering all major periods in American history. It is available for packaging with the textbook. Please contact your local sales representative for more information.

Web of Connections

This brief guide explores the many ways that the World Wide Web facilitates the study of history. It also includes a history of the Internet, instructions for navigating and searching the Web, a glossary of Web jargon, and lists of significant websites in history.

After the Fact Interactive CD-ROM—The Visible and Invisible Worlds of Salem

After the Fact Interactive CD-ROM—Who Freed the Slaves?

After the Fact Interactive CD-ROM—USDA Government Inspected

After the Fact Interactive CD-ROM—From Rosie to Lucy

After the Fact Interactive helps students practice the art of historical detection on real historical controversies. Rich, visually appealing modules on the Salem witch trials, the freeing of the slaves, the passage of the Meat Inspection Act of 1906, and the changing roles of women after World War II introduce them to the three basic steps taken by practicing historians: Ask, Research, and Argue; provide them with numerous rich original sources to examine, including video, audio, and images; and guide them in constructing an argument based on their research.

Student Online Learning Center to Accompany American History: A Survey www.mbbe.com/brinkley11

At the homepage to the text-specific website, students can link to an interactive study guide, including online essay questions, timelines, mapping exercises, and a variety of objective questions to guide students through the text material. Links to related websites make the student Online Learning Center a great place to begin Web-based research.

PowerWeb: American History

This online supplement is a collection of readings delivered electronically, along with other tools for conducting research in history. In addition, student study tools, Web research tips and exercises, and free access to the Northern Lights search engine are included. A card with a password for accessing PowerWeb has been packaged free with the textbook.

Qualifications

As a full-service publisher of quality education products, McGraw-Hill does much more than just sell textbooks to your students. We create and publish an extensive array of print, video, and digital supplements to support instruction on your campus. Orders of new (versus used) textbooks help us to defray the cost of developing such supplements, which is substantial. Please consult your McGraw-Hill sales representative to learn more about the availability of the supplements that accompany *American History:A Survey*, eleventh edition.

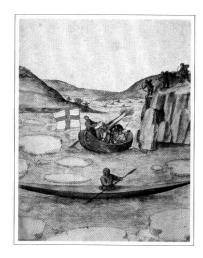
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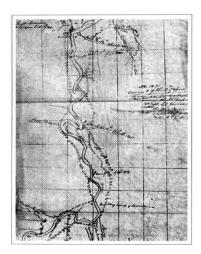
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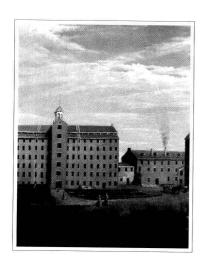
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