

Volume A: To 1877

TON KATZMAN ESCOTT CHUDACOFF PATERSON TUTTLE AND BROPHY

A People and a Nation

A History of the United States

BRIEF EDITION ■ VOLUME A: To 1877 ■ FIFTH EDITION

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Preface to the Brief Fifth Edition

This text is a condensation and updating of the highly successful Fifth Edition of *A People and a Nation*. As with earlier brief editions, the authors have preserved the strengths of their full-length work—its readability, scholarship, comprehensiveness, and, most important, its dynamic blend of social, cultural, political, foreign relations, and economic history. This treatment of the whole story of United States history is especially suited for short courses or courses in which additional readings are assigned.

In preparing this brief edition, the authors have ensured that it reflects the changes in content and organization incorporated into the full-length Fifth Edition (see the

Creation of the Brief Edition

Preface to the full-length edition, which follows). William J. Brophy, who prepared the condensation, collaborated closely with the six authors of the full-length edition to revise with great care; every line was scrutinized. We thus avoided deleting entire sections and attained our objective by paring down detail. Where two examples were used in the full-length edition, we deleted one; where many statistics were presented, we used a few. Although we abridged or deleted some excerpts from diaries and letters, we have retained many quotations and accounts of everyday life.

The brief edition is available in both one-volume and two-volume formats. The two-volume format divides as follows: Volume A contains Chapters 1 through 16, beginning with a discussion of three cultures—American, African, and European—that intersected during the exploration and colonization of the New World and ending with a discussion of the Reconstruction era. Volume B contains Chapters 16 through 33, beginning its coverage at Reconstruction and extending the history of the American people to the present. The chapter on Reconstruction appears in both volumes

to provide greater flexibility in matching a volume to the historical span covered by a specific course.

While the following Preface to the full-length Fifth Edition elaborates on specific content changes, in brief, the authors paid increased attention to the following: the interaction of the private sphere of everyday life with the public sphere of politics and government; grassroots movements; religion; the

Changes in This Edition

emerging cultural globalism of American foreign relations; the development of the American West; and the relationship of the people to the land, including conflict over access to natural resources. These new emphases, as well as the up-to-date scholarship on which they are based, are retained in the Brief Fifth Edition.

While each author feels answerable for the whole of *A People and a Nation*, we take primary responsibility for particular chapters: Mary Beth Norton, Chapters 1 through 8; David M. Katzman, Chapters 9, 10, 12, and 13; Paul D. Escott, Chapters 11, 14, 15, and 16; Howard P. Chudacoff, Chapters 17 through 21 and 24; Thomas G. Paterson, Chapters 22, 23, 26, 29, and 30; William J. Tuttle, Jr., Chapters 25, 27, 28, and 31 through 33.

A number of useful learning and teaching aids accompany the Fifth Edition of *A People and a Nation*, Brief Edition. They are designed to

Study and Teaching Aids

help instructors and students achieve their teaching and learning goals. *@history: an interactive American history source* is a multimedia teaching/learning package that combines a variety of material on a cross-platformed CD-ROM—primary sources (text and graphic), video, and audio—with activities that can be used to analyze, interpret, and discuss primary sources; to enhance collaborative learning; and to create multimedia lecture presentations. *@history* also has an

accompanying website, located at *www.bmco.com/college/*, where additional primary sources, on-line resources for *A People and a Nation*, and links to relevant sites can be found.

The two-volume *Study Guide*, prepared by George Warren and Cynthia Ricketson of Central Piedmont Community College, includes an introductory chapter on studying history that focuses on interpreting historical facts, test-taking hints, and critical analysis. The guide also includes learning objectives, a thematic guide, lists of terms, multiple-choice and essay questions for each chapter, as well as map exercises and sections on organizing information of some chapters. An answer key alerts students to the correct response and also explains why the other choices are wrong.

A new *Instructor's Resource Manual with Test Items*, prepared by Donald Frazier of Texas Christian University, contains ten chronological resource units in addition to teaching ideas for each chapter of the text. Each chronological resource unit includes sections on geography, technology, physical and material culture, historical sites, documentary films, popular films, and music. The manual also includes for each text chapter an overview of material in the chapter, a brief list of learning objectives, a chapter outline, ideas for classroom activities, discussion questions, and ideas for paper topics. There are also more than 1,000 new multiple-choice questions, identification terms, and essay questions.

A *Computerized Test Item File* is available to adopters for both Windows and Macintosh computers. This program allows professors to create customized tests by editing and adding questions.

There is also a set of over one hundred fifty full-color *American History Map Transparencies*, available in two volume sets upon adoption.

A variety of *videos*, documentaries and docudramas by major film producers, is available for use with *A People and a Nation*.

Please contact your local Houghton Mifflin representative for more information about the ancillary items or to obtain desk copies.

Author teams rely on review panels to help create and execute successful revision plans. Many historians advised us on the revision of this fifth edition, and the book is better because of their thoughtful insights and recommendations. We heartily thank:

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For the authors, WILLIAM J. BROPHY

Preface to the Full-Length Fifth Edition

Some twenty years ago, when we first embarked on this textbook-writing adventure, most survey texts adequately covered American politics and diplomacy, important historical events, and the famous people at the top of the hierarchy of power, but something was missing: the stories of ordinary Americans. Our experience as teachers told us that, although a rich scholarship in social history had emerged, it was not yet being incorporated into survey texts. We set out to weave this significant dimension of American history into the traditional fabric of party politics, congressional legislation, wars, economic patterns, and local and state government. The response to our approach proved exceptionally gratifying.

As we wrote subsequent editions, always challenged by enriching scholarship, the task changed from “inserting” social history to integrating it fully into the historical narrative and treating social history not only as the study of the private lives of Americans but also as power relationships among competing groups that looked to the public sphere of politics and government to mediate their differences. In this new edition we especially worked to accomplish this new task. After all, like other teachers and students, we are always recreating our past, restructuring our memory, rediscovering the personalities and events that have shaped us, inspired us, and bedeviled us. This book represents our rediscovery of America’s history—its diverse people and the nation they created and have sustained. As this book demonstrates, there are many different Americans and many different memories. We have sought to present all of them, in both triumph and tragedy, in both division and unity.

After meeting in frank and searching planning sessions, critiquing one another’s work, and reading numerous evaluations of the fourth edition of *A People and a Nation*, we developed a plan for this edition. Guided by up-to-date scholarship, we

New Thematic Emphases

decided to place new emphasis on several themes and subjects that we had discussed in previous editions but believed needed more attention: the interaction of the private sphere of everyday life with the public sphere of politics and government; grassroots movements; religion; the emerging cultural globalism of American foreign relations; the development of the American West; and the relationship of people to the land, including conflict over access to natural resources. By reexamining every sentence, editing every paragraph, and condensing, reconfiguring, and reconceptualizing chapters (see below), we accomplished a thorough revision (reducing the book by one chapter) while including a considerable amount of fresh material for new emphases, examples, and interpretations.

As before, we challenge students to think about the meaning of American history, not just to memorize facts. Through a readable narrative about all of the American people, we invite students to take themselves back in time to experience what it was like to live in—and to make life’s choices in—a different era. Chapter-opening vignettes that dramatically recount stories of people contending with their times help define the key questions of a chapter (two-thirds of the vignettes are new to this edition). Succinct, focused introductions and conclusions frame each chapter. Illustrations, graphs, tables, and maps tied closely to text encourage visual and statistical explorations. We do not detail historiographical debates, but we acknowledge interpretations different from our own, and in the “Suggestions for Further Reading” sections at the end of each chapter we cite works with varying points of view to demonstrate that the writing of history is very much infused with debate.

Especially successful in the fourth edition, and strengthened here, is the “How Do Historians

Know?” feature, which explains how historians go about using evidence to arrive at conclusions. In this highlighted section, our discussion—coupled with illustrations—explores how historians can draw conclusions from a variety of sources: crafts, political cartoons, maps, medical records, diaries, tape recordings, postcards, census data, telegrams, popular art, photographs, and more. This feature also helps students to understand how scholars can claim knowledge about historical events and trends. More than half of these discussions are new to this edition.

A People and a Nation is comprehensive in its treatment of the many ways in which Americans have defined themselves—by gender, race, class, region, ethnicity, religion, sexual orientation—and of the many subjects that have reflected Americans’ multidimensional experiences: social, political, economic, diplomatic, military, environmental, intellectual, cultural, and more. We highlight the remarkably diverse everyday life of the American people—in cities and on farms and ranches, in factories and in corporate headquarters, in neighborhood meetings and in powerful political chambers, in love relationships and in hate groups, in recreation and in the workplace, in the classroom and in military uniform, in secret national security conferences and in public foreign relations debates, in church and in prison, in polluted environments and in conservation areas. We pay particular attention to lifestyles, diet and dress, family life and structure, labor conditions, gender roles, and childbearing and child rearing. By discussing music, sports, theater, print media, film, radio, television, graphic arts, and literature—in both “high” culture and “low” culture—we explore how Americans have entertained and informed themselves.

The private sphere of everyday life always interacts with the public sphere of politics and government. To understand how Americans have sought to protect their different ways of life and to work out solutions to thorny problems, we emphasize their expectations of government at the local,

state, and federal levels; government’s role in providing answers; the lobbying of interest groups; the campaigns and outcomes of elections; and the hierarchy of power in any period. Because the United States has long been a major participant in world affairs, we explore America’s descent into wars, interventions in other nations, empire building, immigration patterns, images of foreign peoples, cross-national cultural ties, and international economic trends.

Mary Beth Norton, who had primary responsibility for Chapters 1 through 8, further developed her comparative focus in Chapters 1 and 2, explaining the growth of contrasting American, African, and European societies in the colonial world, giving new attention to the Spanish borderlands. Chapter 3 includes new discussion of the introduction of slavery into English mainland colonies and comparisons with New France and the Spanish borderlands. Chapter 4 has been recast with new emphasis on intercultural interactions among Indians and Europeans and comparisons of families in New France, the Spanish borderlands, and the English colonies (including Indian and mixed-race families). Chapter 7 includes new material on economic/fiscal issues in the Confederation period.

David M. Katzman, who had primary responsibility for Chapters 9, 10, 12, and 13, rewrote to emphasize the role of the federal government and debates over centralized political authority. New emphases are found in his discussion of the conquering of the West (including a new vignette featuring Lewis and Clark in Chapter 9) and the growth of a Mexican-American culture in the Southwest (Chapter 12). He also widened his presentation of ethnic diversity, mental health reform, family and marriage (including divorce laws and women’s property legislation), and manifest destiny.

Paul D. Escott, who had primary responsibility for Chapters 11, 14, 15, and 16, introduced new material on the westward movement of slaveholders and slaves and attitudes toward centralized government, African-American soldiers during the Civil

“How Do Historians Know?”

How We Study the Past

Major Changes in This Edition

War, and Confederate relations with Indians in the West. A new chart details the unprecedented losses of the Civil War, and several new and rarely seen photographs capture the drama of the Civil War period on many levels.

Howard P. Chudacoff, who had primary responsibility for Chapters 17 through 21 and 24, added new material on and gave new thematic emphasis to land (and water) control, conflict over access to natural resources, and environmental management in a newly titled Chapter 17, "The Development of the West and South, 1877–1892." Multiracial composition and racial tensions in the West are highlighted in Chapters 17 and 19, and new material is also presented on home life—indoor and family amusements and the impact of engineers and technology on household life—in Chapter 19. Chudacoff also reworked the section on agrarian protest and Populism, especially in the Rockies and Far West, and reconceptualized Gilded Age politics, adding the religio-cultural dimension (Chapter 20). To his discussion of Progressive reform (Chapter 21), he added coverage of women's clubs, the National Consumer's League, and federal policy on resource conservation. In his new account of the 1920s (Chapter 24), he emphasized the clash between "tried-and-true" and "modern" values and added new references to lobbying as a major influence in political decision making.

Thomas G. Paterson, who had primary responsibility for Chapters 22, 23, 26, 29, and 30, gave added emphasis to the theme of cultural relations and the conditioning of the foreign relations decision-making environment by ideology and images of foreign peoples. For Chapter 22, he included new material on relations with Africa, Canada, China, Chile, and Hawai'i and on international environmental agreements. In Chapter 23, on the First World War, the role of women in the peace movement, African-American attitudes toward the war, the economic impact of the war, and treatment of the war dead also received added attention. In Chapter 26, newly titled "Peaceseekers and Warmakers: United States Foreign Relations, 1920–1941," Paterson integrated new material on the role of nongovernmental organizations such

as the Rockefeller Foundation and the Americanization of Europe. As part of the restructuring of the post-1945 chapters in the text, Chapters 29 and 30 carry the foreign relations story to the present. These chapters, well cross-referenced, especially reflect the post-Cold War declassification of documents from foreign sources (Russian, Chinese, and German, for example). Here the reader will discover new examinations of the origins of the Korean War, the Cuban missile crisis, Japan's "economic miracle," covert activities of the Central Intelligence Agency, human rights, United States Information Agency propaganda, the Middle East peace process, Haiti, and the debate over foreign aid. In lengthy coverage of the Vietnam War, Paterson included new material on Ho Chi Minh's relationship with Americans in 1945, the Tonkin Gulf crisis, and the My Lai massacre.

William M. Tuttle, Jr., had primary responsibility for Chapters 25 and 27, and the post-1945 Chapters 28 and 31 through 33. In Chapter 25, he added new material on Social Security and the end of the New Deal. In Chapter 27 on the Second World War, readers will find new discussions of race and ethnic relations, women and children, and the decision to drop the atomic bomb. Tuttle substantially rewrote and reorganized the material on post-1945 domestic history, reducing the number of chapters covering this period by one. In a new Chapter 28 he interweaves the political, economic, social, and cultural history from 1945 to 1961, adding fresh material on Cold War politics, civil rights, and the baby boom. Chapter 31 takes the story from 1961 to 1974, shedding new light on the Equal Rights Amendment, women in the civil rights movement, *Roe v. Wade*, and Richard Nixon and the Watergate tapes. The next chapter incorporates recent studies on economic woes, the new immigration from Latin America and Asia, social polarization, and the rise of political and cultural conservatism in the 1970s and 1980s. Chapter 33, which concludes the book, is a new history of the 1990s, focusing on Americans' political disaffection and on their hopes and fears as they approach the twenty-first century.

The multidimensional Appendix, prepared by Thomas G. Paterson, includes a new, extensive

table on the “Fifty States, the District of Columbia, and Puerto Rico.” Here students will discover essential information on dates of admission with rank, capital cities, population with rank, racial/ethnic distribution, per capita personal income with rank, and total area in square miles. Once again, the Appendix begins with a guide to reference works on key subjects in American history. Students may wish to use this updated and enlarged list of encyclopedias, atlases, chronologies, and other books when they start to explore topics for research papers, when they seek precise definitions or dates, when they need biographical profiles, or when they chart territorial or demographic changes. The table of statistics on key features of the American people and nation also have been updated and expanded, as have the tables on presidential elections, the cabinet members of all administrations, party strength in Congress, and the justices of the Supreme Court.

Many instructors and students who have used this book in their courses have found its many learning and teaching aids very useful. The most

Study and Teaching Aids exciting addition to our ancillary lineup is *@history: an interactive American history source*.

This multimedia teaching/learning package combines a variety of material—primary sources (text and graphic), videos, audio, and links to Web sites—with activities that can be used to analyze, interpret, and discuss primary sources; to enhance collaborative learning; and to create multimedia presentations. *@history* provides instructors with an interactive multimedia tool that can improve the analytical skills of students and introduce them to historical sources.

The *Study Guide*, prepared by George Warren and Cynthia Ricketson of Central Piedmont Community College, includes an introductory chapter on studying history that focuses on interpreting historical facts, test-taking hints, and critical analysis. The guide also includes learning objectives, a thematic guide, lists of terms, multiple-choice and essay questions for each chapter, as well as map exercises and sections on organizing information for some chapters. An answer key alerts students to the

correct response and also explains why the other choices are wrong.

A *Computerized Study Guide* is also available for students. It provides approximately 15 multiple-choice questions for each chapter and functions as a tutorial that gives students information on incorrect as well as correct answers. The computerized guide is available in Macintosh, IBM, and IBM-compatible formats.

“A new *Instructor’s Resource Manual*, prepared by Donald Frazier, Marvin Schultz, and Bruce Winders of Texas Christian University and Robert Pace of Longwood College, contains ten chronological resource units in addition to teaching ideas for each chapter of the textbook. Each chronological resource unit includes sections on geography, technology, physical and material culture (artifacts), historical sites, documentary films, popular films, and music. The manual also includes for each textbook chapter a content overview, a brief list of learning objectives, a comprehensive chapter outline, ideas for classroom activities, discussion questions, and ideas for paper topics.

A *Test Items* file, also prepared by George Warren, provides approximately 1,700 new multiple-choice questions, more than 1,000 identification terms, and approximately 500 essay questions.

A *Computerized Test Items File* for IBM and Macintosh computers is available to adopters. This computerized version of the printed *Test Items* file allows professors to create customized tests by editing and adding questions.

A set of full-color map transparencies is also available to instructors on adoption. A variety of videos—documentaries and docudramas by major film producers—is available for use with *A People and a Nation*.

At each stage of this project, historians read drafts of our chapters. Their suggestions, corrections, and pleas helped guide us through our revisions. We could not include all of their recommendations, but the book is better for our having heeded most of their advice.

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For the authors, THOMAS G. PATERSON

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