

F O U R T H E D I T I O N

America's History

Volume 1: To 1877



James A. Henretta ★ David Brody ★ Susan Ware ★ Marilyn S. Johnson

FOURTH EDITION

America's[★] History

Volume 1: To 1877

James A. Henretta

University of Maryland

David Brody

University of California, Davis

Susan Ware

Radcliffe College

Marilynn S. Johnson

Boston College

Bedford / St. Martin's

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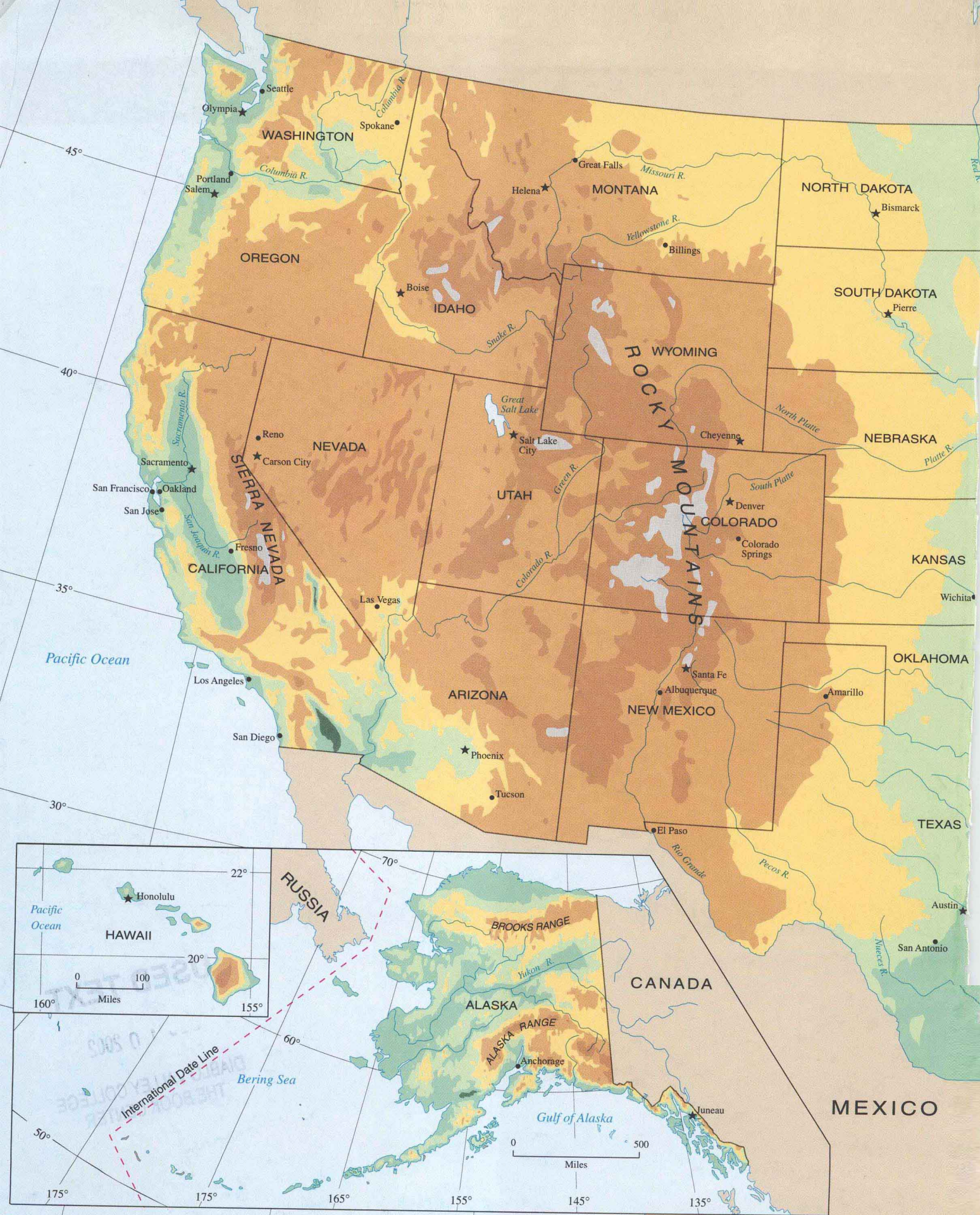
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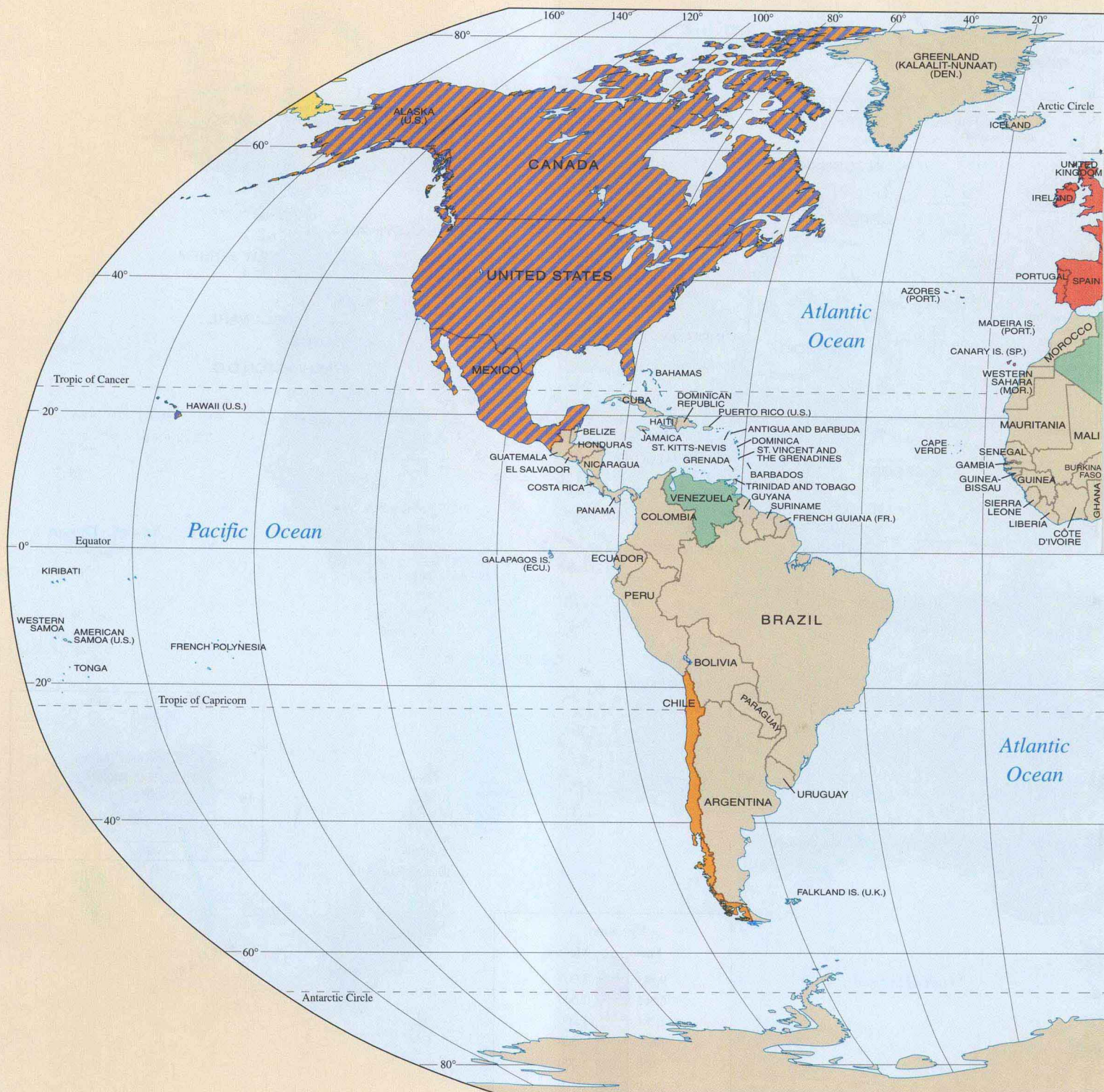
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America's History

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For our families

Preface for Instructors

The year 2000 is an auspicious time to be publishing the fourth edition of *America's History*. There's nothing like a new millennium to get the historical juices flowing, even in the most unsuspecting student. She is going to pause before some monumental development and say, "Whoa, wait a minute, how did that happen?" It might be the crowd of students in the library, online, peering into computer screens; or, on so many campuses, the glorious multi-ethnic, multi-racial mix of her classmates; or, on TV, news of more U.S. aid to Russia (formerly of President Reagan's Evil Empire). How did that happen?

This question is the very substance 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 ones—and then write narrative history that illuminates the answers. The story, we hope, tells not only what happened, but *why*. We exclude no student from our potential audience of readers. How could we, when we hold the conviction that every student, bar none, is curious about his or her past?

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. Throughout the book, we focus not only on the marvelous diversity of peoples who became American but also on the institutions—political, economic, social, and cultural—that forged a common national identity. And we present political and social history in an integrated way, using each perspective to make better sense of the other. 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, however, we had something more in mind. We wanted to remind students that America has never existed alone in the world; that other societies have experienced developments comparable to our own; and that, knowing this, we can better understand what was distinctive and particular to the American experience. At opportune junctures, we pause along the way for a comparative discussion, as, for example, in this fourth edition, about the abolition of slavery in different nineteenth-century plantation economies. This enables us to explain why, in the universal struggle by emancipated slaves for economic freedom, the freedmen of the American South became sharecrop tenants in a market economy and not, as in the Caribbean, gang laborers or subsistence farmers. The operative word is *explain* and, insofar as we can make it so, explaining the past is what we intend *America's History* to do. The challenge is to write a text that has explanatory power and yet is immediately accessible to every student who enrolls in the survey course.

Organization



This means first of all grounding *America's History* in a clear chronology and a strong conceptual framework. Each half of the nation's history is divided into three parts, with each part corresponding to a distinct phase

of development. Each part begins at a crucial turning point, such as the American Revolution or the Cold War, and emphasizes the dynamic forces that unleashed it and that symbolized the era. We want to show how people of all classes and groups make their own history, but also how people's choices are influenced and constrained by circumstances: the customs and institutions inherited from the past and the distribution of power in the present. We are writing narrative history, but harnessed to historical argument—not simply a retelling of “this happened, then that happened.”

To aid student comprehension, each part begins with a two-page overview: first, a **thematic timeline** highlights the key developments in government, economy, society, culture, and diplomacy; 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 that individual historical facts 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 main issues and ideas of the chapter. We reiterate the themes in an analytic **chapter summary**, which is paired with a **chapter timeline** that reminds students of important events. The **suggested readings** that conclude each chapter are annotated for students and, to facilitate research, divided into sections corresponding to the main sections of the chapter.

Features



The fourth edition of *America's History* contains a wealth of special features, offered not with an eye to embellishing the book but as essential components of the text's pedagogical mission. Each chapter includes two **American Voices**—excerpts from letters, diaries, autobiographies, and public testimony that convey the experiences of ordinary Americans in their own words. One-third of these personal documents are new to this edition, including Philip Fithian on “Sadism under Slavery,” Black Hawk on “A Sacred Reverence for Our Lands,” and Anne Moody on “We Would Like to Be Served.” Entirely new are the **Voices from Abroad**—first-person testimony in every chapter by a foreign vis-

itor or observer that casts the American experience in a different light. Recognizing the centrality of technology in American life, we have doubled the number of **New Technology** essays, in which we describe key technical innovations and their impact on American history. New subjects include folk medicine, the battleship, and the biotech revolution. We retain our well-received **American Lives** feature—incisive biographies in every chapter of important, representative American figures of the time. Among the new Lives in this edition are the Shawnee prophet Tenskwatawa, the World War I propaganda chief George Creel, the black New Dealer Mary McLeod Bethune, and the architect of Cold War containment, George Kennan.

America's History has always been noted for its rich illustration program. In this edition, a new full-color design complements our special effort to enlarge many of the pictures and maps for better clarity and impact. Over one-third of the pictures are new to this edition, selected to reflect changes in the text and to underscore book themes. Ten new maps, mainly political in content, bring the number of maps to over 125, covering every aspect of American life that can be captured geographically.

Taken together, these documents and illustrations provide instructors with a trove of teaching materials, and students with a chance to enter the life of the past and see it from within.

Textual Changes



Of all the reasons for a new edition, of course, the most compelling is to improve the text itself—a task we have found to be never finished and yet, to our surprise, always gratifying. In this fourth edition, rather special considerations have spurred us on. Whenever authorial responsibility shifts, there is bound to be much rewriting. Elliot Brownlee, one of our original number, retires with this edition, and his section has been taken over by James Henretta (Chapters 10–14) and David Brody (Chapter 15). As a result, James Henretta now authors all of Volume 1 save the final chapter, while David Brody writes Chapters 15–21, Susan Ware Chapters 22–26 and 31, and Lynn Johnson Chapters 27–30.

We have also reduced the number of chapters from 33 to 31 to correspond more closely to the weeks of the academic calendar. In Part Three, former Chapters 13 (on sectionalism) and 14 (on the crisis of the Union) have been combined, with much of Chapter 13's discussion of southern society, Northeast industrialization, and the West shifted to earlier chapters. In Part Six, former Chapter 30 (on the politics of the 1960s) has

been incorporated into the surrounding chapters. Structural changes of this magnitude have a bracing effect, and we are hopeful that by being forced to think hard about how to organize materials, we have come up with a stronger periodization and a clearer thematic development.

We also decided to cut text discussion by ten percent, in part to accommodate a richer array of features, but also to achieve a leaner, more sharply delineated narrative. In this, we were instructed by our experience in writing the Concise version of *America's History* that appeared in 1999. Brevity, we have learned all over again, is the best antidote to imprecise language and shoddy thinking. As textbook authors, we have always contended that if written with enough clarity and skill, the introductory survey text could be made accessible to students at all levels without simplifying the story or skimping on explanation. In this fourth edition, we have enlisted the power of brevity to get us ever closer to that goal.

The revising process is also an opportunity to incorporate new scholarship into our text. In this edition we have expanded the treatment of native Americans in the colonial era, and we have been more attentive to the appearance of a distinctive southern social order before 1820. Our treatment of the coming of the Industrial Revolution shifts the emphasis from industrialization as such to the extension of markets, in keeping with new scholarship on the Market Revolution. Chapter 11 on antebellum reform now stresses the religious roots and impulses common to communalism, women's rights, and abolitionism. We have drawn on recent Reconstruction scholarship that sees the transition from slavery to freedom in large part as a battle over labor systems, and that reveals the gender dimensions of the black struggle for racial equality, including most notably the political role of black women after disfranchisement in the late nineteenth century. We have continued our efforts to incorporate the West into the nation's historical narrative, relying on the new western history for insight into the interactions among environment, peoples, and economic development. In our coverage of the 1930s, we have linked the discussion of popular culture and movies more explicitly to the impact of the depression, and we have expanded our coverage of Mexican Americans during World War II and postwar decades. In our look at the modern era, more attention is given to the role of religion in American life and politics, and in our discussion of diplomacy our treatment of the Cold War is informed by recent scholarship drawing on hitherto closed Soviet and U.S. archives.

Finally, in deference to the new millennium, Susan Ware closes this fourth edition with the epilogue "America and the World at 2000: How Historians Interpret Contemporary Events and Their Legacy for the Future."

In seeking her own bearings at the millennium, Ware invites the student to enter the historian's world—to participate with her in the act of interpretation that lies behind every historical text, including this one.

Supplements



Readers of *America's History* often cite its ancillary package as a key to the book's success in the classroom. Hence we have revised and expanded with care our array of print and electronic ancillaries for students and teachers. We are especially pleased to welcome in the **Bedford Series in History and Culture** a new collection of potential supplements.

For Students

Documents Collection—Volume 1 by David L. Carlton (Vanderbilt University), Volume 2 by Samuel T. McSeveney (Vanderbilt University). This affordable two-volume Documents Collection offers students over 350 primary-source readings on topics covered in *America's History*, arranged to match the organization of the textbook. One-quarter of the documents in the collection are new, giving emphasis to contested issues in American history that will spark critical thinking and class discussions. Sets of documents highlight different perspectives on the same issue, while added attention has been given to America in the context of the larger world. Each document is preceded by a brief introduction and followed by questions for further thought.

Student Guide—Volume 1 by Timothy R. Mahoney (University of Nebraska); Volume 2 by Albert Berger (University of North Dakota). The two-volume Student Guide serves as a personal aid to students in their study of *America's History*, paralleling the textbook chapter by chapter to help them identify key ideas and assess their own grasp of the material. Each chapter in the Student Guide opens with all-new learning objectives that identify key themes for students to look for as they read, and a chapter summary that helps them determine whether they have mastered the primary concepts. The chapter timelines from the textbook appear with annotations, providing further framework for students' review. Newly expanded chapter glossaries include terms specific to each chapter as well as broader historical concepts that have changed in meaning over time. A set of exercises on the maps, art, and special features in the text encourage critical thinking, while identification and multiple-choice questions allow students to test their knowledge

of the material. Guides to studying the part introductions (thematic timelines and corresponding part essays) in the textbook and a set of questions for each part help students understand the major themes in each period of American history. Finally, two new essays—"Doing History" and "What History Is"—set the study of *America's History* in a broader context and offer an understanding of the purpose and the techniques of the discipline.

Bedford/St. Martin's History Website—Developed by a group of scholars from Columbia University and New York University, the Bedford/St. Martin's History Website allows students to crystallize their knowledge of the themes and discussions in American history and to develop their own critical-thinking skills through a technological medium. Interactive chapter quizzes, map exercises, and primary-source research modules give students a means of reviewing what they have learned in *America's History* and of making meaningful connections between individual events in American history and larger trends. A prominently placed Research Room provides students with a collection of important documents from American history; an organized and annotated set of links to major libraries, history research centers, and American history sites; and a tutorial to help students evaluate historical sources critically for content and reliability. An unabridged online version of Scott Hovey's *Using the Bedford Series in History and Culture in the United States History Survey* can also help instructors integrate primary documents into their course syllabi, lectures, and class discussion.

The Bedford Series in History and Culture—Any of the volumes from this highly acclaimed series of brief, inexpensive, document-based supplements can be packaged with *America's History* at a reduced price. More than forty titles include *The Sovereignty and Goodness of God*, *The Interesting Narrative of the Life of Olaudah Equiano*, *The Autobiography of Benjamin Franklin*, *Narrative of the Life of Frederick Douglass*, *The Souls of Black Folk*, *Plunkitt of Tammany Hall*, and many more.

For Instructors

Instructor's Resource Manual—by Bradley T. Gericke (United States Military Academy). The *Instructor's Resource Manual*, provided free of charge with adoption of the textbook, offers an extensive collection of tools to aid both the first-time and the experienced teacher in structuring and customizing the American history course. Paralleling the textbook organization, this guide includes for each chapter in the text an all-new set of instructional objectives, a new annotated chapter outline to guide lectures, a chapter summary,

and an expanded version of the chapter timeline that gives greater detail about each entry. Lecture strategies and ideas for class discussion offer possible approaches to teaching each chapter and cover potentially difficult topics and how to present them; also included are suggestions for teaching the special boxed features in the textbook. A set of exercises for students includes questions about maps, graphs, and pictures in the textbook, and suggested writing assignments include topics involving the boxed features. The manual also reproduces the part introductions from the text and offers part instructional objectives to help instructors tie together larger sections of the book for students.

In addition to the chapter-by-chapter guidelines, the *Instructor's Resource Manual* features a set of fifteen updated historiographic essays on particular topics intended either as background for the instructor or for use with students. An expanded set of special primary-source modules on significant themes in American history allows instructors to customize their courses by emphasizing certain topics or perspectives in assignments or class discussions. Retained modules have been updated with new documents to represent more fully African Americans, Latino Americans, native Americans, women, the South, and constitutional history. All-new modules address religious history, military history, economic history, the presidency, and the West. A new essay about writing history can be photocopied and shared with students, while an updated and extensive list of suggested films is arranged by chapter and gives full detail for instructors wishing to use other media in the classroom. Finally, a new essay on using computers in the teaching of history keeps instructors abreast of the rapidly changing arena of electronic resources.

Test Bank—by James Miller. A fully updated Test Bank offers over 120 exercises for each chapter, allowing instructors to pick and choose from a collection of multiple-choice, fill-in, and map questions and short and long essay questions. To aid instructors in customizing their tests to suit their classes, every question is labeled by topic according to the chapter headings and includes a textbook page number that allows instructors to direct students to a particular page for correct answers. The multiple-choice questions are also labeled for instructors by difficulty level, and the correct answers are included. The Test Bank is available in bound paper format, with perforated pages for easy removal, or in Macintosh and Windows formats on disk.

Transparencies—A newly expanded set of over 150 full-color acetate transparencies, free to adopters, includes all maps and many tables, graphs, and images from the text.

CD-ROM with Presentation Manager Pro—For teachers who wish to use electronic media in the classroom, this new CD-ROM includes images, maps, graphs, and tables from *America's History* as well as sound recordings and a collection of supplementary images, in an easy-to-use format that allows instructors to customize their own presentations. The CD-ROM may be used with Presentation Manager Pro or with PowerPoint.

Using the Bedford Series in History and Culture in the United States History Survey—by Scott Hovey. Recognizing that many instructors use a survey text in conjunction with supplements, Bedford/St. Martin's has made the Bedford series volumes available at a discount to adopters of *America's History*. This short guide gives practical suggestions for using more than forty volumes from the **Bedford Series in History and Culture** with a core text. The guide not only supplies links between the text and the supplements but also provides ideas for starting discussions focused on a single primary-source volume.

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From the very beginning we have considered this book as a joint intellectual venture and with each edition our collaborative effort has grown. We are proud to acknowledge our collective authorship of *America's History*.

James A. Henretta

David Brody

Susan Ware

Marilynn S. Johnson

Presenting *America's History*: An Introduction for Students



ITS TITLE REVEALS a lot about this book. From the very inception of *America's History*, the authors were determined to write a democratic history, one that would convey the experiences of ordinary people just as it recorded the accomplishments of the famous and powerful. They wanted to show the remarkable diversity of peoples who became American, and they wanted to show how broad historical forces and institutions—political, economic, social, and cultural—have influenced people's choices and forged a common national identity. In keeping with their inclusive vision of U.S. history, the authors sought also to place the American experience in a global context, to reveal the interactions between America and the wider world that have helped to shape the United States.

Broader in scope and richer in information and ideas than many texts, *America's History* nonetheless explains the past clearly and compellingly for all students of the U.S. survey. For explaining America's history—telling not only what happened but why it happened and why it matters—is what the authors set out to do. By reading this introduction, you will discover how they constructed their book and how to gain the most from it.

Part and Chapter Structure

There are many ways to tell the multifaceted story of America's past. Even if the basic information remains the same, historians understand causes and effects differently, consider different facts as more or less important, and—because social, cultural, and political developments often have rhythms and timelines of their own—even tell parts of the story in a different order. The authors of *America's History* intend to explain major social, cultural, and economic developments as clearly as political and diplomatic ones. Hence they have given careful thought to the structure of their book, so that its very organization might make clear all the main themes and developments of American history.

The thirty-one chapters in the text are grouped into six parts, with each part corresponding to a distinct historical period, or phase of development. Each part begins at a crucial turning point, such as the American Revolution or the Cold War, and chapters within each part explore the central historical forces—the engines of change—that shaped each period. This part organization, encapsulated in the part introductions, will help you to place individual events into historical context and to understand the major themes and periods of American history.