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Sixth Edition

A PEOPLE & A NATION

Volume Two: Since 1865

A PEOPLE AND A NATION

A History of the United States

VOLUME TWO
SINCE 1865

SIXTH EDITION



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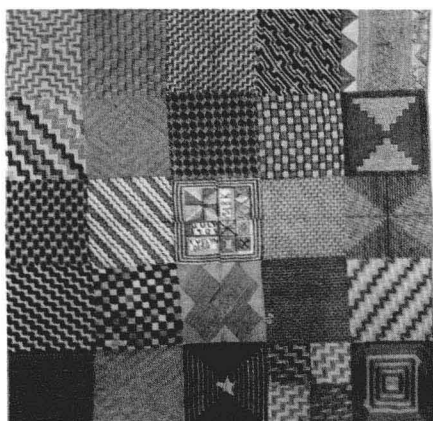
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PREFACE

“What? Another edition?” asked one of our friends. “History hasn’t changed that much in the last few years!” Wrong. “History” *has* changed, in several ways. More of “history’s” story has been told in new books and articles and revealed in newly released documents. Our interpretation of “history” has changed because new perspectives on familiar topics have continued to emerge from the prolific writings of historians, anthropologists, and other scholars. And, last, our understanding of “history” has changed as our engagement with current events reshapes how we remember the past.

Like other teachers and students, we are always recreating our past, restructuring our memory, rediscovering the personalities and events that have influenced 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 nurtured. 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.

Although much is new in this Sixth Edition in coverage, interpretation, and organization, we have sustained the qualities that have marked *A People and a Nation* from the beginning: our approach of telling the story of all the people; our study of the interaction of the private sphere of everyday life with the public sphere of politics and government; our integration of political and social history; our spirited narrative based on diaries, letters, oral histories, and other sources; and our effort to challenge readers to think about the meaning of American history, not just to memorize facts. Students and instructors have commented on how enjoyable the book is to read. Scholars have commended the book for its up-to-date scholarship.

Readers have also told us that we have demonstrated, in section after section and in the “How Do Historians Know?” feature, how the historian’s mind works asking questions and teasing conclusions out of vast and often conflicting evidence. Each chapter’s highlighted “How Do Historians Know?” explains how historians go about using sources—such as arti-

facts, cartoons, census data, medical records, and popular art—to arrive at conclusions. This feature also helps students understand how scholars can claim knowledge about historical events and trends. Chapter-opening vignettes, dramatically recounting stories of people contending with their times, continue to define the key questions of each chapter. Succinct introductions and summaries still frame each chapter. As before, myriad illustrations, maps, tables, and graphs tied closely to the text encourage visual and statistical explorations. Readability, scholarship, critical thinking, clear structure, instructive illustrative material—these strengths have been sustained in this edition.

Guided by Houghton Mifflin’s excellent editorial and design staffs, by instructors’ thorough reviews, by the authors’ ongoing research, and by our frank and friendly planning sessions and critical reading of one another’s chapters, we worked to improve every aspect of the book. We added a distinguished new author, David W. Blight, whose expertise on the antebellum period, slavery, the Civil War, and historical memory has strengthened these topics in the book. To reflect new scholarship and to satisfy instructors’ needs for improved chronological flow, we substantially reorganized the chapters that cover the antebellum and post-1945 periods. We have expanded our treatment of slavery, women, religion in America’s social and political life, race theory and the social construction of racial identity, the West, the South’s relationship to the nation, cultural expansion as a dimension of foreign relations, and the globalization of the U.S. economy. Throughout the book, we reexamined every sentence, interpretation, map, chart, illustration, and caption, refining the narrative, presenting new examples, and rethinking and labeling the Summary section for each chapter. More than half of the chapter-opening vignettes are new to this edition, as are more than one-third of the “How Do Historians Know?” entries. The “Important Events” tables have been trimmed for easier reference. The “Suggestions for Further Reading” have been revised to include new literature and conveniently consolidated at the end of the book.

What’s New in This Edition

About *A People and a Nation*

Eager to help students link the past to the present, to identify the origins of issues of current interest, we have introduced in each chapter a new feature: “Legacy for a People and a Nation.” Appearing after each chapter’s Summary, the Legacy feature spotlights a specific contemporary topic; examples include Columbus Day, women’s education, Bible Belt, revolutionary violence, Fourteenth Amendment, ethnic food, intercollegiate athletics, Peace Corps, atomic waste, and the Internet. After exploring the subject’s beginnings, a few tightly focused paragraphs trace its important history to the present, inviting students to think about the historical roots of their world today and to understand the complexity of issues that on the surface seem so simple. For students who ask what history has to do with the immediate events and trends that swirl around them—or who wonder why we study history at all—these timely legacies provide telling answers.

As in previous editions, several themes and questions stand out in our concerted effort to incorporate the most recent scholarship that integrates political, social, and cultural history. We study the many ways Americans have defined themselves—gender, race, class, region, ethnicity, religion, sexual orientation—and the many subjects that have reflected their multidimensional experiences: social, political, economic, diplomatic, military, environmental, intellectual, cultural, technological, 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 work, 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 child-bearing and child rearing. We explore how Americans have entertained and informed themselves by discussing their music, sports, theater, print media, film, radio, television, graphic arts, and literature, in both “high” culture and “low” culture. We study how technology has influenced Americans’ lives, such as through the internal combustion engine and the computer.

New “Legacy for a People and a Nation”

Themes in This Book

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 governments at the local, state, and federal levels; governments’ 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 1–8, expanded and revised her coverage of the peopling of the Americas and early settlements, the Salem witchcraft crisis, and masculinity and public rituals in the colonial period. She reorganized Chapter 3 to highlight new scholarship identifying the 1670s as a crucial turning point in the relationships of Europeans and Indians in several regions of North America, and to emphasize the key role of the slave trade in the economy of all the colonies. In Chapter 4, she added a discussion of regional differences in African American family life. Chapters 3, 4, and 8, moreover, all incorporate recent scholarship on the complex relationship between the development of the slave system and the creation of racial categories.

David M. Katzman, who had primary responsibility for Chapters 9–12, substantially reorganized the early-nineteenth-century chapters. Chapters 9–11 now have a more focused chronological narrative, integrating political events with related social, economic, and cultural developments. The antebellum chapters give added emphasis to regional interconnections in the emerging market economy, Indian–white relations and Native American adaptations to the market economy, demographic changes, internal migration, popular culture, and the formation of racial ideas. Katzman also gives new attention to the Barbary captives, the Lewis and Clark expedition, early Texas settlement, and population movements. He also explores anew immigration, ethnicity and race, frontier communities in the West, and the links between reform politics and religion.

David W. Blight, who had primary responsibility for Chapters 13–16, brought fresh perspectives to the

Section-by-Section Changes in This Edition

antebellum South and its relation to the nation's cultural life and market revolution. He added new material on slave culture and resistance, slavery's intersection with westward expansion, the War with Mexico, and the Underground Railroad. In his discussion of the South, he increased coverage of free blacks and social reform movements. In the Civil War and Reconstruction chapters, Blight has revised the history of military battles, women and nursing, emancipation, wartime reconstruction, the meanings of freedom for former slaves, and the Fourteenth Amendment. He has introduced the problem of memory—especially Americans' difficulty in confronting the Reconstruction period of their history. Replacing Paul D. Escott, who brought distinction to *A People and a Nation* for five editions and whose fine writing and scholarship remain evident throughout, Blight has worked with co-author Katzman to reorganize all the antebellum period chapters.

Howard P. Chudacoff, who had primary responsibility for Chapters 17–21 and 24, reconfigured material throughout these chapters. Chapter 17 now focuses solely on the West, with additions on Indian economic and cultural life, women in frontier communities, mining, irrigation, and transportation. In his other chapters, he has increased the coverage of southern industrialization, immigrants and migrants in southern cities, and southern Progressivism. He also presents new discussion of the characteristics of the industrial revolution, race and ethnicity in urban borderlands, Mexican American farmers, religion and science, technology, the clash between modernism and fundamentalism, women's political activities, and the causes of the Great Depression.

Thomas G. Paterson, who had primary responsibility for Chapters 22–23, 26, 29, and 31, and shared responsibility for 33, and who served as the book's coordinating author, offers new material throughout on cultural expansion and on the influence of ideology and images of foreign peoples on foreign policy decisions. He has augmented coverage of religious missionaries, Anglo-American cooperation, and navalism. Labor issues, Indian soldiers, weapons technology, and gas warfare receive new treatment for World War I. As part of the restructuring of the post-1945 chapters, Chapters 29 and 31 are newly designed to parallel chapters on domestic history. Paterson reexamines the Korean War, U.S. Information Agency activities, and popular fears of nuclear war. For the Vietnam War, he has revisited presidential leadership, the war's impact on domestic reform, and military experiences. The last

chapter newly explores environmental diplomacy, the globalization of U.S. culture, intrastate wars, and humanitarian intervention.

William M. Tuttle, Jr., had primary responsibility for Chapters 25, 27–28, 30, and 32, and shared responsibility for 33. In Chapter 25, he expanded treatment of New Deal cultural programs, unionism, and the question of “whiteness.” For World War II, he added new material on the cultural history of the home front, the wartime economy, technological research, and homosexuals in the armed forces. In his post-1945 chapters, Tuttle has revised his coverage of McCarthyism, race relations, the New Left and counterculture, Indian protest, immigration legislation, the Reagan presidency, AIDS, and the anti-abortion movement. In the last chapter, Tuttle has expanded his discussion of political violence and public dissatisfaction with government, and he has included new material on school shootings and the presidential impeachment crisis.

The multidimensional Appendix, prepared by Thomas G. Paterson, has been brought up to date. Once again, the Appendix includes 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, for example, 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 tables of statistics on key features of the American people and nation also have been updated, as have the tables on the states (and the District of Columbia and Puerto Rico), presidential elections, presidents and vice presidents, party strength in Congress, and the justices of the Supreme Court. Other information, including the Articles of Confederation and a complete table of the cabinets by administration, is available on the *A People and a Nation* web site.

A People and a Nation continues to be supported by an extensive supplements package. For this edition, many more resources will be available to students and instructors online and on CD-ROM. We have also revised and updated all elements of our existing package.

Study and Teaching Aids

A new version of *@history*, Houghton Mifflin's CD-ROM featuring nearly one thousand primary source materials, including video, audio, visual, and textual resources, has been keyed to the organization of the Sixth Edition of *A People and a Nation*. Available in both instructor's and student's versions, *@history* is

an interactive multimedia tool that can improve the analytical skills of students and introduce them to historical sources.

American History GeoQuest is a CD-ROM designed to improve students' geographical literacy. The program consists of thirty interactive historical maps, each of which provides background information and a series of self-correcting quizzes so that students can master the information on their own.

The *A People and a Nation* web site has been redesigned, updated, and augmented for users of the Sixth Edition. An *Instructor's Web Site* includes the *Online Instructor's Resource Manual* (see below), downloadable PowerPoint lecture outline slides, interactive Legacy activities, online primary sources with teaching instructions, and annotated links to other sites. The *Student's Web Site* includes ACE reading self-quizzes; online primary sources, including text, photo, and audio resources; an annotated guide of the top historical research Web sites; and interactive Legacy activities.

The *Study Guide*, prepared by George Warren 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 with answer keys, and map exercises.

A new *Online Instructor's Resource Manual*, also created by George Warren, will now be downloadable from Houghton Mifflin's web site. For each chapter, the manual includes 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 Bank*, also prepared by George Warren, provides approximately 1,700 new multiple choice questions, more than 1,000 identification questions, and approximately 500 essay questions. This content is also available in a *Computerized Test Bank* for both Windows and Macintosh platforms.

A set of *American History Map Transparencies* is also available to instructors upon adoption.

At each stage of this revision, a sizable panel of historian reviewers read drafts of our chapters. Their suggestions, corrections, and pleas helped guide us through this momentous revision. We could not include all of their recommenda-

tions, but the book is better for our having heeded most of their advice. We heartily thank

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We welcome comments from instructors and students about this new edition of *A People and a Nation*, which can be communicated through its accompanying web site, found at **<http://college.hmco.com>**.

For the authors, THOMAS G. PATERSON

THE AUTHORS

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Born in Ann Arbor, Michigan, Mary Beth Norton received her B.A. from the University of Michigan (1964) and her Ph.D. from Harvard University (1969). She is now Mary Donlon Alger Professor of American History at Cornell University. Her dissertation won the Allan Nevins Prize. She has written *The British-Americans* (1972), *Liberty's Daughters* (1980), and *Founding Mothers and Fathers* (1996), which was one of three finalists for the Pulitzer Prize in 1997. She has coedited *To Toil the Livelong Day* (1987), *Women of America* (1979), and *Major Problems in American Women's History* (1995). Her articles have appeared in such journals as the *William and Mary Quarterly*, *Signs*, and the *American Historical Review*. Mary Beth has served on the National Council on the Humanities, as president of the Berkshire Conference of Women Historians, as vice president for research of the American Historical Association, and as general editor of the *AHA Guide to Historical Literature* (1995). In 1999 she was elected a fellow of the American Academy of Arts and Sciences. The National Endowment for the Humanities, Guggenheim Foundation, and Rockefeller Foundation have assisted her scholarship.

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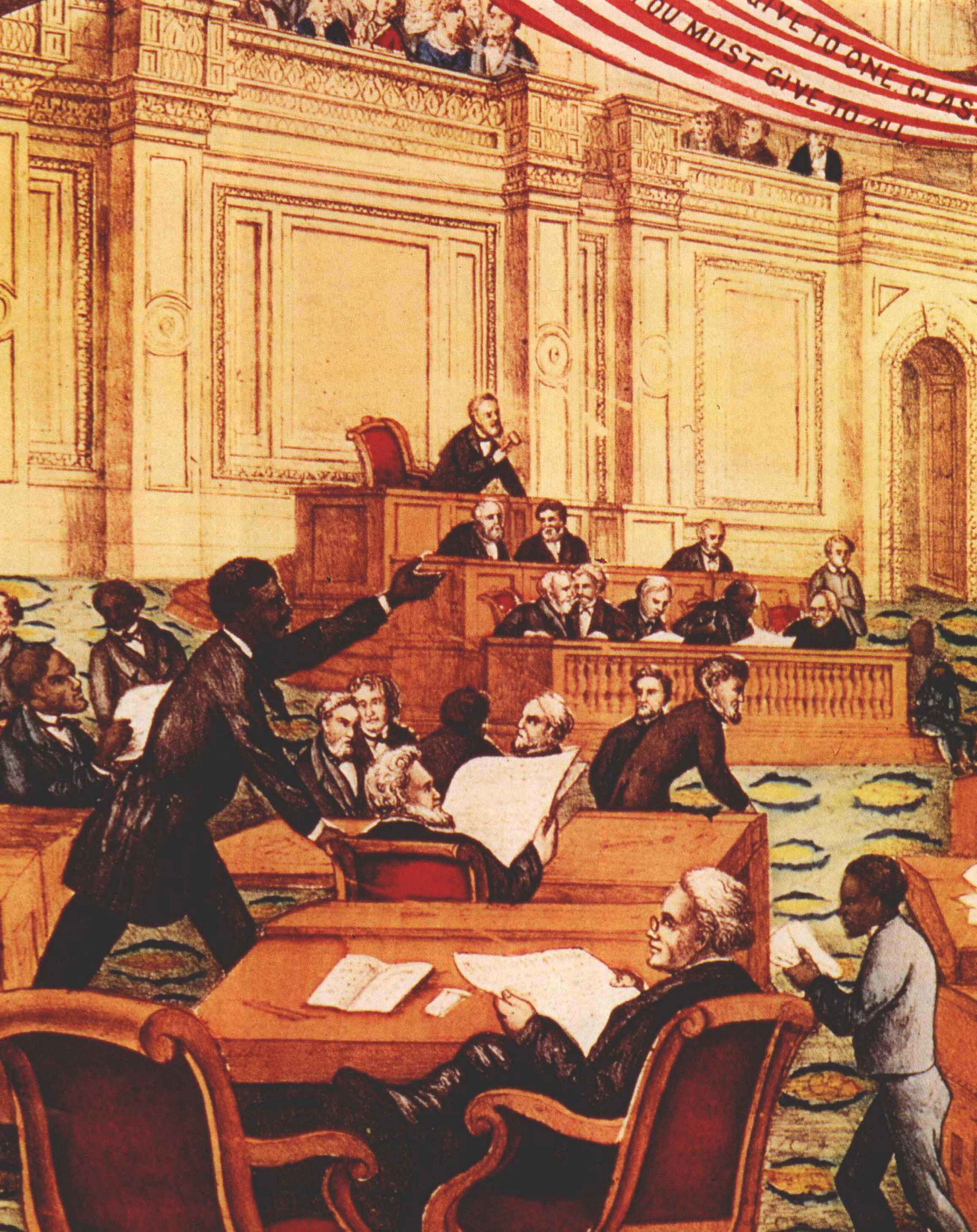
Thomas G. Paterson

Born in Oregon City, Oregon, and graduated from the University of New Hampshire (B.A., 1963) and the University of California, Berkeley (Ph.D., 1968), Thomas G. Paterson is professor emeritus of history at the University of Connecticut. He has written *Soviet-American Confrontation* (1973), *Meeting the Communist Threat* (1988), *On Every Front* (1992), *Contesting Castro* (1994), *American Foreign Relations* (with J. Garry Clifford and Kenneth J. Hagan, 2000), and *America Ascendant* (with Clifford, 1995). Tom has also edited *Kennedy's Quest for Victory* (1989), *Explaining the History of American Foreign Relations* (with Michael J. Hogan, 1991), and *Major Problems in American Foreign Relations* (with Dennis Merrill, 2000). With Bruce Jentleson he was senior editor for the four-volume *Encyclopedia of U.S. Foreign Relations* (1997). He has served on the ed-

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William M. Tuttle, Jr.

A native of Detroit, Michigan, William M. Tuttle, Jr., received his B.A. from Denison University (1959) and his Ph.D. from the University of Wisconsin (1967). A professor of history and American studies at the University of Kansas, Bill has written *Race Riot* (1996) and "Daddy's Gone to War" (1993). He has also edited *W. E. B. Du Bois* (1973) and coedited *Plain Folk* (1982). His articles have appeared in such journals as the *Journal of American History*, *American Studies*, and *Child Welfare*. He has been a research associate at the Institute of Human Development at the University of California, Berkeley. As a historical consultant, Bill has helped prepare several public television documentaries and docudramas, including *The Killing Floor*, which appeared on PBS's *American Playhouse*. Bill's scholarly work has been assisted by the American Council of Learned Societies, Institute of Southern History at Johns Hopkins University, Charles Warren Center, Guggenheim Foundation, Stanford Humanities Center, Radcliffe College, and National Endowment for the Humanities. In 1998 Bill was awarded the William T. Kemper Fellowship for Teaching Excellence.



BRIEF CONTENTS

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