

Norton



Katzman



Escott



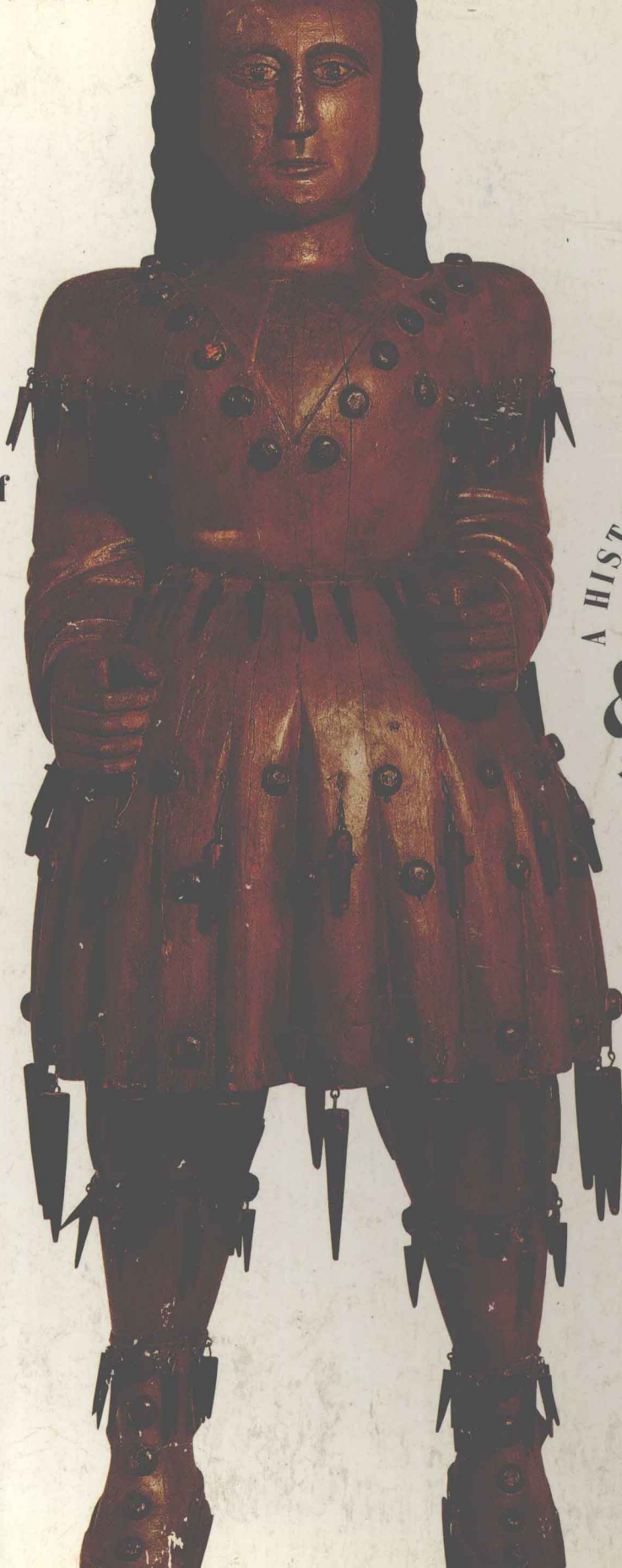
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Paterson



Tuttle



A HISTORY OF THE UNITED STATES

A People & A Nation

FOURTH EDITION

Volume I: To 1877

A People and A Nation

A HISTORY OF THE UNITED STATES

Fourth Edition

Volume I: To 1877

Mary Beth Norton
Cornell University

David M. Katzman
University of Kansas

Paul D. Escott
Wake Forest University

Howard P. Chudacoff
Brown University

Thomas G. Paterson
University of Connecticut

William M. Tuttle, Jr.
University of Kansas

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Mary Beth Norton

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). Her dissertation won the Allan Nevins Prize. She is now Mary Donlon Alger Professor of American History at Cornell University. She has written *The British-Americans* (1972) and *Liberty's Daughters* (1980), and she has edited *To Toil the Livelong Day: America's Women at Work, 1790-1980* (with Carol Groneman, 1987), *Women of America* (with Carol Berkin, 1979) and *Major Problems in American Women's History* (1989). Her many 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* (3rd edition). She has advised many colleges on curriculum development in women's history and gender studies. She also helped to organize the International Federation for Research in Women's History. Her scholarship has received assistance from the Shelby Cullom Davis Center, Charles Warren Center, National Endowment for the Humanities, Rockefeller Foundation, and Guggenheim Foundation. Siena College, Marymount Manhattan College, DePauw University, and Illinois Wesleyan University have recognized her with honorary degrees.

David M. Katzman

Born in New York City and a graduate of Queens College (B.A., 1963) and the University of Michigan (Ph.D., 1969), David M. Katzman is now professor of history at the University of Kansas. He has written *Before the Ghetto: Black Detroit in the Nineteenth Century* (1973) and *Seven Days a Week: Women and Domestic Service in Industrializing America* (1978), which won the Philip Taft Labor History Prize. With William M. Tuttle, Jr., he has edited *Plain Folk* (1982). He has contributed to *Three Generations in Twentieth-Century America* (1982) and has written articles for the *Dictionary of American Biography*. The Guggenheim Foundation, National Endowment for the Humanities, and Ford Foundation have awarded him research assistance. David has been a visiting

professor at University College, Dublin, Ireland, and at the University of Birmingham, England. He has also directed National Endowment for the Humanities Summer Seminars for College Teachers. Active in the profession, David has served on committees of the American Historical Association, Organization of American Historians, Southern Historical Association, and Immigration History Association. He has sat on the Board of Directors of the National Commission on Social Studies and has been Editor of *American Studies*. At the University of Kansas, where he has directed the College Honors Program, he has been recognized for his teaching excellence.

Paul D. Escott

Born and raised in the Midwest (St. Louis, Missouri), Paul D. Escott studied in New England (Harvard College, B.A., 1969) and the South (Duke University, Ph.D., 1974). Paul is now Reynolds Professor of History at Wake Forest University. He has written *After Secession: Jefferson Davis and the Failure of Confederate Nationalism* (1978), *Slavery Remembered: A Record of Twentieth-Century Slave Narratives* (1979), *Many Excellent People: Power and Privilege in North Carolina, 1850-1900* (1985), and *A History of African Americans in North Carolina* (with Jeffrey J. Crow and Flora J. Hatley, 1992). He has also edited *W.J. Cash and the Minds of the South* (1992)

and co-edited *Major Problems in the History of the American South* (with David R. Goldfield, 1990) and *Race, Class, and Politics in Southern History* (with Jeffrey J. Crow and Charles L. Flynn, Jr., 1989). The Rockefeller Foundation has assisted his research. Paul's articles have appeared in *Civil War History*, *The Journal of Southern History*, and *The North Carolina Historical Review*, among others. He has also contributed to W. Buck Yearn, ed., *The Governors of the Confederacy* (1984). Paul is a member of the editorial board of the forthcoming *The Encyclopedia of the Confederacy*.

Howard P. Chudacoff

University Professor and professor of history at Brown University, Howard P. Chudacoff was born in Omaha, Nebraska. He earned his A.B. (1965) and Ph.D. (1969) degrees from the University of Chicago. He has written three books: *Mobile Americans: Residential and Social Mobility in Omaha, 1880–1920* (1972), *The Evolution of American Urban Society* (with Judith Smith, 4th edition, 1993), and *How Old Are You? Age Consciousness in American Culture* (1989). He has also edited *Major Problems in American Urban History* (1993). His many articles have appeared in such journals as the *Journal of Family History*, *Reviews in American History*, and *Journal of*

American History. He contributed “Success and Security: The Meaning of Social Mobility in America” to Stanley I. Kulter and Stanley N. Katz, eds., *The Promise of American History* (1982). The National Endowment for the Humanities, Ford Foundation, and Rockefeller Foundation have given Howard awards to advance his scholarship. In this country and abroad, he has lectured on many topics, among them the American family and social mobility. At Brown University, he has co-chaired the American Civilization Program and chaired the department of history.

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 now professor of history at the University of Connecticut. He has written *Soviet-American Confrontation* (1973), *Meeting the Communist Threat* (1988), *On Every Front: The Making and Unmaking of the Cold War* (1992), and *American Foreign Relations* (with J. Garry Clifford and Kenneth J. Hagan, 4th edition, 1994). Tom has also edited *Kennedy's Quest for Victory* (1989), *Origins of the Cold War* (with Robert J. McMahon, 3rd edition, 1991), *Explaining the History of American Foreign Relations* (with Michael J. Hogan, 1991), *Imperial Surge* (with Stephen G. Rabe, 1992), and *Major Problems in American Foreign Relations* (with Dennis Merrill, 4th edition, 1994).

His articles have appeared in the *American Historical Review*, *Journal of American History*, and *Diplomatic History*. He has served on the editorial boards of the latter two journals and on committees of the Organization of American Historians and the American Historical Association. He has been president of the Society for Historians of American Foreign Relations, has directed National Endowment for the Humanities Summer Seminars for College Teachers, and has been a member of the Board of Trustees of Stonehill College. A recent award was a fellowship from the Guggenheim Foundation. Tom has lectured and researched widely in the United States, as well as in Canada, China, Cuba, England, New Zealand, Puerto Rico, Russia, and Venezuela.

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). Now a professor of history at the University of Kansas, Bill has written *Race Riot: Chicago in the Red Summer of 1919* (1970) and “Daddy's Gone to War”: *The Second World War in the Lives of America's Children* (1993). He has also edited *W.E.B. Du Bois* (1973) and *Plain Folk* (with David Katzman, 1982). His many articles have appeared in such journals as the *Journal of American History*, *American Studies*, and *Technology and Culture*. He has contributed essays to Glen H. Elder, Jr., et al., eds., *Children in Time and Place* (1993) and to Paula Petrik and Elliot West, eds., *Childhood and Adolescence in America*

(1992). Active in the profession, he has frequently delivered papers at the annual meetings of the American Historical Association and the Organization of American Historians. His 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, and National Endowment for the Humanities. 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 a docudrama, *The Killing Floor*, which appeared on PBS's “American Playhouse.”

Preface

When the authors of *A People and a Nation* began work on this fourth edition, we set several goals for ourselves. We wanted to preserve those features of the third edition that students and faculty have found attractive: our basic approach to American history as the story of all the people, our spirited narrative based upon letters, diaries, oral histories, and other sources that reveal the pulse of human experience, and our effort to challenge readers to think about the meaning of American history, not just to memorize it. We have appreciated hearing, too, that we have presented our interpretations openly and fairly and with a welcoming style that invites debate.

The authors set out to write a thorough revision. We reexamined every paragraph, interpretation, map, illustration, chart, caption, bibliography, and each part of the

The Authors' Goals

appendix. We scrutinized the form of each chapter—opening vignette, introduction, chronology, conclusion, suggested readings. We rewrote throughout, condensing wherever possible. One-half of the opening vignettes are new. The concluding paragraphs of each chapter have been revised to become more explicit summaries. We reorganized chapters, and we added new ones at the beginning and end to account for advances in scholarship and for momentous changes in international relations. Finally, we have added a new critical thinking feature to the fourth edition. These many revisions are described in detail later.

Given the urgency of issues surrounding the natural environment and technology and the increasing availability of outstanding scholarship on these topics, the authors determined to expand coverage of these subjects. We immersed ourselves in the literature and sought expert advice from historians who have researched and explored these sub-

jects. Throughout the book, then, readers will discover a greater integration of environmental and technological questions and their intersection with the experiences of the American people.

Eager to help students understand how historians go about using evidence to arrive at conclusions, the authors have introduced a new feature in each chapter: *How Do Historians Know?* A brief highlighted paragraph, coupled with an illustration, explains how historians have drawn generalizations from particular kinds of sources—census data, political cartoons, letters, maps, autobiographies, artifacts, labor records, government documents. This feature also helps us to understand how scholars can claim knowledge about particular historical events or trends.

Certain that one of the strengths of the book has been its incorporation of the very latest scholarship, the authors have drawn upon their own recent scholarly research and activities (see the biographical sketches of the authors) and the innovative work of other scholars. Changes in emphasis and interpretation mark every chapter. The Suggestions for Further Reading have been revised to present the new literature.

Determined to improve every aspect of the book, the authors and the Houghton Mifflin editors also developed a new design to make *A People and a Nation* more accessible. The graphs and charts have been redrawn, captions have been added to them and to the maps, the link between illustrative material and text has been defined more sharply, and a contemporary new look throughout reflects the freshness of this thoroughly revised edition.

In preparing this new edition, the authors maintained their tradition of enviable cooperation: They met in frank and friendly planning sessions, wrote critiques of each other's chapters, responded to many reports from instructors, and worked

closely with Houghton Mifflin's talented staff to consider and reconsider every detail. We strove to give this multiauthored text a seamless quality.

As teachers and students we are always recreating our past, restructuring our memory, rediscovering the personalities and events that have shaped us, inspired us, and be-

Our View of American History

deviled us. This book is our rediscovery of America's past—its people and the nation they founded and have sustained. This history is sometimes comforting, sometimes disturbing. As with our own personal experiences, it is both triumphant and tragic, filled with both injury and healing. As memory, history is the way we identify ourselves. As this book reveals, there are many different Americans and many competing memories. We have sought to present all of them, in both triumph and tragedy.

A People and a Nation is a comprehensive book in its treatment of major subject areas—social, political, diplomatic, economic, military, environmental, intellectual, and more. Issues of gender, class, religion, race, work, sexual orientation, medicine, ecology, region, and ethnicity appear throughout, as does the friction that often arises from such a diverse people.

We emphasize the everyday life of the American people, from the ordinary to the exceptional—the factory worker, the slave, the immigrant, the sales clerk, the baseball player, the small-town merchant, the urban entrepreneur, the small farmer, the film celebrity, the scientist, the army general, the senator, the president. We pay particular attention to lifestyles, diet and dress, family life and structure, gender roles, workplace conditions, and childbearing and childrearing. We ask how Americans have entertained themselves through sports, music, the graphic arts, reading, theater, film, radio, and television. We account for demographic change, geographic and social mobility, and peoples' adaptation to new environments.

Because the private sphere of everyday life intersects with public policies of government and the influential trends of a world economy, we explore the interactions of these different spheres. We also delve into Americans' expectations of their governments and the practices and impact of local, state, and federal institutions. We study not only poli-

tics, but also the culture of politics. We identify the mood and mentality of an era, searching for what Americans thought about themselves and others. We seek to understand why and how America goes to war and why diplomacy often fails. The sources of American expansion and empire abroad are plumbed throughout the book.

One of the major changes in *A People and a Nation* is the addition of considerable new material at the beginning of the book. Mary Beth Norton,

Major Changes in This Edition

who had primary responsibility for Chapters 1–8, wrote the new first chapter with expanded treatment of American peoples before Columbus, voyages of exploration and discovery, colonization of the Atlantic islands, the origins of slavery, and the development of fishing in the New World. The recast second chapter more fully covers the Caribbean islands and the sugar industry, New France, and New Netherland. This chapter also includes a revised discussion of the introduction of slavery into the mainland English colonies. Her other chapters reflect recent scholarly works.

David M. Katzman, who had primary responsibility for Chapters 9–11 and 13, integrated new literature on western expansion and the impact of settlement and manufacturing on the environment, wrote a new and more focused assessment of the War of 1812, gave greater emphasis to population changes, social diversity, and education and the spread of literacy, and added a fuller explanation of the banking system.

Paul D. Escott, who had primary responsibility for Chapters 12, 14, and 15–16, expanded coverage of Supreme Court cases. He also explored in greater detail aspects of military history—strategy, tactics, technology, and the experience of soldiers.

Howard P. Chudacoff, who had primary responsibility for Chapters 17–21 and 24, like others introduced new material on the environment, especially water issues. He has redistributed the material of the previous edition's Chapter 19 (Everyday Life and Culture, 1877–1920) to two other chapters, Chapter 18 on the Machine Age and the dawn of consumerism and the current Chapter 19 on cities in the late nineteenth and early twentieth centuries. This change provides a greater chronological flow in these chapters. Also, the discussion of bosses and reformers in Chapter 19 has been

substantially revised and reorganized to take into account new perspectives on urban politics.

Thomas G. Paterson, who served as the coordinating author for this book and who prepared the Appendix, had primary responsibility for Chapters 22–23, 26, 29, 31, and the new Chapter 34 on the Bush-Clinton years. With the end of the Cold War came the opportunity to rethink post-1945 foreign-relations history and to reorganize it into two chapters that address the two most prominent characteristics of the period—the Soviet-American confrontation of the Cold War and the rise of the Third World through decolonization, revolution, and war. The declassification of documents—such as those on the Cuban missile crisis—has permitted the recasting of many events. He also expanded discussion of cultural relations, military events, and U.S.-Puerto Rican affairs.

William M. Tuttle, Jr., who had primary responsibility for Chapters 25, 27, 28, 30, and 32–33, expanded treatment of the impact of government policies and economic growth on the environment, the domestic impact of war, the baby boom, child care issues, women's employment, the rise of the sunbelt, technological change (including home computers), the Watergate scandal, and immigration. He also reorganized post-1945 domestic history to coordinate it with the new foreign-relations chapters.

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

Study and Teaching Aids 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 incor-

rect as well as correct answers. The computerized guide is available in Macintosh, IBM, and IBM-compatible formats.

"*Places in Time*" *Map Software*, an animated map program, consists of four computer sessions, each focusing on a specific time period (1763, 1860, 1920, and 1980), in which the themes of population, territory, and economic development are explored.

"*Places in Time*" *Map Workbook*, a printed version of the computer program, is available for students in workbook format and can be used independently of the computer program.

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 text. 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 text chapter an overview of material in the chapter, 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 Item File* is available to adopters for IBM and Macintosh computers. This computerized version of the printed *Test Items* file allows professors to create customized tests by editing and adding questions.

There is also a set of 95 full-color *Map Transparencies* available on adoption. All of these maps appear in *A People and a Nation*.

A variety of *videos*, documentaries and documentaries by major film producers, are available for use with *A People and a Nation*, including "The American Revolution: The Cause of Liberty," "Views of a Vanishing Frontier," "The Civil War: 1861: The Cause," "The Indomitable Teddy Roosevelt," "The Home Front," and "Awakenings" (from *Eyes on the Prize*).

At each stage of this project, historians read drafts of our chapters. Their suggestions, corrections, and pleas helped guide us through our revi-

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For the Authors, THOMAS G. PATERSON

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