

VOLUME II: FROM 1865

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THE AMERICAN PEOPLE

Creating a Nation and a Society

BRIEF THIRD EDITION

NASH | JEFFREY
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Creating a Nation and a Society

Brief Third Edition



Volume II: From 1865

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PREFACE

The Yoruba people of West Africa have an old saying: “However far the stream flows, it never forgets its source.” Why, we wonder, do such ancient societies as the Yoruba find history so important, while modern American students question its relevance? This book aims to end such skepticism about the usefulness of history.

As we begin the twenty-first century, in an ethnically and racially diverse society caught up in an interdependent global society, history is of central importance in preparing us to exercise our rights and responsibilities as free people. History cannot make good citizens, but without history we cannot understand the choices before us and think wisely about them. Lacking a collective memory of the past, we lapse into a kind of amnesia, unaware of the human condition and the long struggles of men and women everywhere to deal with the problems of their day and to create a better society. Unfurnished with historical knowledge, we deprive ourselves of knowing about the huge range of approaches people have taken to political, economic, and social life; to solving problems; and to conquering the obstacles in their way.

History has a deeper, even more fundamental importance: the cultivation of the private person whose self-knowledge and self-respect provide the foundation for a life of dignity and fulfillment. Historical memory is the key to self-identity; to seeing one’s place in the long stream of time, in the story of humankind.

When we study our own history, we see a rich and extraordinarily complex human story. This country, whose written history began with a convergence of Native Americans, Europeans, and Africans, has always been a nation of diverse peoples—a magnificent mosaic of cultures, religions, and skin shades. This book explores how American society assumed its present shape and developed its present forms of government; how as a nation we have conducted our foreign affairs and managed our economy; how as individuals and in groups we have lived, worked, loved, married, raised families, voted, argued, protested, and struggled to fulfill our dreams and the noble ideals of the American experiment.

Several ways of making the past understandable distinguish this book from most textbooks written in the last 20 years. The coverage of public events like presidential elections, diplomatic treaties, and economic legislation is integrated with the private human stories that pervade them. Within a chronological framework, we have woven together our history as a nation, as a people, and as a society. When, for example, national political events are discussed, we analyze their impact on social and economic life at the state and local levels. Wars are described not only as they unfolded on the battlefield and in the salons of diplomats but also on the home front, where they are history’s greatest motor of social change. The interaction of ordinary Americans with extraordinary events runs as a theme throughout this book.

Above all, we have tried to show the “humanness” of our history as it is revealed in people’s everyday lives. The authors have often used the words of ordinary Americans to capture the authentic human voices of those who participated in and responded to epic events such as war, slavery, industrialization, and reform movements.

GOALS AND THEMES OF THE BOOK

Our primary goal is to provide students with a rich, balanced, and thought-provoking treatment of the American past. By this we mean a history that treats the lives and experiences of Americans of all national origins and cultural backgrounds, at all levels of society, and in all regions of the country. It also means a history that seeks connections between the many factors—political, economic, technological, social, religious, intellectual, and biological—that have molded and remolded American society over four centuries. And, finally, it means a history that encourages students to think about how we have all inherited a complex past filled with both notable achievements and thorny problems. The only history befitting a democratic nation is one that inspires students to initiate a frank and searching dialogue with their past.

To speak of a dialogue about the past presumes that history is interpretive. Students should understand that historians are continually reinterpreting the past. New interpretations may result from the discovery of new evidence, but more often they emerge because historians reevaluate old evidence in the light of new ideas that spring from the times in which they write and from their personal views of the world.

Through this book, we also hope to promote class discussions, which can be organized around six questions that we see as basic to the American historical experience:

1. How has this nation been peopled, from the first inhabitants to the many groups that arrived in slavery or servitude during the colonial period to the voluntary immigrants of today? How have these waves of newcomers contributed to the American cultural mosaic? To what extent have different immigrant groups preserved elements of their ethnic, racial, and religious heritages?
2. To what extent have Americans developed a stable, democratic political system flexible enough to address the wholesale changes occurring in the last two centuries and to what degree has this political system been consistent with the principles of our nation's founding?
3. How have economic and technological changes affected daily life, work, family organization, leisure, sexual behavior, the division of wealth, and community relations in the United States?
4. Has American religion served more to promote or retard social reform in our history? Whatever their varied sources, how have the recurring reform movements in our history dealt with economic, political, and social problems in attempting to square the ideals of American life with the reality?
5. What has been the role of our nation in the world? To what extent has the United States served as a model for other peoples, as an interventionist savior of other nations around the globe, and as an interfering expansionist in the affairs of other nations?
6. How have American beliefs and values changed over time, and how have they varied between different groups—women and men; Americans of many colors and cultures; people of different regions, religions, sexual orientations, ages, and classes?

In writing a history that revolves around these themes, we have tried to convey two dynamics that operate in all societies. First, we observe people continuously adjusting to new developments, such as industrialization and urbanization, over which they seemingly have little control; yet we realize that people are not paralyzed by history but are the fundamental creators of it. They retain the ability, individually and collectively, to shape the world in which they live and thus in considerable degree to control their own lives. Second, we emphasize the connections that always exist among social, political, economic, and cultural events.

STRUCTURE OF THE BOOK

The chapters of this book are grouped into six parts that relate to major periods in American history. The titles for each part suggest the large themes uniting the chapters.

Individual chapters have a clear structure, beginning with a personal story recalling the experience of an ordinary or lesser-known American. Chapter 1, for example, is introduced with the tragic account of Opechancanough, a Powhatan tribesman whose entire life of nearly 90 years was consumed by a struggle against the land, hunger, and alien values brought by Spanish and English newcomers. This brief anecdote serves several purposes. First, it introduces the overarching themes and major concepts of the chapter, in this case the meeting of three societies—Native American, European, and African—each with different cultural values, lifestyles, and aspirations. Second, the personal story suggests that ordinary as well as extraordinary people shaped our history. At the end of the personal story, a *brief overview* links the biographical sketch to the text by elaborating the major themes of the chapter.

We aim to facilitate the learning process for students in other ways as well. Every chapter ends with pedagogical features to reinforce and expand the presentation. A *conclusion* briefly summarizes the chapter's main concepts and developments and serves as a bridge to the following chapter. A list of *recommended readings* provides supplementary sources for further study; novels contemporary to the period are often included. Finally, a *time line* reviews the major events covered in the chapter. Each map, figure, and table has been chosen to relate clearly to the narrative. *Captions* are specially written to help students understand and interpret these visual materials.

THE BRIEF THIRD EDITION

This Brief Third Edition is condensed from the very successful full Fourth Edition of *The American People*, with its balance of political, social, and economic history. While we have eliminated detail and extra examples, and compressed the text, we have retained the interpretive connections and the “humanness” of history, the focus on history as it is revealed through the lives of ordinary Americans, and the interplay of social and political factors.

New Format and Features

The Brief Third Edition offers a new format and a more compact size than the previous brief edition. The new four-color design enhances the value of the maps and graphs and gives the book a vibrant appearance. We believe these changes make the book extremely accessible, easy to read, and convenient for students to carry to and from class.

An important new addition is the inclusion of one of the most popular features of *The American People*, the two-page sections entitled *Recovering the Past*. Twelve RTPs, as the authors affectionately call them, introduce students to the fascinating variety of evidence—ranging from novels, political cartoons, and diaries to houses, clothing, and popular music—that historians have learned to employ in reconstructing the past. Each RTP gives basic information about the source and its use by historians and then raises questions for students to consider as they study the example reproduced for their inspection. The RTPs included in this edition are Novels (Chapter 16), Political Cartoons (Chapter 20), Documentary Photographs (Chapter 21), Movies (Chapter 24), Clothing (Chapter 26), and Popular Music (Chapter 29).

Major Changes

Throughout the Brief Third Edition there are new materials on the role of religion, the environment, and the West. The structure and organization of the text—parts, chapters, sections, and subsections—reflect the full Fourth Edition where the authors significantly reorganized chapters focusing on the period following World War II and the contemporary period (Chapters 26–30). Chapter-by-chapter changes include the following:

- **Chapter 21:** new material on religion, progressive social justice, and Protestant social gospel movements
- **Chapter 23:** expanded discussion of religion during the 1920s
- **Chapter 24:** new material on The New Deal and the West
- **Chapter 25:** added material on the impact of war industry on the West
- **Chapter 26:** covers postwar growth and social change from 1945 to 1970; added material on African-American families and communities
- **Chapter 27:** covers foreign policy and the Cold War through the 1960s
- **Chapter 28:** covers domestic politics from 1945 to 1980
- **Chapter 29:** provides post-World War II background to reform movements and covers reform movements to 1980
- **Chapter 30:** carries the story from 1980 to the present, including discussion of the 1996 election; covers the economy, the political shift to the right, the end to social reform, and the end of the Cold War

In this Brief Third Edition we have tried to present American history in its rich complexity but in a form that students will find comprehensible and interesting. Additionally, we have tried to provide the support materials necessary to make teaching and learning enjoyable and rewarding. The reader will be the judge of our success. The authors and Addison Wesley Longman welcome your comments.

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GARY B. NASH

JULIE ROY JEFFREY

SUPPLEMENTS

For Qualified College Adopters

Teaching the American People. Julie Roy Jeffrey and Peter J. Frederick with Frances Jones-Sneed of Massachusetts College of Liberal Arts. This guide was written based on ideas generated in “active learning” workshops and is tied closely to the text. In addition to suggestions on how to generate lively class discussion and involve students in active learning, this supplement also offers a file of exam questions and lists of resources, including films, slides, photo collections, records, and audiocassettes.

Test Bank. This test bank, prepared by Diane Beers of Dickinson College, contains more than 3500 objective, conceptual, and essay questions. All questions are keyed to specific pages in the text.

Test Gen 3.0 Computerized Testing System. This flexible, easy-to-master computer test bank includes all the test items in the printed test bank. The software allows you to edit existing questions and add your own items. Tests can be printed in several different formats and can include figures such as graphs and tables. It comes with *QuizMaster*, a program that enables you to design Test Gen generated tests your students can take on a computer rather than in printed form. Available on CD-Rom for Windows and Macintosh, and on floppies.

The History Place Website (www.ushistoryplace.com). Available free to adopters of the text, this new website combines quality educational publishing with the immediacy and interactivity of the Internet. At *The History Place*, you’ll find a continually updated source of maps, time lines, and other interactive learning activities, as well as a rich collection of primary documents, news, and online quizzes. A free subscription to *The History Place* is included with every new copy of the student text.

The American People, Brief Third Edition Website (www.awlonline.com/nash). This website, designed specifically for this book by Patrick McCarthy of the University of Georgia, is an invaluable tool for both students and instructors. It contains student resources such as self-testing, chapter outlines, web activities, and links to outside sources; instructor resources such as the instructor’s manual and testing ideas; and our unique syllabus manager that gives instructors and students access to the up-to-date syllabus at any time from any computer.

American Impressions: A CD-ROM for U.S. History. This unique CD-ROM for the U.S. history course is organized in a topical and thematic framework which allows in-depth coverage with a media-centered focus. Hundreds of photos, maps, works of art, graphics, and historical film clips are organized into narrated vignettes and interactive activities to create a tool for both professors and students. Topics include “The Encounter Period,” “Revolution to Republic,” “A Century of Labor and Reform,” and “The Struggle for Equality.” A guide for instructors provides teaching tips and suggestions for using advanced media in the classroom. The CD-ROM is available in both Macintosh and Windows formats.

Visual Archives of American History, Second Edition. This two-sided video laserdisc explores history from the meeting of three cultures to the present. It is an encyclopedic chronology of U.S. history offering hundreds of photographs and illustrations, a variety of source and reference maps—several of which are animated—plus 50 minutes of video. For ease in planning lectures, a manual listing barcodes for scanning and frame numbers for all the material is available.

Video Lecture Launchers. Prepared by Mark Newman, University of Illinois at Chicago, these video lecture launchers (each two to five minutes in duration) cover key issues in American history from 1877 to the present. The launchers are accompanied by an instructor's manual.

"This Is America" Immigration Video. Produced by the American Museum of Immigration, this video tells the story of American immigrants, relating their personal stories and accomplishments. By showing how the richness of our culture is due to the contributions of millions of immigrant Americans, the videos make the point that America's strength lies in the ethnically and culturally diverse backgrounds of its citizens.

Discovering American History Through Maps and Views. Created by Gerald Danzer of the University of Illinois at Chicago, the recipient of the AHA's 1990 James Harvey Robinson Prize for his work in the development of map transparencies, this set of 140 four-color acetates is a unique instructional tool. It contains an introduction on teaching history through maps and a detailed commentary on each transparency. The collection includes cartographic and pictorial maps, views and photos, urban plans, building diagrams, and works of art.

Comprehensive American History Transparency Set. This vast collection of American history map transparencies includes more than 200 map transparencies ranging from the first Native Americans to the end of the Cold War, covering wars, social trends, elections, immigration, and demographics. Also included are a reproducible set of student map exercises, teaching tips, and correlation charts.

Text-Specific Map Transparencies. A set of 30 transparencies drawn from *The American People*, Fourth Edition, is available.

Longman American History Atlas Overhead Transparencies. These 69 acetates from our four-color historical atlas were especially designed for this volume.

A Guide to Teaching American History Through Film. Written by Randy Roberts of Purdue University, this guide provides instructors with a creative and practical tool for stimulating classroom discussion. The sections include "American Films: A Historian's Perspective," a list of films, practical suggestions, and bibliography. The film listing is presented in narrative form, developing connections between each film and the topics being discussed.

For Students

The History Place Website (www.ushistoryplace.com). Available free to adopters of the text, this new website combines quality educational publishing with the immediacy and interactivity of the Internet. At *The History Place*, you'll find a continually

updated source of maps, time lines, and other interactive learning activities, as well as a rich collection of primary documents, news, and online quizzes. A free subscription to *The History Place* is included with every new copy of the student text.

The American People, Brief Third Edition Website (www.awlonline.com/nash). This website, designed specifically for this book by Patrick McCarthy of the University of Georgia, is an invaluable tool for both students and instructors. It contains student resources such as self-testing, chapter outlines, web activities, and links to outside sources; instructor resources such as the instructor's manual and testing ideas; and our unique syllabus manager that gives instructors and students access to the up-to-date syllabus at any time from any computer.

StudyWizard Computerized Tutorial. This interactive study guide by Ken Weatherbie of Del Mar College helps students learn major facts and concepts through drill and practice exercises and diagnostic feedback. StudyWizard provides correct answers, answer explanations, and the text page number on which the material is discussed. The easy-to-use CD-ROM for Windows and Macintosh is available to instructors through their sales representative. Also available on floppies.

Study Guides and Practice Tests. This two-volume study guide, created by Julie Roy Jeffrey and Peter J. Frederick, has been revised by Ken Weatherbie of Del Mar College. It includes chapter outlines, significant themes and highlights, a glossary, learning enrichment ideas, sample test questions, exercises for identification and interpretation, and geography exercises based on maps in the text.

Time Line to accompany The American People, Brief Third Edition. Created especially for this edition of the text, this five-page, fold-out, full-color, illustrated time line is designed to be hung on a wall and referred to throughout the semester. Arranged in an easy-to-read format around important political and diplomatic, social and economic, and cultural and technological events in United States history, it gives students a chronological context in which to place their knowledge.

Everything You Need to Know About Your History Course. Authored by Sandra Mathews-Lamb of Nebraska Wesleyan University and written for first-year university students, this guide provides invaluable tips on how to study, how to use a textbook, how to write a good paper, how to take notes, how to read a map, graph, or bar chart, and how to read primary and secondary sources.

Everything You Need To Know About The American People, Brief Third Edition. This guide to the text explains the text's organization, pedagogy, and special features.

Revised! *Guide to the Internet for History, Second Edition*. Written by Richard Rothaus of St. Cloud State University, this guide details all the World Wide Web has to offer and advises students on how to make the most of it.

Longman American History Atlas. This full-color historical atlas includes 69 maps, all designed especially for this course. This valuable reference tool is available shrinkwrapped with *The American People* at low cost.

Mapping America: A Guide to Historical Geography. Each volume of this workbook by Ken Weatherbie of Del Mar College contains 18 exercises corresponding to the map program in the text, each concluding with interpretive questions about the

role of geography in American history. This free item is designed to be packaged with *The American People*.

Mapping American History: Student Activities. Written by Gerald Danzer of the University of Illinois at Chicago, this free map workbook for students features exercises designed to teach students to interpret and analyze cartographic materials as historical documents. This free item is designed to be packaged with *The American People*.

Retracing the Past, Fourth Edition. This two-volume reader is edited by Ronald Schultz of the University of Wyoming and Gary B. Nash of the University of California, Los Angeles. These secondary source readings cover economic, political, and social history with special emphasis on women, racial and ethnic groups, and working-class people.

America Through the Eyes of Its People: Primary Sources in American History, Second Edition. This one-volume collection of primary documents portrays the rich and varied tapestry of American life. It contains documents by women, Native Americans, African-Americans, Hispanics, and others who helped to shape the course of U.S. history along with student study questions and contextual headnotes. Available free when bundled with the text.

Sources of the African American Past. Edited by Roy Finkenbine of University of Detroit at Mercy, this collection of primary sources covers key themes in the African-American experience from the West African background to the present. Balanced between political and social history, it offers a vivid snapshot of the lives of African Americans in different historical periods and includes documents representing women and different regions of the United States. Available at a minimum cost when bundled with the text.

Women and the National Experience. Edited by Ellen Skinner of Pace University, this primary source reader contains both classic and unusual documents describing the history of women in the United States. The documents provide dramatic evidence that outspoken women attained a public voice and participated in the development of national events and policies long before they could vote. Chronologically organized and balanced between social and political history, this reader offers a striking picture of the lives of women across American history. Available at a minimum cost when bundled with the text.

Reading the American West. Edited by Mitchell Roth of Sam Houston State University, this primary source reader uses letters, diary excerpts, speeches, interviews, and newspaper articles to let students experience what historians really do and how history is written. Every document is accompanied by a contextual headnote and study questions. The book is divided into chapters with extensive introductions. Available at a minimum cost when bundled with the text.

A Short Guide to Writing About History. Written by Richard Marius of Harvard University, this short guide introduces students to the pleasures of historical research and discovery while teaching them how to write cogent history papers. Focusing on more than just the conventions of good writing, this supplement

shows students first how to think about history and then how to organize their thoughts into coherent essays.

New! Longman-Penguin Putnam Inc. Value Bundles. A variety of classic texts are available at a significant discount when packaged with *The American People*, Brief Third Edition. Ask your local sales representative for details or visit our website at <http://longman.awl.com/penguin>.

Library of American Biography Series. Edited by Oscar Handlin of Harvard University, each of these interpretive biographies focuses on a figure whose actions and ideas significantly influenced the course of American history and national life. At the same time, each biography relates the life of its subject to the broader theme and developments of the times. Brief and inexpensive, they are ideal for any U. S. history course. New editions include *Abigail Adams: An American Woman*, Second Edition, by Charles W. Akers; *Andrew Carnegie and the Rise of Big Business*, Second Edition, by Harold C. Livesay; and *Eleanor Roosevelt: A Personal and Public Life*, Second Edition, by J. William T. Youngs.

Learning to Think Critically: Films and Myths About American History. Randy Roberts and Robert May of Purdue University use well-known films such as *Gone with the Wind* and *Casablanca* to explore some common myths about America and its past. This short handbook subjects some popular beliefs to historical scrutiny in order to help students develop a method of inquiry for approaching the subject of history in general.

ABOUT THE AUTHORS

Gary B. Nash received his Ph.D. from Princeton University. He is currently Director of the National Center for History in the Schools at the University of California, Los Angeles, where he teaches colonial and revolutionary American history. Among the books Nash has authored are *Quakers and Politics: Pennsylvania, 1681–1726* (1968); *Red, White, and Black: The Peoples of Early America* (1974, 1982, 1992, 1999); *The Urban Crucible: Social Change, Political Consciousness, and the Origins of the American Revolution* (1979); and *Forging Freedom: The Black Urban Experience in Philadelphia, 1720–1840* (1988). A former president of the Organization of American Historians, his scholarship is especially concerned with the role of common people in the making of history. He wrote Part I and served as a general editor of this book.

Julie Roy Jeffrey earned her Ph.D. in history from Rice University. Since then she has taught at Goucher College. Honored as an outstanding teacher, Jeffrey has been involved in faculty development activities and curriculum evaluation. Jeffrey's major publications include *Education for Children of the Poor* (1978); *Frontier Women: The Trans-Mississippi West, 1840–1880* (1979, 1997); *Converting the West: A Biography of Narcissa Whitman* (1991); and *The Great Silent Army of Abolitionism: Ordinary Women in the Antislavery Movement* (1998). She is the author of many articles on the lives and perceptions of nineteenth-century women. She wrote Parts III and IV in collaboration with Peter Frederick and acted as a general editor of this book.

John R. Howe received his Ph.D. from Yale University. At the University of Minnesota, his teaching interests include early American politics and relations between Native Americans and whites. His major publications include *The Changing Political Thought of John Adams* (1966) and *From the Revolution Through the Age of Jackson* (1973). His major research currently involves a manuscript entitled "The Transformation of Public Life in Revolutionary America." Howe wrote Part II of this book.

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