

America

Brief Fifth Edition



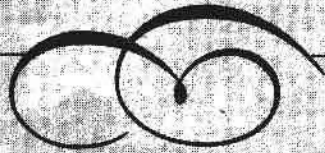
Tindall / Shi

VOLUME TWO

AMERICA

A NARRATIVE HISTORY

BRIEF FIFTH EDITION



VOLUME II

GEORGE BROWN TINDALL
DAVID EMORY SHI

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A MERICA

FOR BRUCE AND SUSAN
AND FOR BLAIR

FOR
JASON AND JESSICA

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PREFACE



Just as history is never complete, neither is a historical textbook. We have learned much from the responses of readers and instructors to the first four editions of *America: A Narrative History*. Perhaps the most important and reassuring lesson is that our original intention has proved valid: to provide a compelling narrative history of the American experience, a narrative animated by human characters, informed by analysis and social texture, and guided by the unfolding of events.

To help students better grasp the major themes and developments throughout the text, we have integrated key pedagogical features into *America*. Part openers introduce the major ideas emphasized in upcoming chapters. Chapter openers present important thematic threads that serve as a guide through the narrative. “Making Connections” boxes appear on the final page of each chapter to link significant events to issues in surrounding chapters. Seven new narrative timelines, one for each major section of the book, also make connections by drawing out the central themes within each time period through political, global, social, and economic entries.

We have also introduced a new map program. All the maps in the book have been reconsidered and redrawn to make them clearer and more helpful to students. The new maps and the larger format and two-color design produce a more attractive, easier-to-read text that instructors and students should find even more inviting.

In this edition of *America* we have highlighted aspects of popular culture, beginning with the culture of everyday life: how Americans spent their leisure time, what forms of recreation and entertainment captured their interest, and how the performing arts helped people to understand and deal with traumatic events such as wars and economic depressions.

For example, we have incorporated new material dealing with the architecture of colonial homes, the role of taverns in eighteenth-century social life, the evolution of national holidays such as Independence Day, dueling as a manifestation of the cult of honor in the antebellum South, political parties as a source of entertainment and social life during the Gilded Age, the evolution of professional sports and the performing arts, the popularity of minstrel shows and jazz, the development of the radio, television, and film industries, and the rise of rock 'n' roll music.

Taken together, these activities, as well as others like them, document the importance of popular culture in unifying a disparate nation. Colonial taverns served as gathering places for discussions that led to revolution; revival meetings provided a meeting ground for people living isolated lives on the frontier; popular magazines, mail-order catalogues, and later radio and films gave people in both isolated rural areas and crowded cities a common ideal of what life should be like. Such collective forms of social activity have made American life more inclusive and accessible to the masses. In turn, such developments in popular culture inform our understanding of major trends in social and political life. Understanding the role of these aspects of popular culture and others like them helps expand and enrich our understanding of what "history" includes.

In the previous edition, we emphasized the role of the frontier and immigration on the American experience. We have continued and expanded on this emphasis. For example, we have included a new section on the Wilderness Trail and the settling of Kentucky. We also have described how immigrants and native-born Americans began to participate in outdoor recreation and formed social clubs and attended vaudeville and Wild West shows in the cities, later going to football and baseball games and boxing matches.

Moreover, we have expanded our discussion of political culture. For example, we describe the rise of a new political atmosphere during the Jacksonian era and the expansion of the suffrage. We include new material on the political rallies and campaigns that gave working men (women could not vote until 1920) a break from the tedium of their everyday lives. We have added more on the activities of political parties during the Gilded Age and more on state and local efforts at reform during the Progressive Era. We also have added more on technology. We

now have a new section on the second industrial revolution and the scientific research and innovations that permitted the expansion of transportation and communication, the construction of high-rise buildings, and the tremendous growth of cities.

The Fifth Brief Edition includes new sections on women and minorities: the difficulties faced by white women in the South during the Civil War, black migration to the West after the Civil War, the treatment of minorities during the New Deal, developments in civil rights after World War II, and how major league baseball was racially integrated. Other new sections include new interpretations of the presidencies of Dwight Eisenhower and Ronald Reagan, a new section on the computer revolution, a section on the rightward shift of the Supreme Court and the backlash against affirmative action programs, the role of America in dealing with the ethnic clashes that have marked the end of the cold war, and a new discussion of *fin-de-siècle* America.

To help students and instructors, we have an outstanding ancillary package that supplements the text. *For the Record: A Documentary History of America*, by David E. Shi and Holly A. Mayer (Duquesne University), is a rich resource with over 300 primary source readings from diaries, journals, newspaper articles, speeches, government documents, and novels. It also has four special chapters on interpreting illustrations and photographs as historical documents. The *Study Guide*, by Charles Eagles (University of Mississippi), is another valuable resource. It contains chapter outlines, learning objectives, timelines, vocabulary exercises, short-answer questions, essay questions, as well as source readings for each chapter. *America: A Narrative History WebBook*, prepared by Tom Percy (Slippery Rock University), is an on-line collection of tools for review and research. It includes chapter summaries, review questions, interactive map exercises, timelines, and research modules. *Norton Presentation Maker* is a CD-ROM slide and text resource that includes all images from the text, four-color maps, 1,000 additional images from the Library of Congress archives, and thirty audio files of significant historical speeches. Finally, the *Instructor's Manual and Test Bank*, by David Parker (Kennesaw State University), includes a test bank of short-answer and essay questions, as well as detailed chapter outlines, lecture suggestions, and bibliographies.

In preparing the Brief Fifth Edition, we have benefited from the insights and suggestions of many people. The following scholars have pro-

vided close readings of the manuscript at various stages: Lucy Barber (University of California at Davis), Michael Barnhart (State University at New York at Stony Brook), Saul Cornell (Ohio State University), Charles Eagles (University of Mississippi), Timothy Gilfoyle (Loyola University), Tera Hunter (Carnegie-Mellon University), Walter Johnson (New York University), Peter Kolchin (University of Delaware), Christopher Morris (University of Texas at Arlington), Arwen Mohun (University of Delaware), David Parker (Kennesaw State University), Thomas Sugrue (University of Pennsylvania), and Marilyn Westerkamp (University of California at Vera Cruz). Our special thanks go to Tom Percy (Slippery Rock University) for all of his work on the timelines. Once again, we thank our friends at W. W. Norton, especially Steve Forman, Jon Durbin, Sandy Lifland, Steve Hoge, Kate Nash, Candace Kooyoomjian, and Robert Stillings, for their care and attention along the way.

—George B. Tindall

—David E. Shi



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