



America

A CONCISE HISTORY

Second Edition

Volume 2: Since 1865

James A. Henretta • David Brody • Lynn Dumenil

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SECOND EDITION

America

A CONCISE HISTORY

Volume 2: Since 1865



*For Ellie,
Susan,
Janet, Michael, & Emily*

PREFACE

This is the second edition of *America: A Concise History*. In the first edition, our main task was to shorten our comprehensive text, *America's History*, by 40 percent—in effect, to make six words do the work of ten—without compromising the balanced coverage and explanatory power of the original text. Not an easy task, but we are satisfied that *America: A Concise History* met that challenge. In this second edition, our starting point is the concise version itself. And the question we face is the one always confronting textbook authors when they contemplate a new edition: how do we improve on what we have already written? At this juncture, we aspire to make this concise edition a more compelling *narrative* text. What would most please us as authors would be for students to regard *America: A Concise History* as a book to be read, not as a set of assignments to be gotten through.

We remain committed, however, to the historical perspective that has informed this textbook project from its inception. We are bent on a democratic history, one that captures the experiences of ordinary people even as it records the achievements of the great and powerful. Throughout the book, we focus not only on the marvelous diversity of peoples who became Americans but also on the institutions—political, economic, social, and cultural—that forged a common national identity. We want to show how people of all classes and groups make their own history while simultaneously being influenced and constrained by circumstances, by the customs and institutions inherited from the past, and by the distribution of power in the present. We are writing narrative history harnessed to historical argument—not simply a retelling of “this happened and then that happened.” The story, we hope, tells not only what happened but *why* it happened.

Features

Accomplishing these goals means first of all grounding *America: A Concise History* in a clear chronology and a strong conceptual framework. Each of the two volumes is divided into three parts, with each corresponding to a distinct phase of development.

Every part begins at a crucial turning point in American history, such as the American Revolution or the cold war, and emphasizes the dynamic forces at work. Part openers contain **Thematic Timelines** that highlight key developments and **Part Essays** that focus on the crucial engines of historical change that create new conditions of life. This part organization helps students to understand the major themes in each period of American history and the larger patterns of development that lend significance to the bits and pieces of historical data.

To put a human face on historical experience, each chapter contains two **American Voices**, first-person excerpts from letters, diaries, autobiographies, and public testimony that paint a vivid picture of the social or political life of the time. One-third of these are new to this edition, including reactions to the contested 2000 presidential election. Each chapter is enhanced by a selection of maps and contemporary illustrations, vibrantly displayed in an all-new four-color design. Coupled with generous margins and a new typeface, this second edition has the feel of a trade book.

America: A Concise History's map and graph program, the most extensive of any brief text, aids students in capturing aspects of American life geographically and in drawing sound conclusions based on statistical analysis. Full-color art, 60 percent of it new to this edition, reinforces students' understanding of history via striking images from the period being discussed. Detailed captions give students context for the images and allow the visual material to extend the text discussion in a substantive and engaging manner. Also new to this edition is **For Further Exploration**, a brief bibliographical essay at the close of each chapter designed to pique the student's interest in reading further. To assist instructors and advanced students, a full bibliography is available on the web at <www.bedfordstmartins.com/henrettaconcise>.

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

Textual Changes

Good narrative history is primarily a product of good sentences and good paragraphs. So our labors have been mostly in the trenches in a line-by-line striving toward the vividness and human presence that are the hallmarks of narrative history. But larger strategies also have been called into play. We have doubled the length of the essays opening each part to afford us more scope for setting the thematic stage for our story. Each chapter now begins with an anecdote or scene selected to capture the reader's interest and establish the chapter's main ideas and topics. Our chapter endings eschew the usual textbook summary in favor of apt statements bringing the discussion to a satisfying close and opening the way for what follows. Within chapters we have been especially attentive to chronology, which sometimes

involved, as in Chapters 18 and 19, major reordering of sections. We have also reduced the numbers of chapters from 33 to 31 to correspond more closely with the academic calendar. Former Chapters 13 (on sectionalism) and 14 (on the crisis of union) have been combined, with much of Chapter 13's treatment of southern society, industrialization, and the West shifted to earlier chapters, while former Chapter 30 (on the politics of the 1960s) has been incorporated into the surrounding chapters. 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 clearer thematic development.

The revising process is also an opportunity to incorporate new scholarship. In this second edition we have expanded the treatment of Native Americans in the colonial era, and we have been more attentive to the role of gender and the emergence 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. We have drawn on recent Reconstruction scholarship that sees the transition from slavery to freedom in large part as a battle over labor systems. We have improved our analysis of Native Americans in the Great Depression and postwar years and expanded our account of the New Right in the 1970s. The final chapter not only updates political developments but also discusses the economic prosperity of the late 1990s.

A new feature of this edition of *America: A Concise History* is the Epilogue, which deals with some of the open, still unresolved questions of our own time and how the historian thinks about them. The Epilogue invites the student to enter the historian's world—to participate with us in the act of interpretation that lies behind every historical text, including this one.

Supplements

Since the first edition of *America: A Concise History*, we have been working with instructors from around the country to determine how we can improve our ancillary package. Instructors stress the growing demand for online resources, particularly for students, and now more than ever our supplements reflect that request.

ONLINE STUDY GUIDE FOR STUDENTS

By Michael Goldberg, University of Washington, Bothell

We are pleased to offer a new *Online Study Guide* that features up-to-date technology to present students with attractive and highly effective presentations and learning tools. Written by Michael Goldberg of the University of Washington, Bothell, this interactive resource has unique self-assessment capabilities. As a student completes a practice test, the *Online Study Guide* immediately assesses her

performance, targets the subject areas that need review, and refers the student back to the appropriate portions of the text. Through a series of multiple-choice, fill-in-the-blank, short-answer, and essay questions, students can gauge whether they have mastered the chapter's key events and themes. Exercises on the maps and on special features in the book encourage critical thinking. This resource is located at <www.bedfordstmartins.com/henrettaconcise>.

DOCUMENTS COLLECTION

Volume 1 by David L. Carlton (Vanderbilt University) and Volume 2 by Samuel T. McSevery (Vanderbilt University)

This affordable two-volume *Documents Collection* offers students over 350 primary-source readings on topics covered in *America: A Concise History*. The documents emphasize 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.

INSTRUCTOR'S RESOURCE MANUAL

By Bradley T. Gericke (United States Military Academy)

Instructors, too, will benefit from our ancillary package. Bradley Gericke's *Instructor's Resource Manual*, provided free of charge with adoption of the book, offers an extensive collection of tools to aid both first-time and experienced teachers in structuring and customizing the American history course. The *Instructor's Resource Manual* has been revised and expanded to include informative and guiding chapter outlines, lecture strategies, questions to prompt class discussion, and writing assignments involving our American Voices features. This resource also includes map exercises, an extensive film guide, and historiographical essays on topics of particular interest.

TEST BANK

Volume 1 by Thomas L. Altherr (Metropolitan State College of Denver) and Volume 2 by Adolph Grundman (Metropolitan State College of Denver)

Our *Test Bank* now places a greater emphasis on thematic concerns within American history. What patterns in religious, cultural, political, and economic history do we see develop over time? How is a specific incident representative of a larger trend? *Test Bank* authors Thomas L. Altherr and Adolph Grundman have revised our first edition with these questions in mind. They have included multiple-choice, fill-in-the-blank, short-answer, essay, and map questions for

each chapter. To provide greater ease in using this resource, it is now available on CD-ROM.

TRANSPARENCIES

An 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 CD-ROM includes images, maps, graphs, and tables from *America: A Concise 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 THE U.S. HISTORY SURVEY, SECOND EDITION

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: A Concise History*. This short guide gives practical suggestions for using the more than fifty volumes from The Bedford Series in History and Culture and the Historians at Work series with a core text. The guide not only supplies connections between the text and the supplements but also provides ideas for starting discussions focused on a single primary-source volume.

Acknowledgments

The scholars and teachers who reviewed *America: A Concise History* made suggestions that we gratefully incorporated in the new edition. All of our reviewers have used concise texts in their courses, and their classroom experience has helped us to craft a book that meets the needs of today's diverse students. Thanks are due to Michael Goldberg, University of Washington, Bothell; David F. Krugler, University of Wisconsin-Platteville; Connie L. Lester, Mississippi State University; Carl H. Moneyhon, University of Arkansas at Little Rock; Katherine M. B. Osburn, Tennessee Technological University; Glenna R. Schroeder-Lein, University of Tennessee, Knoxville; and Nancy Shoemaker, University of Connecticut.

As the authors of *America: A Concise History*, we know how much this book is the work of other hands and minds. We are grateful to Katherine E. Kurzman and Patricia A. Rossi, who oversaw the project, and Gretchen Boger, who did a splendid job as our history editor (before departing for the Dominican Republic to serve

in the Peace Corps). Elizabeth M. Welch offered invaluable insight and guidance along the way. Charles H. Christensen and Joan E. Feinberg have been generous in providing the resources we needed to produce the second edition. Elizabeth M. Schaaf, Joe Ford, and Bridget Leahy have done an outstanding job overseeing the production of the book. Karen Melton and Jenna Bookin Barry in the marketing department have been instrumental in helping this book reach the classroom. We also thank the rest of our editorial and production team for their dedicated efforts: Jessica Angell, Sarah Barrash, Rose Corbett Gordon, William Lombardo, Pembroke Herbert and Sandi Rygiel at Picture Research Consultants, Sandy Schechter, and Rosemary Winfield. Finally, we want to express our appreciation for the invaluable assistance of Patricia Deveneau, Stephanie Murvachik, Norman S. Cohen, and Anastasia Christman, whose work contributed in many ways to the intellectual vitality of this new edition of *America: A Concise History*.

James A. Henretta
David Brody
Lynn Dumenil

LIST OF MAPS

| | | |
|--|---------------------|--|
| Reconstruction | 438 | |
| The Barrow Plantation, 1860 and 1881 | 446 | |
| The Natural Environment of the West | 461 | |
| The Mining Frontier, 1848–1890 | 476 | |
| The Expansion of the Railroad System, 1870–1890 | 490 | |
| The New South, 1900 | 495 | |
| Disfranchisement in the South | 531 | |
| The Heyday of Western Populism, 1892 | 537 | |
| The Election of 1896 | 542 | |
| Woman Suffrage, 1869–1918 | 580 | |
| The Spanish-American War of 1898 | 614 | |
| The American Empire | 622 | |
| Policeman of the Caribbean | 624 | |
| Europe at the Start of World War I | 637 | |
| U.S. Participation on the Western Front, 1918 | 643 | |
| The Shift from Rural to Urban Population, 1920–1930 | 679 | |
| World War II in Europe | 766 | |
| World War II in the Pacific | 769 | |
| Cold War Europe, 1955 | 783 | |
| The Korean War, 1950–1953 | 786 | |
| Metropolitan Growth, 1950–1980 | 813 | |
| The United States and Cuba, 1961–1962 | 827 | |
| The Vietnam War, 1954–1975 | 843 | |
| Racial Unrest in America's Cities, 1965–1968 | 856 | |
| States Ratifying the Equal Rights Amendment | 890 | |
| American Indian Reservations | 893 | |
| The Collapse of Communism in Eastern Europe and the Soviet Union | 911 | |
| U.S. Involvement in the Middle East, 1980–1994 | 912 | |
| Latino and Asian American Population, 1999 | 916 | |
| The Election of 2000 | 932 | |
| The United States | following the Index | |
| The World | following the Index | |

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CONTENTS

Preface vii

List of Maps xxiii

About the Authors xxv

CHAPTER 15

RECONSTRUCTION, 1865–1877 428

Presidential Reconstruction 429

Johnson's Initiative 429 • Acting on Freedom 432 • Congress versus President 435

Radical Reconstruction 437

Congress Takes Command 437 • Woman Suffrage Denied 440 • The South under Radical Reconstruction 441 • Sharecropping 445

The Undoing of Reconstruction 448

Counterrevolution 448 • The Political Crisis of 1877 452

AMERICAN VOICES

A Plea for Land 434

HARRIET HERNANDES: The Intimidation of Black Voters 450

Part Four

A MATURING INDUSTRIAL SOCIETY, 1877–1914 456

CHAPTER 16

THE AMERICAN WEST 460

The Great Plains 460

Indians of the Great Plains 462 • Wagon Trains, Railroads, and Ranchers 463
• Homesteaders 467 • The Fate of the Indians 471

The Far West 475

The Mining Frontier 475 • Hispanics, Chinese, Anglos 478 • Golden California 482

AMERICAN VOICES

IDA LINDGREN: Swedish Emigrant in Frontier Kansas 468

ZITKALA-SA (GERTRUDE SIMMONS BONNIN): Becoming White 474

CHAPTER 17

CAPITAL AND LABOR IN THE AGE OF ENTERPRISE, 1877–1900 487

Industrial Capitalism Triumphant 488

Growth of the Industrial Base 488 • The Railroad Boom 489 • Mass Markets and Large-Scale Enterprise 492 • The New South 494

The World of Work 497

Labor Recruits 498 • Working Women 499 • Autonomous Labor 502 • Systems of Control 505

The Labor Movement 506

Reformers and Unionists 507 • The Triumph of “Pure and Simple” Unionism 508 • Industrial War 510 • American Radicalism in the Making 513

AMERICAN VOICES

ROSE SCHNEIDERMAN: Getting Organized 501

JOHN BROPHY: A Miner’s Son 503

CHAPTER 18

THE POLITICS OF LATE NINETEENTH-CENTURY AMERICA 516

The Politics of the Status Quo, 1877–1893 517

The National Scene 517 • The Ideology of Individualism 519 • The Supremacy of the Courts 521

Politics and the People 522

Cultural Politics: Party, Religion, and Ethnicity 522 • Organizational Politics 524 • Women’s Political Culture 526

Race and Politics in the South 528

Biracial Politics 529 • One-Party Rule Triumphant 530 • Resisting White Supremacy 533