

Volume One

# American Nation

A History of the United States to 1877

ELEVENTH EDITION

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For Our Children:
Stephanie
and
Kathy, Jack, and Sarah

# To Our Readers

hen I began work on my doctorate at Columbia in 1976, I was assigned to John A. Garraty's seminar on the historian's craft. At that time, I knew two things quite clearly: that I wanted to join the crusade to promote the new social history and extend its insights into new gender topics; and that Professor Garraty's fame resided in the far-removed fields of economic and political history. Without attending a single class, I applied to be shifted to a seminar more in keeping with my interests. Whether from bureaucratic inertia or transcendent wisdom, the history department refused my request. I was stuck with Garraty, and in consequence my life was changed. In that seminar, Garraty preached a particular doctrine on historical writing. He insisted that the writer's sole duty was to readers, who might be confused by unclear phrases or tired by excess words. He expounded on the details of a complex process whereby the murky abstractions of the past were distilled into clean, clear narrative. This literary alchemy was all the more wondrous for being so devoid of artifice. Enthralled, I stayed with Garraty that first year, and all subsequent ones. I became an acolyte who has spent the past two decades learning to apply his craft to social and cultural topics. To collaborate with him in synthesizing all of American history in this eleventh edition of The American Nation is the fulfillment of a dream.

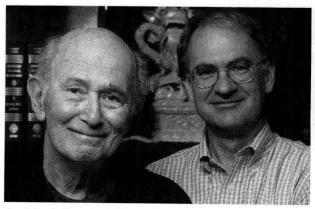
MARK C. CARNES

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ark C. Carnes of Barnard College and Columbia University joins me in preparing this eleventh edition of The American Nation. His scholarly specialization in cultural and social issues, especially gender, complements mine in politics and the economy. The book has benefited, too, from his special interest in postwar America. Although this volume is the work of two authors, it is as nearly the product of a single historical sensibility as is possible. Mark studied with me in graduate school. Even before he received his doctorate from Columbia in 1982, I invited him to join me as co-editor of the final supplement of the Dictionary of American Biography. Since then, we have co-authored one book (Mapping America's Past, 1996), and for over a decade we have served as cogeneral editors of the 24-volume American National Biography (1999). Over the many years of our collaborations, one of our favorite topics of discussion has been the craft of historical writing. We share a commitment to clarity and conciseness. We strive to avoid jargon and verbiage. We believe that while the political history of the nation provides a useful narrative framework, its people are what give the story meaning.

JOHN A. GARRATY

Gouverneur Morris Professor of History, Emeritus Columbia University



▲ John A. Garraty (left) and Mark C. Carnes (right) ©1999 Joel Gordon

# **Preface**

Readers familiar with *The American Nation* may be startled by the many changes and additions in this edition. Now every chapter contains one of three special features: an essay on a Hollywood movie's version of history ("Re-Viewing the Past"); a grouping of maps on a central topic in the chapter ("Mapping the Past") with accompanying explanatory text; or a biographical account of a major or representative person ("American Lives").

The "Re-Viewing the Past" feature is a frank acknowledgment of the importance of Hollywood films in shaping our understanding of history. Movies often provide a faithful rendering of what the past looked like. For example, *The Patriot*, a film featuring Mel Gibson as a soldier during the American Revolution, presents a realistic representation of what happened when armies of that era collided on the battlefield (Chapter 4), and *Amistad* offers a searing evocation of life in the hold of a slave ship during the voyage from Africa to the Caribbean (Chapter 13). But "reel history" is often deceptive and sometimes downright wrong. "Re-Viewing the Past" encourages readers to examine Hollywood's version of the past more critically.

Maps provide another way of representing the past. In addition to the standard maps depicting the routes of explorers or generals, or the outcome of presidential elections, The American Nation includes well over a dozen separate map portfolios on social, economic, and political history. Topics examined in the "Mapping the Past" features range from "Fertility on the Frontier," which considers whether frontier women had more children than women elsewhere (Chapter 10) to the migration of African Americans from the South in the 1930s and the evolution of black Harlem (Chapter 25) to the impact of drought on the Midwest in the 1930s (Chapter 26). The American Nation, even by its title, implies that we are one, but this neglects the importance of regional and local variation. Many of the maps in the "Mapping the Past" features focus on particular states, counties, or even cities and towns. By examining these maps, readers can discern regional differences on a variety of issues: for example, that coastal counties in Maryland in 1785 opposed issuing paper money, while the poorer ones inland favored the policy (Chapter 5); that in 1896 San Diego supported woman suffrage, while San Francisco and Oakland were overwhelmingly against it (Chapter 22); that prosperous Cooke County, Texas, opposed Populist candidates (Chapter 21); that from 1950 to 1960 thousands of whites left downtown St. Louis and moved to the western suburbs, especially Airport, Creve Coeur, and Bonhomme townships (Chapter 29). Geographic representation of these regional variations adds depth and dimension to readers' understanding of history.

Biographies provide another means for underscoring the human dimension of historical complexity. A new "American Lives" feature in this edition discusses Eunice Williams, a young girl who was kidnapped during an Indian raid on Deerfield, Massachusetts (Chapter 3). The "American Lives" essays now range from Squanto, the Indian who famously assisted the Pilgrims (Chapter 1), to Bill Gates, founder of Microsoft and the richest man in the world (Chapter 32).

Because ours is a visual age, we have also reworked the hundreds of pictures and artwork that accompany the text and enhance the narrative. Much as readers should examine Hollywood history critically, they should apply similar skills to paintings, photographs, and other visual representations of the past. Our captions are meant to provide guidance along these lines.

Also new to this edition of *The American Nation* is a prologue that examines the peoples of America prior to Columbus. This new section was made possible by the explosion of information compiled by archaeologists in recent years. The romantic notion that the Indians lived in harmony with nature (and each other) has been shattered: the early peoples of North America behaved like most people elsewhere. Their similar struggles with economic change, environmental crises, and social and political order reflect the themes that have proven central to all American history.

From the new prologue to the account of the terrorist attack on September 11, 2001 in Chapter 33, much about this book is different. Yet we emphasize that *The American Nation* retains its distinct approach and structure; it is, as it has been throughout its editions, a chronological narrative pegged to central political developments. This edition, like those that have preceded it, uses the political history of the nation as the framework on which social, economic, and cultural developments depend. Within this framework, the people of the United States—in their infinite variety—remain central to the account.

# Supplements

## For Qualified College Adopters

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, timelines, and other interactive learning activities, as well as a rich collection of primary documents, news, and online quizzes.

The American Nation Multimedia Edition CD-ROM. This dual platform CD-ROM contains the entire text of the book, the student study guide, maps, photos, videos, and several primary sources such as Huckleberry Finn and Democracy in America. Using it, students will be able to surf the web, search the text, take notes online, create a personal notebook, and much more. Available free when bundled in advance with the text, it is a unique and exciting tool.

The American Nation Companion Website (www.ablongman.com/carnes11e). This website, designed specifically for this book, is an invaluable tool for both students and instructors. It contains student resources such as self-testing, chapter outlines, and links to outside sources; instructor resources such as the instructor's manual, PowerPoint presentations, maps, graphs, and tables from the text, blank maps for quizzes, and helpful weblinks; and our unique syllabus manager that gives instructors and students access to the up-to-date syllabus at any time from any computer.

Instructor's Resource Manual. Written by Michael Mayer of the University of Montana, this tool is designed to aid both the novice and experienced instructor in teaching American history. Each chapter included a concise chapter overview, a list of points for student mastery, lecture supple-

ments, and questions for class discussion. A special feature of each chapter is a set of excerpted documents with accompanying questions for student analysis.

Test Bank. Written by Larry Peterson of North Dakota State University, the test bank contains over 2000 test items, including multiple choice, true/false, and essay. The questions are keyed to topic, difficulty level, cognitive type, and relevant text page.

Computerized TestGen EQ Computerized Testing System. This flexible, easy-to-use computer test bank includes all the test items in the printed test bank. Available on dual platform CD-ROM and floppy disks, the software allows you to edit existing questions and add your own items. Tests can be printed in several different formats and can include graphs and tables.

*Transparencies.* A set of map transparencies from the text is available.

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

Comprehensive American History Transparency Set. This vast collection of American history transparencies is a necessary teaching aid. It includes over 200 maps covering social trends, wars, elections, immigration, and demographics. Included is a set of reproducible map exercises.

Discovering American History Through Maps and Views Transparency Set. 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.

## 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, timelines, and other interactive learning activities, as well as a rich collection of primary documents, news, and online quizzes.

New—Longman American History Timeline: Comparative Chronology and Territorial Expansion Maps. Chronicling American history from 20,000 B.C.E. to the present, this timeline organizes events

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the present day.

The American Nation Multimedia Edition CD-ROM. This dual platform CD-ROM contains the entire text of the book, the student study guide, maps, photos, videos, and several primary sources such as Huckleberry Finn and Democracy in America. Using it, students will be able to surf the web, search the text, take notes online, create a personal notebook, and much more. Available free when bundled in advance with the text, it is a unique and exciting tool.

The American Nation Companion Website (www.ablongman.com/carnes11e). This website, designed specifically for this book, is an invaluable tool for both students and instructors. It contains student resources such as self-testing, chapter outlines, and links to outside sources; instructor resources such as the instructor's manual; PowerPoint presentations, maps, graphs, and tables from the text, blank maps for quizzes, and helpful weblinks; and our unique syllabus manager that gives instructors and students access to the up-to-date syllabus at any time from any computer.

Study Guides. Written by Ken Weatherbie of Del Mar College are designed to provide students with a comprehensive review of the text material and to encourage applications and critical analysis of the material. Each chapter contains a chapter overview, learning objectives, important glossary terms, identification, map and critical thinking exercises, and multiple choice and essay questions.

Longman American History Atlas. This fourcolor historical atlas includes 69 maps, especially designed for this volume. This valuable reference tool is available shrinkwrapped with the text at a low cost.

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 how to interpret and analyze cartographic materials as historical documents. Available free when bundled in advance with the textbook.

Mapping America: A Guide to Historical Geography, Second Edition. Written by Ken Weatherbie of Del Mar College, this two-volume workbook contains 35 exercises correlated to the text that review basic American historical geography and ask students to interpret the role geography has played in American history. Mapping America is available free when bundled with the text in advance.

American History in a Box. Created by editors Julie Roy Jeffrey and Peter Frederick, this unique

"reader in a box" is designed to give students an upclose and personal view of history. The collection includes loose facsimilies of written documents, visual materials and artifacts, songs and sheet music, portraits, cartoons, film posters, and more, so that students can learn first-hand what history is and what historians do. "Placing the Sources in Context" and "Questions to Consider" accompanying each set of materials in the collection help guide students through the practice of historical analysis.

America Through the Eyes of Its People, Second Edition. This single-volume collection of primary documents reflects the rich and varied tapestry of American life. The revised edition includes more social history and enhanced pedagogy. It is available shrinkwrapped with *The American Nation* at no charge, when requested by the instructor in advance.

Sources of the African American Past. Edited by Roy Finkenbine of the 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, Second Edition. Edited by Ellen Skinner of Pace University, this primary source readers 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 in advance with the text.

Reading the American West. Edited by Mitchel Roth of Sam Houston State University, this primary source reader uses letters, diary excerpts, speeches, interviews, and newspaper articles to let students experience how historians research 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.

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 subjects to the broader theme and developments of the times. Brief and inexpensive, they are ideal for any U.S. history course. New editions include Charles W. Akers, Abigail Adams: An American Woman; Harold C. Livesay, Andrew Carnegie and the Rise of Big Business; Randolph B. Campbell, Sam Houston and the American Southwest; Walter L. Hixson, Charles Lindbergh: Lone Eagle; Jack N. Rakove, James Madison and the Creation of the American Republic; Sam W. Haynes, James K. Polk and the Expansionist Impulse; J. William T. Youngs, Eleanor Roosevelt: A Personal and Public Life; and Edmund S. Morgan, The Puritan Dilemma: The Story of John Winthrop.

A Short Guide to Writing About History, Fourth Edition. Written by Richard Marius (late) and Melvin E. Page, this practical text teaches students how to incorporate their own ideas into their papers and to tell a story about history that intersts them and their peers. Focusing on more than just the conventions of good writing, this text shows students how first to think about history, and then how to organize their thoughts into coherent essays. The Short Guide covers both brief essays and the document resource paper as it explores the writing and researching processes, examines different modes of historical writing including argument, and concludes with guidelines for improving style.

Learning to Think Critically: Films and Myths About American History. In this guide, 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. Many widely held assumptions about our country's past originate from, or are perpetuated by, popular films. Which are true? How can a student of history approach documents, sources, and textbooks with a critical and discerning eye? This short handbook scrutinizes some popular beliefs to help students develop a method of inquiry to approach the study of history. The guide is an excellent companion piece to the "Re-Viewing the Past" essays featured in the Eleventh Edition of The American Nation.

# **Acknowledgments**

We wish to thank the many friends, colleagues, and students who, over the years, have given us the benefit of their advice and encouragement in keeping this book up to date. We are are particularly grateful to Mary Elin Korchinsky for comments throughout, and to E. Ward Smith and Robert Cummings for reviewing Chapter 32. We also thank the following reviewers for their comments and suggestions regarding this revision.

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