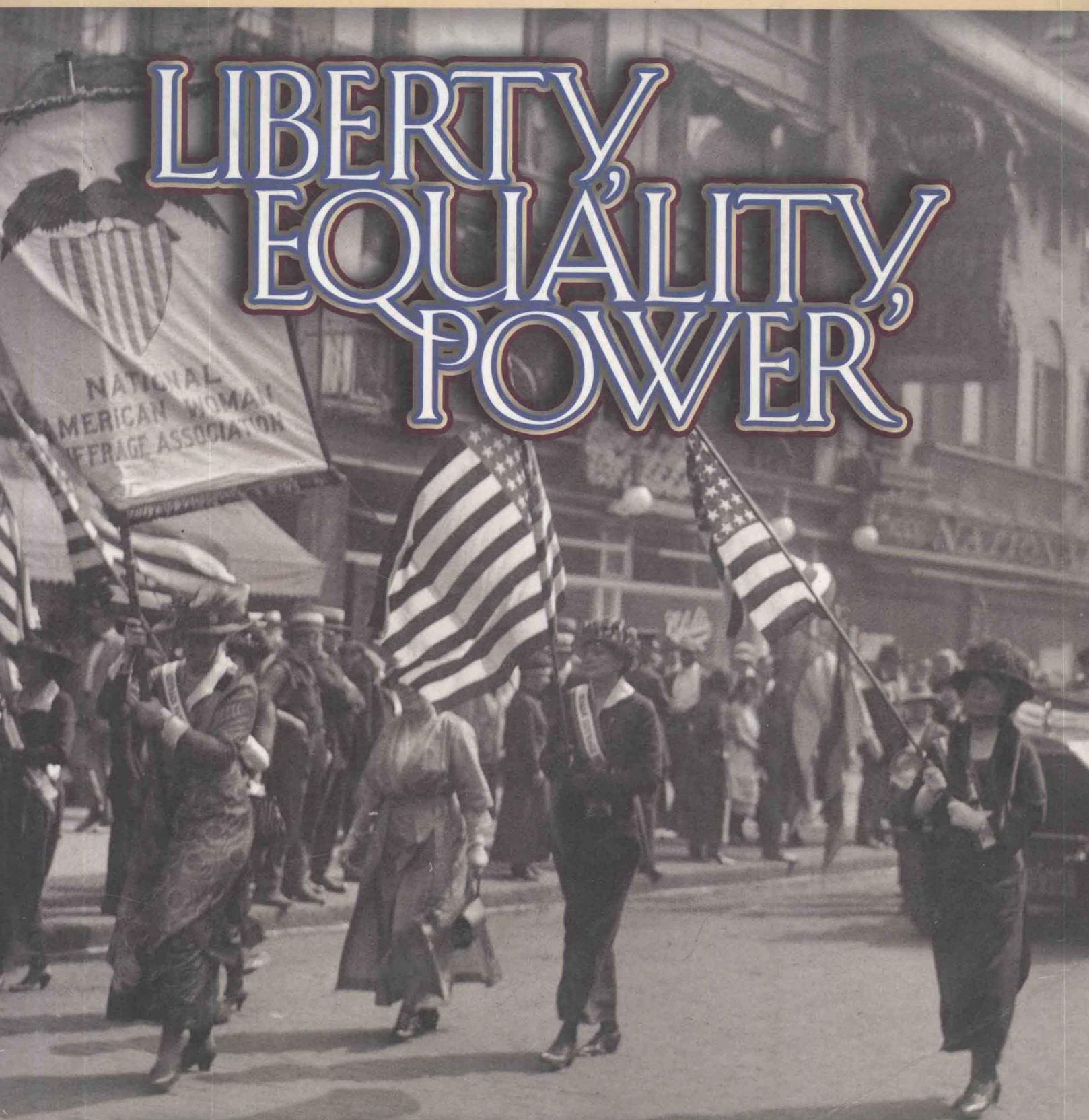


CONCISE FOURTH EDITION

LIBERTY, EQUALITY, POWER



A HISTORY OF THE AMERICAN PEOPLE

JOHN M. MURRIN

PAUL E. JOHNSON

JAMES M. MCPHERSON

GARY GERSTLE

EMILY S. ROSENBERG

NORMAN L. ROSENBERG

C O N C I S E F O U R T H E D I T I O N

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A HISTORY OF THE AMERICAN PEOPLE

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PRINCETON UNIVERSITY, EMERITUS

PAUL E. JOHNSON

UNIVERSITY OF SOUTH CAROLINA

JAMES M. MCPHERSON

PRINCETON UNIVERSITY

GARY GERSTLE

UNIVERSITY OF MARYLAND

EMILY S. ROSENBERG

MACALESTER COLLEGE

NORMAN L. ROSENBERG

MACALESTER COLLEGE

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Liberty, Equality, Power:
A History of the American People
Concise Fourth Edition

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Permissions Editor: *Joohee Lee*
Production Service: *Graphic World Inc.*
Text and Cover Designer: *Marsha Cohen*
Photo Researcher: *Lili Weiner*
Copy Editor: *Graphic World Inc.*
Cover Image: *Suffragists Welcoming Home Carrie Chapman Catt © Bettman/CORBIS*
Cover Printer: *Phoenix Color Corp*
Compositor: *Graphic World Inc.*
Printer: *Courier Kendallville*

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Printed in the United States of America
1 2 3 4 5 6 7 10 09 08 07 06

Library of Congress Control Number: 2005936158

ISBN 0-495-05013-X

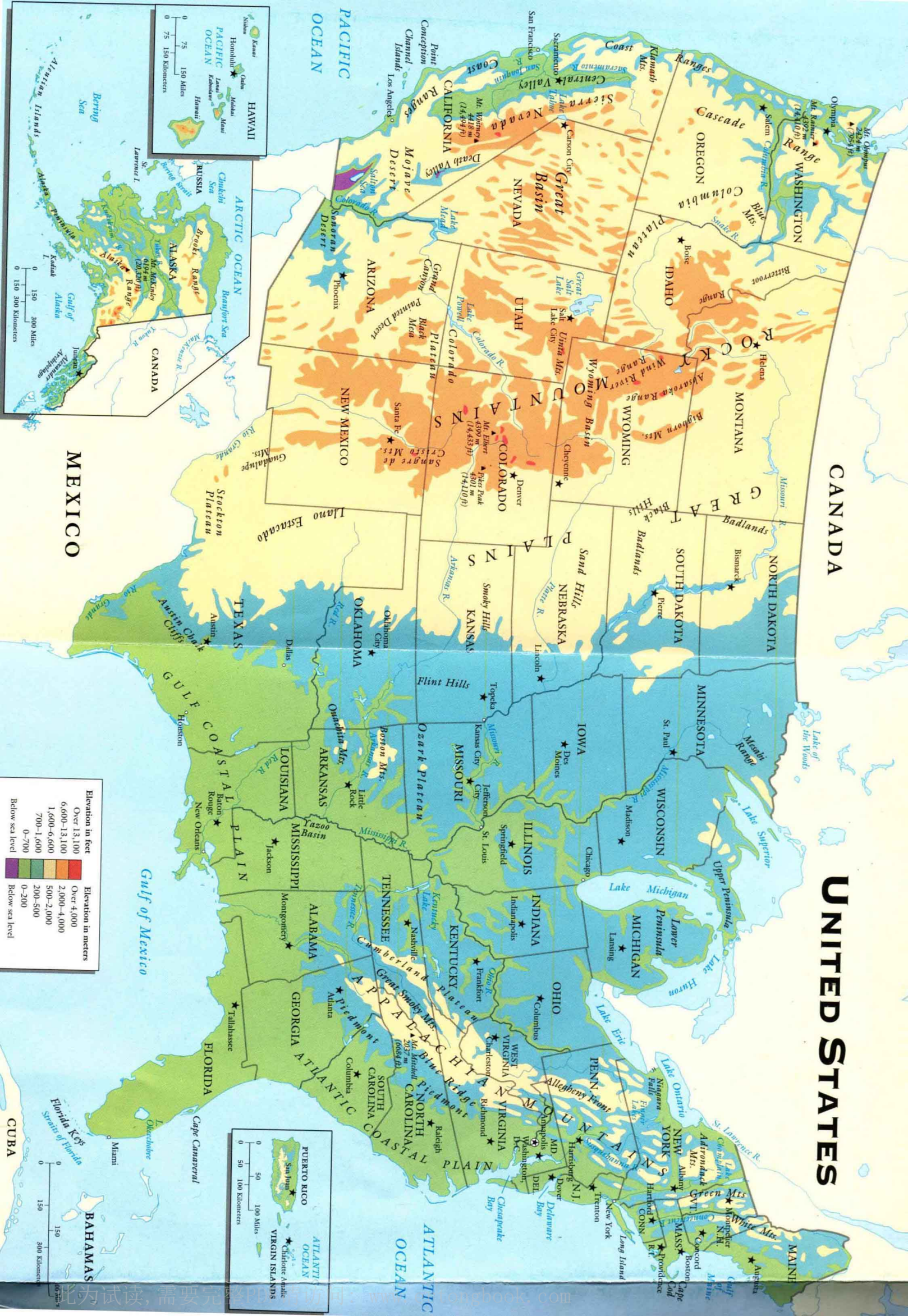
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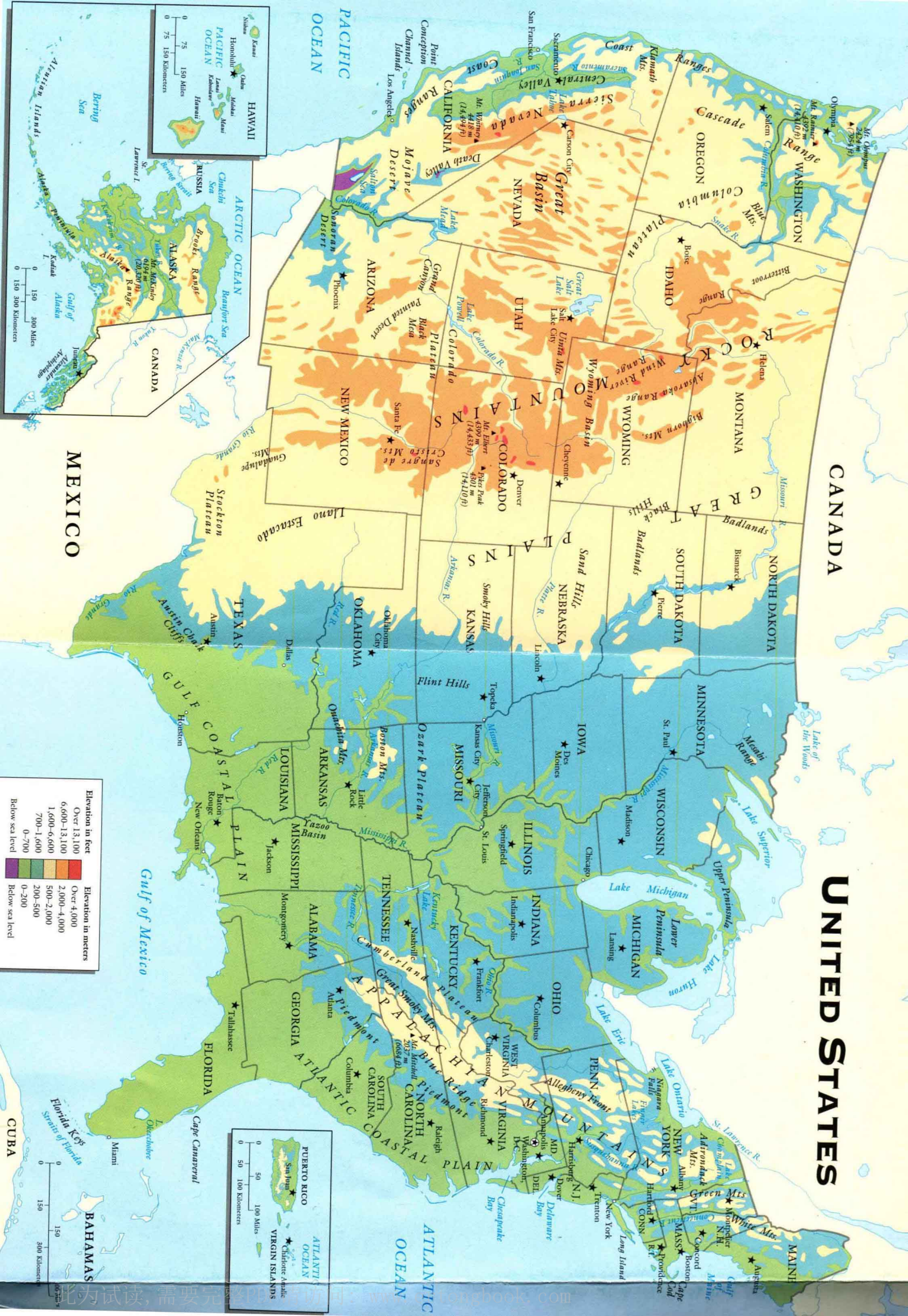


CANADA

UNITED STATES

MEXICO

CUBA



How to Use Maps in This Textbook

Here are some basic map concepts and simple tips to help you get the most from the maps in this textbook.

- There are many different types of maps intended to illustrate different types of information. A few of the kinds most frequently used in history books are political, demographic, topographic, and military maps.
- **Political maps** traditionally show territorial boundaries (such as state and country borders).
- **Demographic maps** use shading or cross-hatching to show trends relating to population density and distribution.
- **Topographic maps** illustrate both natural and man-made surface features, such as mountain ranges, rivers, and dams.
- **Military maps** zoom in on a specific battlefield or show a broad theater of war, and illustrate troop movements over a period of time.

Many maps, such as the one in this foldout, combine multiple features into one document, illustrating more than one kind of information.

- Always look at the scale, which allows you to determine the distance, in miles or kilometers, between locations on the map.
- Examine the legend carefully (it's usually contained in a boxed inset). It explains the colors, shading, and symbols used on the map.
- If the map is accompanied by a caption, read it thoroughly. Captions usually provide clues to what the author thinks is important about the geography, and offer additional interesting details that may not be covered in the surrounding text.
- Note the mountains, rivers, oceans and other topographic features and consider how these features would affect human activities such as agriculture, trade, communication, travel, and warfare during the period being discussed.
- Refer often to the maps as you read surrounding text, and go back to study them after you have finished reading. Maps can enhance your understanding of events and places discussed.

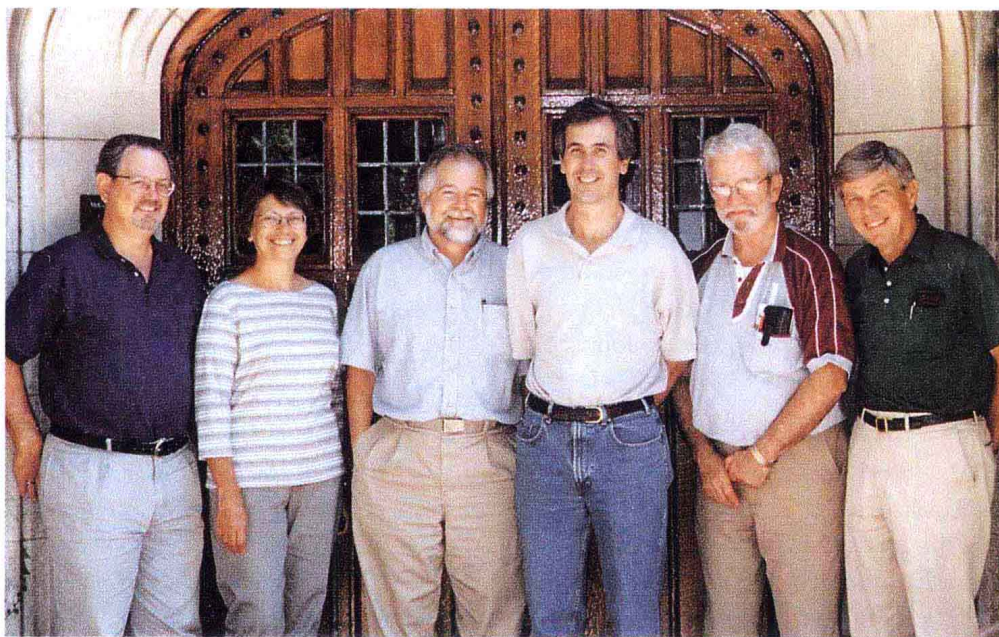
UNITED STATES

Territorial Expansion



LIBERTY, EQUALITY, POWER

A HISTORY OF THE AMERICAN PEOPLE



The Liberty, Equality, Power author team (from left to right): Norman Rosenberg, Emily Rosenberg, Paul Johnson, Gary Gerstle, John Murrin, James McPherson.

JOHN M. MURRIN PRINCETON UNIVERSITY, EMERITUS

John M. Murrin is a specialist in American colonial and revolutionary history and the early republic. He has edited one multivolume series and five books, including two co-edited collections, *Colonial America: Essays in Politics and Social Development*, Fifth Edition (2001), and *Saints and Revolutionaries: Essays in Early American History* (1984). His own essays on early American history range from ethnic tensions, the early history of trial by jury, the rise of the legal profession, and the political culture of the colonies and the new nation, to the rise of professional baseball and college football in the 19th century. Professor Murrin served as president of the Society for Historians of the Early American Republic in 1998–99.

PAUL E. JOHNSON UNIVERSITY OF SOUTH CAROLINA

A specialist in early national social and cultural history, Professor Johnson is also the author of *The Early American Republic, 1789–1829* (2006); *Sam Patch, the Famous Jumper* (2003); *A Shopkeeper's Millennium: Society and Revivals in Rochester, New York, 1815–1837*, 25th Anniversary Edition (2004); co-author (with Sean Wilentz) of *The Kingdom of Matthias: Sex and Salvation in 19th-Century America* (1994); and editor of *African-American Christianity: Essays in History* (1994). He has been

awarded the Merle Curti Prize of the Organization of American Historians (1980), the Richard P. McCormack Prize of the New Jersey Historical Association (1989), and fellowships from the National Endowment for the Humanities (1985–86), the John Simon Guggenheim Foundation (1995), and the Gilder Lehrman Institute (2001).

JAMES M. MCPHERSON PRINCETON UNIVERSITY

James M. McPherson is a distinguished Civil War historian and was president of the American Historical Association in 2003. He won the 1989 Pulitzer Prize for his book *Battle Cry of Freedom: The Civil War Era*. His other publications include *Marching Toward Freedom: Blacks in the Civil War*, Second Edition (1991); *Ordeal by Fire: The Civil War and Reconstruction*, Third Edition (2001); *Abraham Lincoln and the Second American Revolution* (1991); *For Cause and Comrades: Why Men Fought in the Civil War* (1997), which won the Lincoln Prize in 1998; and *Crossroads of Freedom: Antietam* (2002).

GARY GERSTLE UNIVERSITY OF MARYLAND

Gary Gerstle is a historian of the 20th-century United States. His books include *Working-Class Americanism: The Politics of Labor in a Textile City, 1914–1960* (1989), and *American Crucible: Race and Nation in the Twentieth*

Century (2001), winner of the Saloutos Prize for the best work in immigration and ethnic history. He has also published three co-edited works: *The Rise and Fall of the New Deal Order, 1930–1980* (1989); *E Pluribus Unum: Immigrants, Civic Culture, and Political Incorporation* (2001); and *Ruling America: Wealth and Power in a Democracy* (2005). His articles have appeared in the *American Historical Review*, *Journal of American History*, *American Quarterly*, and other journals. He has served on the board of editors of both the *Journal of American History* and the *American Historical Review*. His honors include a National Endowment for the Humanities Fellowship and a John Simon Guggenheim Memorial Fellowship.

EMILY S. ROSENBERG MACALESTER COLLEGE

Emily S. Rosenberg specializes in U.S. foreign relations in the 20th century and is the author of *Spreading the American Dream: American Economic and Cultural Expansion, 1890–1945* (1982); *Financial Missionaries to the World: The Politics and Culture of Dollar Diplomacy* (1999), which won the Ferrell Book Award; and *Pearl Har-*

bor in American Memory (2004). Her other publications include (with Norman L. Rosenberg) *In Our Times: America Since 1945*, Seventh Edition (2003), and numerous articles dealing with foreign relations in the context of international finance, American culture, and gender ideology. She has served on the board of the Organization of American Historians, on the board of editors of the *Journal of American History*, and as president of the Society for Historians of American Foreign Relations.

NORMAN L. ROSENBERG MACALESTER COLLEGE

Norman L. Rosenberg specializes in legal history with a particular interest in legal culture and First Amendment issues. His books include *Protecting the “Best Men”: An Interpretive History of the Law of Libel* (1990) and (with Emily S. Rosenberg) *In Our Times: America Since 1945*, Seventh Edition (2003). He has published articles in the *Rutgers Law Review*, *UCLA Law Review*, *Constitutional Commentary*, *Law & History Review*, and many other journals and law-related anthologies.

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WHY STUDY HISTORY?

Why take a course in American history? This is a question that many college and university students ask. In many respects, students today are like the generations of Americans who have gone before them: optimistic and forward looking, far more eager to imagine where we as a nation might be going than to reflect on where we have been. If anything, this tendency has become more pronounced in recent years, as the Internet revolution has accelerated the pace and excitement of change and made even the recent past seem at best quaint, at worst uninteresting and irrelevant.

But it is precisely in these moments of change that a sense of the past can be indispensable in terms of guiding our actions in the present and future. We can find in other periods of American history moments, like our own, of dizzying technological change and economic growth, rapid alterations in the concentration of wealth and power, and basic changes in patterns of work, residence, and play. How did Americans at those times create, embrace, and resist these changes? In earlier periods of American history, the United States was home, as it is today, to a broad array of ethnic and racial groups. How did earlier generations of Americans respond to the cultural conflicts and misunderstandings that often arise from conditions of diversity? How did immigrants of the early 1900s perceive their new land? How and when did they integrate themselves into American society? To study how ordinary Americans of the past struggled with these issues is to gain perspective on the opportunities and problems that we face today.

History also provides an important guide to affairs of state. What role should America assume in world affairs? Should we participate in international bodies such as the United Nations, or insist on our ability to act autonomously

and without the consent of other nations? What is the proper role of government in economic and social life? Should the government regulate the economy? To what extent should the government enforce morality regarding religion, sexual practices, drinking and drugs, movies, TV, and other forms of mass culture? And what are our responsibilities as citizens to each other and to the nation? Americans of past generations have debated these issues with verve and conviction. Learning about these debates and how they were resolved will enrich our understanding of the policy possibilities for today and tomorrow.

History, finally, is about stories—stories that we all tell about ourselves; our families; our communities; our ethnicity, race, region, and religion; and our nation. They are stories of triumph and tragedy, of engagement and flight, and of high ideals and high comedy. When telling these stories, “American history” is often the furthest thing from our minds. But, often, an implicit sense of the past informs what we say about grandparents who immigrated many years ago; the suburb in which we live; the church, synagogue, or mosque at which we worship; or the ethnic or racial group to which we belong. How well, we might ask, do we really understand these individuals, institutions, and groups? Do our stories about them capture their history and complexity? Or do our stories wittingly or unwittingly simplify or alter what these individuals and groups experienced? A study of American history helps us first to ask these questions and then to answer them. In the process, we can embark on a journey of intellectual and personal discovery and situate ourselves more firmly than we had thought possible in relation to those who came before us. We can gain a firmer self-knowledge and a greater appreciation for the richness of our nation and, indeed, of all humanity.

This concise version of the much admired, *Liberty, Equality, Power* is intended to make the textbook more accessible to a broad range of students and to give instructors maximum flexibility in determining how best to use it in their courses. A brief edition, for example, makes it easier for instructors both to reach out to students who might be discouraged by a longer book and to supplement a textbook with readings, web-based exercises, movies, and related materials of their own choosing.

The Concise Third Edition won praise for its successful integration of political, cultural, and social history; its thematic unity; its narrative clarity and eloquence; its extraordinary coverage of pre-Columbian America; its attention to war and conquest; its extended treatment of the Civil War; its history of economic growth and change; and its robust map and illustration programs. We have preserved and enhanced all the strengths of the third edition in the fourth.

THE *LIBERTY, EQUALITY, POWER* APPROACH

In this book we tell many small stories, and one large one: how America transformed itself, in a relatively brief era of world history, from a land inhabited by hunter-gatherer and agricultural Native American societies into the most powerful industrial nation on earth. This story has been told many times before, and those who have told it in the past have usually emphasized the political experiment in liberty and equality that took root here in the 18th century. We, too, stress the extraordinary and transformative impact that the ideals of liberty and equality exerted on American politics, society, and economics during the American Revolution and after. We show how the creation of a free economic environment—one that nourished entrepreneurship and technological innovation—underpinned American industrial might. We emphasize, too, the successful struggles for freedom that, over the course of the last 230 years, have brought—first to all white men, then to men of color and finally to women—rights and opportunities that they had not previously known. But we have also identified a third factor in this pantheon of American ideals—that of power. We examine power in many forms: the accumulation of economic fortunes that dominated the economy and politics; the dispossession of Native Americans from land that they regarded as theirs; the enslavement of millions of Africans and their African American descendants for a period of almost 250 years; the relegation

of women and of racial, ethnic, and religious minorities to subordinate places in American society; and the extension of American control over foreign peoples, such as Latin Americans and Filipinos, who would have preferred to have been free and self-governing. We do not mean to suggest that American power has always been turned to these negative purposes. To the contrary: subordinate groups have themselves marshaled power to combat oppression, as in the abolitionist and civil rights crusades, the campaign for woman's suffrage, and the labor movement. In the 20th century, the federal government used its power to moderate poverty and to manage the economy in the interests of general prosperity. While one form of power sustained slavery over many generations, another, greater power abolished the institution in four years. Later, the federal government mobilized the nation's military might to defeat Nazi Germany, World War II Japan, the Cold War Soviet Union, and other enemies of freedom. The invocation of power as a variable in American history forces us to widen the lens through which we look at the past and to complicate the stories we tell. Ours has been a history of freedom and domination, of progress toward democracy and of delays and reverses, of abundance and poverty, of wars to free peoples from tyranny and battles to put foreign markets under American control.

In complicating our master narrative in this way, we think we have rendered American history more exciting and intriguing. Progress has not been automatic, but has been instead the product of ongoing struggles.

In this book we have also tried to capture the diversity of the American past, both in terms of outcomes and in terms of the variety of groups who have participated in America's making. We have not presented Native Americans simply as the victims of European aggression, but as a people diverse in their own ranks, with a variety of systems of social organization and cultural expression. We give equal treatment to the industrial titans of American history—the likes of Andrew Carnegie and John D. Rockefeller—and to those, such as small farmers and skilled workers, who resisted the corporate reorganization of economic life. We dwell on the achievements of 1863, when African Americans were freed from slavery, and of 1868, when they were made full citizens of the United States. But we also note how a majority of African Americans had to wait another 100 years, until the civil rights movement of the 1960s, to gain full access to American freedoms. We tell similarly complex stories about women, Latinos, and groups of ethnic Americans.

Political issues, of course, are only part of America's story. Americans have always pursued individuality and hap-

piness and, in the process, have created the world's most vibrant popular culture. They have embraced technological innovations, especially those promising to make their lives easier and more fun. In light of this history, we have devoted considerable space to a discussion of popular culture, from the founding of the first newspapers in the 18th century to the rise of movies, jazz, and the comics in the 20th century, to the cable television and Internet revolutions of recent years. We have pondered, too, how American industry has periodically altered home and personal life by making new products—such as clothing, cars, refrigerators, and computers—available to consumers. In such ways we hope to give our readers a rich portrait of how Americans spent their time, money, and leisure at various points in our history.

NEW TO THIS EDITION

In preparing for this revision, we solicited feedback from professors and scholars throughout the country, many of whom have used the Concise Third Edition of *Liberty, Equality, Power* in their classrooms. Their comments proved most helpful, and many of their suggestions have been incorporated into this edition. We have, for example, learned how much users valued the Concise Third Edition for being a third shorter than the full edition, for presenting briefer and more focused Suggested Readings at the end of chapters, and for offering the **History Through Film** series. Each of these features appears in the Concise Fourth Edition. We have also added an exciting new feature, **Musical Links to the Past**, which debuted in 2005 as part of the full Fourth Edition of *Liberty, Equality, Power*.

Musical Links to the Past represents our effort to make aspects of America's extraordinarily rich and varied musical heritage integral to the history we present to our readers. In fifteen features, we examine songs—the lyrics, the music, the performers, and the historical context—from the middle of the 18th century to the present. These pieces range from revolutionary-era odes to American liberty to 20th-century country music laments about women's domestic burdens. Represented in this textbook are pieces by artists as different as Stephen Foster and Joni Mitchell, John Philip Sousa and Bob Dylan, Duke Ellington and Grandmaster Flash. All have made important contributions to the history of American music and enriched our musical heritage.

To make this feature come alive in classrooms, we have assembled a CD containing the musical selections that we discuss. All instructors who adopt our textbook will, upon request, receive a free copy of this CD, and will, as a result, be able to play the music in their classrooms.

In preparing this feature, we turned to Dr. Harvey Cohen, a cultural historian and music expert who received his Ph.D. from the University of Maryland. Possessing an ex-

traordinary knowledge of the history of American music, and being an accomplished musician in his own right, Harvey was the ideal scholar to guide our choice of songs. He also drafted the texts of the fifteen features, and, in the process, labored hard and imaginatively to turn his musical knowledge into history that, we think, will appeal to students. His work has been indispensable to us, and we are deeply grateful to him.

In the Concise Fourth Edition, we have also taken steps to enhance the book's design and its pedagogical program. Users of the Concise Third Edition will note that we have gone to a bigger trim size, a format that permits us to increase the size of the photographs, illustrations, and maps. We have replaced the plain Chronology boxes of the Concise Third Edition with visually engaging **Timelines** that help students understand the relationships among the events and movements of a particular era. We now open many chapter sections with **Focus Questions** that help students to grasp overarching themes and to organize the knowledge that they are acquiring. These Focus Questions reappear at the end of each chapter in **Chapter Reviews**, which are supplemented by **Critical Thinking Questions** that encourage students to range widely and imaginatively in their thinking about what they have just learned.

Two other features new to this edition, **Quick Reviews** and **Glossary Terms**, further contribute to the emphasis we have placed on pedagogy. Quick Reviews appear periodically in the margins to summarize major events, ideas, and movements discussed in the text. Glossary Terms—individuals, ideas, events, legislation, and movements that we have deemed particularly important to an understanding of the historical period in question—appear boldface in the text and then are briefly defined in the margins. We have also assembled all the glossary terms in an alphabetical appendix that appears at the end of the textbook. Taken altogether, these pedagogical changes contribute significantly to this edition. Our hope is that they will enhance the learning experience of the students who use our textbook.

Finally, we have scrutinized each page of the textbook, making sure our prose is clear, the historical issues are well presented, and the scholarship is up to date. This review, guided by the scholarly feedback we received, caused us to make numerous revisions and additions. A list of notable content changes follows.

SPECIFIC REVISIONS TO CONTENT AND COVERAGE

Chapter 1 Major addition adopts Jared Diamond's (from his best-seller, *Guns, Germs, and Steel*) geographical argument (east-west axis) for European technological superiority over Amerindians by 1492.

Chapter 2 New emphasis is placed on the importance of the Newfoundland and St. Lawrence fisheries well before 1600, as well as the role of William Byrd, William Fitzhugh, and other great planters in deliberately choosing to replace indentured servitude with hereditary slavery. The section on the rise of slavery in North America has been strengthened, and the section on South Carolina's involvement in the Indian slave trade has been expanded.

Chapter 3 The chapter now incorporates Mary Beth Norton's important book on Salem witchcraft by emphasizing witchcraft's close connection to the Indian war on the northern frontier. There is a new, brief discussion of the rise of Indian slavery in New France and a fuller account of the Yamasee War in South Carolina.

Chapter 4 There is new material on the northern colonies as modernizing societies even before independence, on women and the weaving industry, and on the conversion of slaves to Christianity in Virginia after 1720. New emphasis is placed on the random brutality of slave discipline and how the African slave trade became a major engine of Newport's economic growth in the 18th century.

Chapter 5 Coverage of colonial smuggling in relation to the Grenville Program has been expanded, as has discussion of slave unrest in South Carolina during the Stamp Act disturbances.

Chapter 6 The chapter now incorporates the major findings of David Hackett Fischer's *Washington's Crossing*, especially his arguments that a widespread rising of the militia in the Delaware Valley prompted Washington to plan his Trenton-Princeton campaign and that continued activity by the militia in what Fischer calls "the foraging war" severely wore down the strength of the British army.

Chapter 19 Major new sections on American middle-class society and culture, the Columbian Exposition of 1893, and the New Woman have been added.

Chapter 20 The chapter includes a new section on Asian immigrants to the United States.

Chapter 24 A major new section on the decline of feminism in the 1920s has been added.

Chapter 25 The chapter now offers a major new section on the culture of the 1930s, covering the work of such artists as Studs Lonigan, Nathaniel West, and the Marx Brothers, along with new material on Woody Guthrie.

Chapter 26 Discussion related to the Coral Sea has been revised.

Chapter 27 Coverage of the Cold War and civil rights has been expanded; minor changes have been made to material on the lend-lease policy, the Marshall Plan, the development of an atomic device by the Soviet Union, and the OSS.

Chapter 29 The discussion relating to class issues as they related to the Vietnam conflict has been expanded. The section on women's issues, including the use of the birth-control pill, has been expanded.

ACKNOWLEDGMENTS

We recognize the contributions of reviewers who have provided feedback on the Concise Edition:

David Arnold, Columbia Basin College
 Betty Brandon, University of Southern Alabama
 Janet Brantley, Texarkana College
 B. R. Burg, Arizona State University
 Randy Finley, Georgia Perimeter College
 Michael P. Gabriel, Kutztown University
 Wendy Gordon, SUNY Plattsburgh
 Sally Hadden, Florida State University
 Kevin E. Hall, University of South Florida
 Ian Harrison, University of Nevada, Las Vegas
 Mary Ann Heiss, Kent State University
 Terry Isaacs, South Plains College
 Timothy K. Kinsella, Ursuline College
 C. Douglas Kroll, College of the Desert
 David F. Krugler, University of Wisconsin, Platteville
 Margaret E. Newell, Ohio State University
 Thomas Ott, University of North Alabama
 Geoffrey Plank, University of Cincinnati
 G. David Price, Santa Fe Community College (FL)
 Akim D. Reinhardt, Towson University
 John Paul Rossi, Penn State Erie
 Steven T. Sheehan, University of Wisconsin, Fox Valley
 Megan Taylor Shockley, Clemson University
 Adam M. Sowards, University of Idaho
 Evelyn Sterne, University of Rhode Island
 Kristen L. Streater, Collin County Community College,
 Preston Ridge Campus
 Sean Taylor, Minnesota State University, Moorhead
 Jerry Tiarsmith, Georgia Perimeter College
 Leslie V. Tischauser, Prairie State College
 Stephen Webre, Louisiana Tech University
 Bryan Wuthrich, Santa Fe Community College (FL)

We wish to thank the members of the Wadsworth staff who capably guided the revision and production of this concise edition: Ashley Dodge, Senior Acquisitions Editor; Lori