



Bookshelf

2004

[Introduction to] American Passages: A History of the United States

Edward L. Ayers
eayers@richmond.edu

Lewis L. Gould

David M. Oshinsky

Jean R. Soderlund

Follow this and additional works at: <https://scholarship.richmond.edu/bookshelf>



Part of the [History Commons](#)

Recommended Citation

Ayers, Edward L., Lewis L. Gould, David M. Oshinsky, and Jean R. Soderlund. *American Passages: A History of the United States*. Belmont, CA: Thomson Wadsworth, 2004.

NOTE: This PDF preview of [Introduction to] American Passages: A History of the United States includes only the preface and/or introduction. To purchase the full text, please click [here](#).

This Book is brought to you for free and open access by UR Scholarship Repository. It has been accepted for inclusion in Bookshelf by an authorized administrator of UR Scholarship Repository. For more information, please contact scholarshiprepository@richmond.edu.

E
178.1
.A4926
2004

AMERICAN PASSAGES

A History of the United States

Second Edition

Edward L. Ayers
University of Virginia

Lewis L. Gould
University of Texas at Austin, Emeritus

David M. Oshinsky
University of Texas at Austin

Jean R. Soderlund
Lehigh University

THOMSON

WADSWORTH

Australia • Canada • Mexico • Singapore • Spain
United Kingdom • United States

ABOUT THE AUTHORS

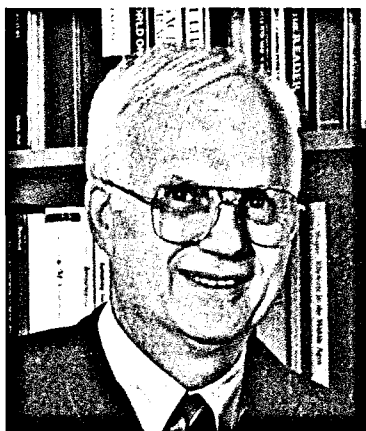
EDWARD L. AYERS Edward Ayers is the Hugh P. Kelly Professor of History at the University of Virginia. He was educated at the University of Tennessee and Yale University, where he received his Ph.D. in American Studies. He has written and edited several books. His most recent book, *In the Presence of Mine Enemies: War in the Heart of America, 1859–1863*, is forthcoming (fall, 2003). *The Promise of the New South: Life After Reconstruction* (1992) won prizes for the best book on the history of American race relations and on the history of the American South. It was a finalist for both the National Book Award and the Pulitzer Prize. He is the co-editor of *The Oxford Book of the American South* (1997) and *All Over the Map: Rethinking American Regions* (1996). Ayers has won a number of



teaching awards, including the Outstanding Faculty Award from the State Council of Higher Education and the Distinguished Young Teacher Award from the Alumni Board of Trustees.

The World Wide Web version of Ayers's work, "The Valley of the Shadow: Two Communities in the American Civil War," has been ranked as one of the top four education sites in the world by the *Encyclopedia Britannica* and named as the best Civil War site by Yahoo!. Ayers is Executive Director of the Center for Digital History, an institute at the University of Virginia dedicated to crafting and teaching history in new media, and is currently serving as Dean of the College and Graduate School of Arts and Sciences. Ayers is the author of Chapters 9–15.

LEWIS L. GOULD Lewis Gould is the Eugene C. Barker Centennial Professor Emeritus at the University of Texas at Austin. After receiving his Ph.D. from Yale University, he began a teaching career in which he had more than ten thousand students. He was recognized for outstanding undergraduate teaching in large lecture sections of the American History survey and for his excellent graduate teaching.



Gould is a nationally recognized authority on first ladies and the presidency. His comments have appeared in numerous press accounts about presidential wives, including *The New York Times*, the *Washington Post*, and the *Los Angeles Times*. He has appeared on C-Span, *The CBS*

Morning News, *Nightline*, *The ABC Evening News*, and a large number of nationally syndicated radio programs. He also participated in the PBS program on Lyndon Johnson and the A&E biography of Lady Bird Johnson. Among his important publications are *American First Ladies: Their Lives and Their Legacy* (2001); *1968: The Election That Changed America* (1993); *The Presidency of Theodore Roosevelt* (1991); *Lady Bird Johnson: Our Environmental First Lady* (1999); *The Modern American Presidency* (2003), and *Grand Old Party: A History of the Republicans* (2003). Gould is the author of Chapters 16–24, 31, and 32.

DAVID M. OSHINSKY David Oshinsky received his undergraduate degree from Cornell University and his doctorate from Brandeis. He is currently Littlefield Professor of History at the University of Texas at Austin. Prior to that he taught for twenty-six years at Rutgers University, where he held the Board of Governors Chair as well as chairman of the History Department. Oshinsky is the author of four books, including *A Conspiracy So Immense: The World of Joe McCarthy* (1983), which was voted one of the year's "best books" by the *New York Sunday Times Book Review*, and won the Hardeman Prize for the best work about the U.S. Congress. His latest book, *Worse than Slavery: Parchman Farm and the Or-*



deal of Jim Crow Justice (1996), won both the Robert Kennedy Book Award for the year's most distinguished contribution to the field of human rights and the American Bar Association's Scribes Award for distinguished legal writing.

Oshinsky is a regular contributor to scholarly journals, the *Washington Post Book World*, *New York Sunday Times Book Review*, *New York Times Op-Ed* page, and *New York Times Sunday Magazine*. He was awarded a senior fellowship by the National Endowment for the Humanities and spent 1999–2000 as a Phi Beta Kappa Visiting Scholar. Oshinsky is the author of Chapters 25–30.

JEAN R. SODERLUND Jean Soderlund is Professor and Chair of the Department of History at Lehigh University and Co-Director of the Lawrence Henry Gipson Institute for Eighteenth-Century Studies. She received her Ph.D. from Temple University and was a post-doctoral fellow at the McNeil Center for Early American Studies at the University of Pennsylvania. Her book *Quakers and Slavery: A Divided Spirit* won the Alfred E. Driscoll Publication Prize of the New Jersey Historical Commission. Soderlund was an editor of three volumes of the *Papers of William Penn* (1981–1983) and co-authored *Freedom by De-*



grees: Emancipation in Pennsylvania and Its Aftermath (1991).

She has written articles and chapters in books on the history of women, African Americans, Native Americans, Quakers, and the development of abolition in the British North American colonies and early United States. She is currently working on a study of the Lenape people within colonial New Jersey society. She is a council member of the McNeil

Center for Early American Studies, and she served as a committee chair for the American Historical Association. Soderlund is the author of Chapters 1–8.

PREFACE



Hippolyte Sebron. Street Scene in New York, 1855.
Photo: Gérard Blot. Réunion des Musées Nationaux/Art Resource, NY.

A “NOVEL” APPROACH: TELLING THE STORY OF THE AMERICAN PAST

In the first edition of *American Passages* we introduced a tight narrative organization that places readers directly into the story of the past, experiencing events as they unfolded for the people of that era—whether simultaneously or in a sequential chain. Judging by the responses from instructors and students who are using the text and web resources, this approach has proven both engaging and valuable in making history make sense.

WHY STORY IS AT THE CENTER OF OUR HISTORY

History textbooks often focus on one topic at a time—politics, culture, reform, or the economy, for example. That kind of presentation, logical as it may seem, comes with a cost: it turns textbooks simply into gathered information rather than compelling stories.

People do not live one topic at a time. We experience many facets of history every day, all in the flow of time. Things happen simultaneously and in connection. We are used to the idea that our lives combine a mixture of major and minor events, of fads and movies and TV shows as well as elections, wars, and laws. The past was like that as well.

People confront surprise every day, for history seldom follows a straight line. No one could have predicted Bacon’s Rebellion, John Brown’s Raid, the

Haymarket Riot, or the Watergate break-in. Nor could Americans have foreseen the emergence of Thomas Paine, Harriet Beecher Stowe, Henry Ford, or Martin Luther King, Jr. And who could have known on the morning of September 11, 2001, how different life would seem just that afternoon and in the days, weeks, and months that followed?

FEATURES OF AMERICAN PASSAGES

American Passages is written to convey the excitement and uncertainty of this nation’s past—to see it whole. Eight “Passages” sections, appearing regularly throughout the text, provide broad overviews that connect ideas and themes across chapters. In addition to a textual outline, the “Passages” sections weave in photographs, posters, graphs, and maps illustrative of the period. Two-page “Passages” timelines help students place smaller stories into context and to understand interrelationships of people, ideas, movements, and events.

This edition of *American Passages* also adds a new feature, Picturing the Past, which uses extended captions to link illustrations in each chapter to the larger themes explored in the “Passages” sections. Since photos, cartoons, maps, and other visual materials are so important in our understanding of the past, we have paused a little longer over three images in each chapter to call students’ attention to the detail and meaning those images convey. These extended captions are labeled corresponding to the three major organizing principles of the book—Politics and Diplomacy, Social and Cultural Events, and Economics and Technology—and are color-coordinated to the timelines in the “Passages” sections. This visual and thematic association will help students understand how people and events connected across time. And the exercise of looking at images through a historian’s eye will also help them learn to evaluate images on their own.

We have added map captions that explain the significance of specific features and relationships. By highlighting the important information in various types of maps, these captions will help students develop their own map-reading and critical thinking skills. Also new to this edition are Web icons throughout the text that alert students to the remarkable resources available on the Web site custom-built

for *American Passages*. Far more than any traditional ancillary or generic Web site, the site for this book amplifies and deepens the specific topics students are reading about, offering hundreds of documents, maps, illustrations, and multimedia selections—all organized to match up with the text’s table of contents. Its dynamic maps and expanded entries make the *American Passages* site the most helpful and engaging resource of its kind. Visit the companion site at <http://history.wadsworth.com/passages2e>.

CONTENT REVISIONS

The second edition works to tell the stories of the American past as effectively as possible. The authors have trimmed the text so that it is even tighter and more efficient, making room for colorful and telling details. Each section of *American Passages* has been substantially improved. Throughout, we have consulted the latest scholarship and integrated the nuances, additions, and corrections that current literature offers.

Chapters on the colonial period include new information on North America before Columbus’s arrival, the Spanish empire, and Native Americans who lived within British settlements. Perspectives on the American Revolution and the new United States place greater emphasis on the young republic’s achievements within an international context.

In the chapters that cover the decades between 1815 and Reconstruction, we have consolidated material on Andrew Jackson, antebellum reform, and the War with Mexico so that these chapters work more effectively as a narrative. Memorable quotations and surprising facts have been woven in throughout these chapters.

For the late nineteenth century, we have reduced the amount of the text devoted to national politics and have also pared down some detail on farm problems and Populism so that students can better understand this complex period. The approach to progressivism and then to the 1920s reflects this same intention to provide better access to the significance of these decades rather than to a detailed recounting of events. For the mid-twentieth century—the chapters from the 1930s through the 1970s—we have tightened the narrative, focusing again on events of major political, diplomatic, and economic significance, while expanding our coverage of cultural and technological change, from rock music and television to the polio vaccine and

the computer. There is more information on the way that Americans of different backgrounds lived their everyday lives in times of economic depression, world war, unprecedented prosperity, and social unrest. For the final chapters we have integrated the events of September 11 and the unfolding of the war on terrorism into the narrative in a way that helps students grasp how the nation’s present situation grew out of the political and diplomatic decisions of the 1980s and 1990s.

The second edition of *American Passages*, in short, remains true to its original vision of history as interwoven stories and now tells those stories even more effectively.

ACKNOWLEDGMENTS

I would like to thank my students and colleagues at the University of Virginia who have helped me struggle with the tough questions of American history. I am grateful, too, to Katherine Pierce and Margaret Beasley for their imagination, hard work, and good advice in the creation of this book. Finally, I am very appreciative of my co-authors, who have been engaged scholars, thoughtful critics, devoted teachers, and good friends throughout the years it took us to write *American Passages*.

Edward L. Ayers

I would like to acknowledge the help of the following former students who contributed in constructive ways to the completion of the textbook: Martin Ansell, Christie Bourgeois, Thomas Clarkin, Stacy Cordery, Debbie Cottrell, Patrick Cox, Scott Harris, Byron Hulsey, Jonathan Lee, John Leffler, Mark Young, and Nancy Beck Young. Karen Gould gave indispensable support and encouragement throughout the process of writing the text. Margaret Beasley supplied patient, informed, and thorough editorial guidance for the second edition, and the authors are all in her debt for that significant contribution. I am grateful as well to the readers of my chapters who made so many useful and timely criticisms.

Lewis L. Gould

I would like to thank my colleagues and students at Rutgers for allowing me to test out an endless stream of ideas and issues relating to modern American history, and also for their thoughts on how a good college textbook should “read” and what it should contain. As always, the support and love of my

family—Matt, Efrem, Ari, and Jane—was unshakable. Above all, I must commend my co-authors and my editors for their remarkable patience and professionalism during this long collaborative process.

David M. Oshinsky

I am grateful to my husband, Rudolf Soderlund, and my family for their support throughout this project. They have provided valuable feedback on the text. Many scholars in the colonial and early national periods shared their ideas orally and through publications. I received very helpful comments from James S. Saeger, Roger D. Simon, Marianne S. Wokeck, my co-authors of this text, and the anonymous readers for the press.

Jean R. Soderlund

Reviewers

The authors wish to thank the following professors who have provided useful feedback and suggestions at various stages in the writing and revising of *American Passages*.

Joseph Adams, St. Louis Community College at Meramec

Dawn Alexander, Abilene Christian University

Charles Allbee, Burlington Community College

Julius Amin, University of Dayton

Melodie Andrews, Mankato State University

Richard Baquera, El Paso Community College–Valle Verde

Robert Becker, Louisiana State University

Peter Bergstrom, Illinois State University

Blanche Brick, Blinn College

John Brooke, Tufts University

Neil Brooks, Essex Community College

Linda D. Brown, Odessa College

Colin Calloway, Dartmouth University

Milton Cantor, University of Massachusetts

Kay Carr, Southern Illinois University

Paul Chardoul, Grand Rapids Junior College

Thomas Clarkin, University of Texas, Austin

Myles Clowers, San Diego City College

William Cobb, Utah Valley State College

David Coon, Washington State University

Stacey Cordery, Monmouth College

Debbie Cottrell, Smith College

A. Glenn Crothers, Indiana University Southeast

David Cullen, Collin County Community College

Christine Daniels, Michigan State University

Amy E. Davis, University of California, Los Angeles

Ronnie Day, East Tennessee State University

Matthew Dennis, University of Oregon

Robert Downtain, Tarrant County Junior College, Northeast Campus

Robert Elam, Modesto Junior College

Rob Fink, Texas Tech University

Monte S. Finkelstein, Tallahassee Community College

Linda Foutch, Walter State Community College

Robert G. Fricke, West Valley College

Michael P. Gabriel, Kutztown University

David Hamilton, University of Kentucky

Beatriz Hardy, Coastal Carolina University

Peter M. G. Harris, Temple University

Thomas Hartshorne, Cleveland State University

Gordon E. Harvey, University of Louisiana at Monroe

Ron Hatzenbuehler, Idaho State University

Robert Hawkes, George Mason University

William L. Hewitt, West Chester University

James Houston, Oklahoma State University

Raymond Hyser, James Madison University

Lillian Jones, Santa Monica College

Jim Kluger, Pima Community College

Timothy Koerner, Oakland Community College

James Lacy, Contra Costa College

Alton Lee, University of South Dakota

Liston Leyendecker, Colorado State University

Robert Marcom, San Antonio College

Greg Massey, Freed-Hardeman

Michael Mayer, University of Montana

Randy McBee, Texas Tech University

Loyce B. Miles, Hinds Community College

Kimberly Morse, University of Texas, Austin

Augustine Nigro, Kutztown University

Elsa Nystrom, Kennesaw State

David O'Neill, Rutgers University

Elizabeth R. Osborn, Indiana University–Purdue University, Indianapolis

Betty Owens, Greenville Technical College

Mark Parillo, Kansas State University

J'Nell Pate, Tarrant County Junior College, Northeast Campus

Louis Potts, University of Missouri at Kansas City

Noel Pugach, University of New Mexico

Alice Reagan, Northern Virginia Community College

Marlette Rebhorn Austin Community College, Rio Grande Campus

David Reimers, New York University

Hal Rothman, Wichita State University

Erik S. Schmeller, Tennessee State University

John G. Selby, Roanoke College

Ralph Shaffer, California Polytechnic University
Kenneth Smemo, Moorhead State University
Jack Smith, Great Basin College
Thaddeus Smith, Middle Tennessee State University
Phillip E. Stebbins, Pennsylvania State University
Marshall Stevenson, Ohio State University
William Stockton, Johnson County Community
College
Suzanne Summers, Austin Community College
Frank Towers, Clarion University

Steve Tripp, Grand Valley State University
Daniel Usner, Cornell University
Daniel Vogt, Jackson State University
Stephen Webre, Louisiana Technical College
John C. Willis, University of the South
Harold Wilson, Old Dominion University
Nan Woodruff, Pennsylvania State University
Bertram Wyatt-Brown, University of Florida
Sherri Yeager, Chabot College
Robert Zeidel, University of Wisconsin