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# American Passages: A History of the United States

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 AMERICAN PASSAGES  
A History of the United States

Second Edition

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**THOMSON**  
  
**WADSWORTH**

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

## ABOUT THE AUTHORS

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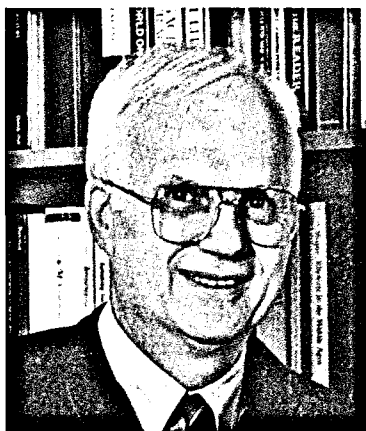
**EDWARD L. AYERS** Edward Ayers is the Hugh P. Kelly Professor of History at the University of Virginia. He was educated at the University of Tennessee and Yale University, where he received his Ph.D. in American Studies. He has written and edited several books. His most recent book, *In the Presence 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

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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**

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**Lewis L. Gould**

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*David M. Oshinsky*

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*Jean R. Soderlund*

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