

# Preface to the Sixth Edition

This revision is the most comprehensive one undertaken since the book was conceived more than two decades ago. Our touchstone remains the same—that all good history begins with a good story. But the shape of that story continues to change, enriched by stimulating recent scholarship. We have sought to place the history of this “nation of nations”—Walt Whitman’s phrase—within a broader context of communities and environments, from the earliest peopling of the continent to our ongoing complex relationship with its resources. *Nation of Nations* has always been characterized by our attention to a global perspective, and we have made an even stronger effort to establish both continental and international frameworks for such topics as the trans-Atlantic communities created in the wake of first contact between Europe, Africa, and the Americas; the economic and cultural systems created by the spread of slavery and plantation agricultures; the dispersion of democratic and industrial revolutions and a consumer culture in the eighteenth and nineteenth centuries; the imperial and colonial conflicts of the late nineteenth and twentieth centuries; and the tightly linked information networks and global terrorism of the twenty-first century.

The addition of a new author to the *Nation of Nations* team, Brian DeLay of the University of Colorado, sparks our continued effort to incorporate perspectives that are both continental and global. DeLay’s transnational study of how native peoples shaped the era of the U.S.-Mexican War, *The War of a Thousand Deserts* (2008), takes just such a continental perspective, integrating Indians and their politics into the narrative of both nation’s histories during the first half of the nineteenth century. Especially in Volume I, *Nation of Nations* provides expanded coverage of the dynamics of white-Indian relations, and greater emphasis on the southwestern and western United States than in previous editions.

While adding to our scholarship, we have also streamlined and trimmed our existing narrative, maintaining sensitivity to length and the oft mentioned demands of “too much material and too little time.”

## Changes to the Sixth Edition

### New Features:

- **Chapter Outlines:** For quick and easy reference, brief outlines appear at the beginning of each chapter, mapping out the organization and objectives of the reading material.
- **After the Fact in Brief:** In addition to the longer essays, every chapter of the text now includes a shorter feature, *After the Fact in Brief*, showcasing the variety of evidence historians consult when piecing together the past. Beyond the traditional primary sources, such evidence can include cartoons, maps, material culture—everything from a grisly skull pendant (Chapter 2) to a starched collar (Chapter 19) or an atomic blaster ring (Chapter 27).
- **Global conclusions:** Each chapter ends with a thematic conclusion that steps back to place events in American history in a continental or global context.
- **Map program:** All of the maps have been completely redesigned and updated to provide an exceptional visual presentation and clarity that supports the narrative.

The following list represents a few of the many instances of new and expanded coverage:

- An expanded **Chapter 1:** The First Civilizations of North America surveys the development of cities, agriculture, and civilizations in the pre-Contact Americas, placing greater emphasis on native North American cultures. It also explores how environmental constraints shaped the spread of culture between North and South America and how early American cultures shaped their own landscapes.
- In **Chapter 2**, the section “Eurasia and Africa in the Fifteenth Century” places Europe within the wider international economy in which China was central and the Islamic empires loomed large. The narrative treatment of Africa firmly places slavery in its broader historical context. A new section, “French Huguenots and the Birth of Spanish Florida,” illuminates the religious and international rivalries between France and Spain.
- Reorganized **Chapter 3** includes an expanded section on Spanish colonization, beginning chronologically in 1598 with Oñate’s Spanish settlements in New Mexico; the system of Indian alliances and Franciscan missions

in Florida; and Indian slavery and the Pueblo Revolt. The section “From the Caribbean to the Carolinas” includes new material describing the extensive Indian slave trade and the effect of trading and raiding on Spanish Florida and Indian tribes as far west as the Mississippi.

- In **Chapter 4** expanded material on New France emphasizes French and Dutch interrelations with a host of Indian tribes. A new section, “The People in the Way,” compares Indian and Puritan social and political structures and the pressure on Indian societies of English demands for land and of epidemic disease. A fuller discussion of the English “praying towns” for Christian Indians leads into expanded coverage of Metacom’s war.
- **Chapter 7** provides a broader context of how Indian peoples were affected by the Revolution as the United States, Britain, Spain, and France sought Indian allies. It also charts the effects of the smallpox pandemic of 1775–1782.
- **Chapters 8 and 9** of the previous edition are streamlined into a new chapter, The Early Republic (1789–1824). A new section, “The Political Culture of the Early Republic,” incorporates recent scholarship on the violence of the nation’s new party politics, popular participation in political festivals, the rise of partisan newspapers, and the participation of women and African Americans. Global coverage in Chapter 9 stresses the influence of the French Revolution and European wars as well as the instabilities of western lands beyond the Appalachians. We have added a more complex discussion of the War of 1812 and the ramifications for western Indians and the continent as a whole.
- **Chapter 11** includes discussion of the democratic reforms of Jacksonian America in the broader perspective of the American and French Revolutions, the revolutions of 1830 in Europe, and the Latin American movements for independence from Spain. Chapter 12 then sets the ferment of reform within the transatlantic context of the spread of a market economy and industrialization. Chapter 11 also now discusses how free African Americans in the North resisted the deepening racism in Jacksonian America, including a nationalist movement that emphasized racial unity, self-help, and for some, the renewal of ties with Africa.
- New material in **Chapter 13** reveals how the South was affected by the two broad transformations in the nineteenth century: the Industrial Revolution and the democratic revolutions in Europe, Latin America, and in the United States. A new section in Chapter 13 discusses the sometimes blurry lines between slavery and freedom in the Old South. This material explores work settings on the water, where individual initiative was essential, and where both free and enslaved African Americans were able to find more freedom.
- **Chapter 14** includes expanded material on the Mexican borderlands, on the native peoples of the region, and on the regional context and national politics of the U.S.-Mexican War, in which ongoing wars with Indians impoverished and distracted Mexico prior to its conflict with the United States.
- **Chapter 15** ties the American abolition movement arising from western expansion with the push for abolition of slavery across the globe.
- **Chapter 18** includes discussion of both the Southern and the Western ties to international markets and the scramble for colonies rich in natural resources. Just as the North became increasingly focused on using the South and West as sources of raw materials, European nations were engaged in their own imperialistic search for raw materials.
- **Chapter 20** notes the rise of urban environments worldwide, from Germany to Tokyo. It puts the flood of “new immigrants” to the United States in perspective, noting, for example, that before 1900 two of every three emigrating Italians booked passage not for the United States but for South America.
- **Chapter 22** links the Progressive movement in the United States with progressive reform across the industrialized world, some of it preceding efforts in America by many decades. This chapter also includes discussion of women’s suffrage movements across the globe.
- **Chapter 24** includes a new section which compares and contrasts the positions of Booker T. Washington, Marcus Garvey, the Harlem Renaissance, and W. E. B. Du Bois. New material on the Great Flood of 1927 discusses the environmental effects of deforestation, the devastation for African Americans in the Mississippi

Delta, and the first piece of legislation to give the government responsibility for controlling such disasters.

- **Chapter 29** includes new material highlighting the link between the American civil rights movement and third world nationalist movements in Africa.
- Vietnam coverage in revamped **Chapter 30** now takes the narrative from the escalation of the 1960s through the fall of Saigon within a single chapter. A revised discussion of the identity and value politics movements highlights the interconnections and overlaps among Latino and Native American movements, feminism, and the consumer and environmental movements. The narrative makes clearer how domestic policy and foreign policy both undermined the consensus politics of the 1950s. This chapter compares protests on American campuses with student movements in Europe, the “Prague Spring” in Czechoslovakia, and the lionizing of radicals like Mao Zedong, Che Guevara, and Ho Chi Minh.
- **Chapter 31** has been thoroughly revised to reflect recent scholarship on the Reagan presidency. The Carter presidency is presented as a part of the conservative trend in American politics and society. New scholarship on evangelical Christians and the Moral Majority places Conservative Christian politics in a broader context. A section on Technoburbs explores the new computer-generated information and medical technology systems that created new lifestyles, jobs, and communities during the 1980s.
- **The epilogue from the fifth edition is incorporated into a single final chapter**, taking the narrative from 1992 to the present, including more recent developments in the war on terror, the Iraq War, the disaster caused by Hurricane Katrina, and the domestic policies of the Bush administration.

## Information about Supplements

### For Students

**Online Learning Center** The Online Learning Center, at [www.mhhe.com/davidsonnation6](http://www.mhhe.com/davidsonnation6), provides them a wide range of tools that will help students test their understanding of the book. It includes chapter overviews, interactive maps, quizzes, and primary source indexes.

### Primary Source Investigator Now Available Online.

McGraw-Hill’s Primary Source Investigator (PSI), now available online at [www.mhhe.com/psi](http://www.mhhe.com/psi), is designed to support and enrich the text discussion in *Nation of Nations*. PSI gives instructors and students access to more than 650 primary and secondary sources including documents, images, maps, and videos. Students can use these resources to formulate and defend their arguments as well as further their understanding of the topics discussed in each chapter. All assets are indexed alphabetically as well as by type, subject, place, and time period, allowing students and instructors to locate resources quickly and easily.

- **Online Reader:** The Online Reader gives students an opportunity to try their hand at historical analysis. Based on sources found in PSI, the reader’s modules ask students to evaluate sources and formulate their own interpretations and analysis.
- **Writing Guide:** The online Writing Guide offers both general assistance for writing college papers, as well as specific tips for history papers. Topics include research, paragraph and argument creation, a comparison of style guides, information on plagiarism and source citation, and much more.

**PRIMARY SOURCE INVESTIGATOR: *Nation of Nations, 6e*** PRESENT HELP




































**CHAPTERS** SOURCES

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**Chapters**

1. Old World, New Worlds
2. The First Century of Settlement in the Colonial South
3. The First Century of Settlement in the Colonial North
4. The Mosaic of Eighteenth-Century America
5. Toward the War for American Independence
6. The American People and the American Revolution
7. Crisis and Constitution
8. The Republic Launched
9. The Jeffersonian Republic
10. The Opening of America
11. The Rise of Democracy
12. The Era of Disaffection

PRIMARY SOURCES SITES BOOKS MOVIES EVENTS

 CAPTIVITY	 Manatus Map	 Bradford's Plymouth	 Plymouth Dwelling Models	 Native American Baskets	 Trapped Maiden	 Devil and the Farmer's Wife
 1692	 Case Against Alden	 Examination of Tituba	 Edwards Sermon	 Mary Osgood Confession	 Russell's Letter to Wadsworth	 Paris Sermon
 Examination of Barker, Jr.	 Trial of Jacobs	 Examination of a Witch	 Examination of Anne Hutchinson	 Philadelphia Map	 Image of Oamm Garrison	 Virginia's First Charter
 Slaves Introduced into Jamestown	 Witchcraft Crisis of 1692	 Growth of Colonies	 Salem Witchcraft	 Settlement of Colonial America	 Whitefield Sermon	 Charleston Map
 Atlantic World	 Navajo Indian Blanket	 Pequot War	 Salem Witches	 Advice to Pilgrim Colonists	 Charter of Massachusetts Bay	 Fortified Village

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## For the Instructor

**Online Learning Center for Instructors** The Online Learning Center located at [www.mhhe.com/davidsonnation6](http://www.mhhe.com/davidsonnation6) includes the computerized test bank and power point presentations. The annotated Faculty Guide provides a list of themes, lecture strategies, and easy reference to all learning assets, both in the text and on PSI. Each chapter is accompanied by a rich list of resources, including PowerPoint slides, image bank, outline maps, book maps, and test bank questions, all keyed to the chapter. Resources are organized within chapters by A-Heads to streamline lecture and assignment preparation. Icons allow users to quickly differentiate between text and PSI sources.

**Classroom Performance System (CPS)** The Classroom Performance System brings ultimate interactivity to *Nation of Nations*. CPS is a wireless response system that gives you immediate feedback from every student in the class. With CPS you can ask subjective and objective questions during your lecture, prompting every student to respond with their individual, wireless response pad, and providing you with instant results. A complete CPS Tutorial is available at [www.einstruction.com](http://www.einstruction.com).

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