

**Hist301**  
**Liberty and Power:**  
**U.S. History to 1800**

**1. Course Number and Title: Hist301 Liberty and Power:  
U.S. History to 1800**

**Prerequisites:** Govt201, Origins of the Constitution

**Credits:** 3 Hours

- 2. Course Description:** “Liberty and Power: U.S. History to 1800” investigates how the colonization experience in North America shaped not only the American character and its peoples’ unalterable love of liberty but much of its future history, from revolution to its founding, to its civil war, to the powerful, sometimes hegemonic, role it plays in world affairs today. The question about how inevitable that history was and what this experience portends for America’s future will guide discussion and inquiry.
- 3. Course Goals:** This course will establish an intellectual framework about the “American experience” that will guide students’ subsequent interpretation of American character and history and how they continue to influence public policy on domestic and international affairs.
- 4. Course Outcomes:** Through the course’s assignments, students will achieve and demonstrate the following outcomes by course session:
1. Investigate, identify, and debate the relative advantages of the world’s civilizations in the 14<sup>th</sup> century. Students will be able to access the role played by decentralized political institutions and “parallel” social institutions in the rise of the West.
  2. Analyze regional differences among the colonists in order to explain how colonists devoted to “wealth creation” (the English) different cultural and politically from those dedicated to “wealth extraction.” Students will also explain why the former model of colonization rivaled the latter.
  3. Construct a thesis about why the earliest English settlers came to North America and explain the key reasons why those settlers eventually survived. Apply an understanding of the “spontaneous” development of political institutions in colonial Virginia to the relationship between liberty and power then emerging in early America.
  4. Express and rationalize the Puritan “mission” into colonial New England. Contrast this missional idealism of imposing political order upon a society with the Virginian commitment to adapting their political order to the needs of what social arrangements came into existence in North America.
  5. Continue to apply the framework established in sessions 3 and 4 by contrasting the causes of early colonial settlement with those of the Middle Colonies. Students should explain why the pattern established for Virginia gradually came to be the overarching direction of English colonization.
  6. Articulate how well the colonial backcountry and its extreme liberty fit in the settlement patterns (“order”) on the eastern seaboard. Identify the backcountry’s contributions to an emerging “American” sense of liberty. Evaluate the impact African slavery had on 18<sup>th</sup> century American liberty in both negative, but also positive terms. Contrast the emerging understand of liberty in the plantation colonies with the sort of mercantile liberty forming in England.
  7. Identify and explain the chief characteristics of mercantilism. Evaluate the weaknesses of mercantilism as both an economic theory and in terms of its practice in colonial North America.

Apply the concept of “spontaneous order” to the wealth creation of British North America in the 18<sup>th</sup> century.

8. Consider and explain why the various cultural groups comprising British North America became disgruntled with Parliamentary rule, particularly in terms of British violations of the customs of salutary neglect that spontaneously arose during the 18<sup>th</sup> century. Evaluate what methods of political control and military strategy best secured American independence from the British.
9. Argue the merits of both the Federalist and Anti-Federalist views in terms of how each either avoids or invites anarchy or tyranny. Identify and delineate how these two opposing views of where the locus of power should reside have permeated national politics and continue to shape the contemporary debate about democratic representation.
10. Argue how the fragile government formed both as the confederation and a strong national government under the constitution managed to avoid the curse of all new democratic governments: severe instability and dissolution through lack of power-sharing, and speculate why it eventually succumbed to a violent civil war in the 1860s.

## 5. Course Concepts

1. The European Advantage, Overseas Exploration
2. The Settlement and Development of Virginia, Massachusetts, and Pennsylvania
3. Indentured Servitude and African Slavery
4. Natural Rights and the Social Contract: the Radical Whigs and the Patriots
5. The Stamp Crisis and the Revolution , Sam Adams
6. Declaration of Independence
7. The Articles of Confederation
8. Shay’s Rebellion
9. The Philadelphia Convention
10. The Ratification Process and the Federalists and the Anti-Federalists
11. George Washington, the first president, the Hamiltonians, the Jeffersonians, James Madison, and the Adams’
12. The Whiskey Rebellion, Adam’s presidency, and the Revolution of 1800

## 6. Required Texts:

George B.Tindall, David E. Shi, and Thomas Lee Percy. *Essential America: A Narrative History, Volume 1* (New York, NY: W.W. Norton, Co, 2001). ISBN 13: 9780393976236

David H. Fischer, *Albion’s Seed: Four British Folkways in America*, (Oxford, 1991). ISBN: 13: 9780195069051.

Forrest McDonald, *Novus Ordo Seclorum, The Intellectual Origins of the Constitution* (University Press of Kansas, 1986). ISBN: 13: 9780700603114.

## 7. Recommended Reading

## 8. Resources [located in Resources in Izio]

## **COURSE SYLLABUS**

**Course Number:** Hist301

**Course Title:** Liberty and Power: U.S. History to 1800

**Faculty:** Carey Roberts, Ph.D

**Preliminaries:** (Review Announcements)

### **Performance Requirements/Course Grade:**

All course deliverables will be graded according to Yorktown University's grading rubrics, which are posted at

[http://www.yorktownuniversity.com/grad\\_rubrics.cfm](http://www.yorktownuniversity.com/grad_rubrics.cfm)

### **Assessments**

#### **■ Contributions to Discussion (30%)**

#### **■ Analytical Website Report (30%)**

Uncover 3-5 high-quality websites that relate to one of the Section Topics covered in the lectures, such as the Rise of the West, European exploration of the Western Hemisphere, European colonial relations with Native Americans, contrasts between the various regions of colonial America, unfree labor, and so forth, through Section Ten, America in the 1790s.

You can find relevant sites through search engines and by creatively pursuing links from one site to another. Settle on the best 3-5 sites that you would like to analyze. Near the beginning of your paper you must identify the exact web address of the sites and the process by which you found them. Next, you must briefly give an overview of each of the sites, and what you think are the greatest strengths and deficiencies of each site.

The bulk of your paper should discuss what you learned from the sites, especially in relations to what my lectures and your text have said about the topic at hand. Compare and contrast the material that each site provides and discuss how each site supports, undermines, deepens, or broadens my introductory lectures to the topic.

The paper should be about 1000-1300 words. Your written paper must be spell-checked and grammar-checked (keep in mind that grammar checkers in particular can be imperfect guides—you have to use your own judgment and not follow them blindly). Also have someone proofread your work before turning it in to me. You do not have to be perfect, of course, but a surfeit of errors will hurt your grade.

#### **■ Tests (10% each for a total of 40% of your course grade)**

Four tests will be offered during the course to test your understanding of class material. A lit of questions for tests will be given and you will be asked to respond with a written essay.

Yorktown University official grade and writing rubrics are located at

[http://www.yorktownuniversity.com/grad\\_rubrics.cfm](http://www.yorktownuniversity.com/grad_rubrics.cfm)

### **Course Participation and Assignment Submissions**

Students are responsible for participating in the course through the following academic activities: uploading assignments, posting to discussion folders, and responding to faculty inquiries. Students are expected to be involved in ongoing instructional activities based on the recommended schedule for course completion as detailed in the syllabus. In order to actively participate in a course, Students must make contact with their

faculty mentor on a regular basis through one of the following methods:

- Posting of an assignment in the assignment area of the course web site (e.g., a paper, project, etc.).
- Posting of an assignment to share with the faculty mentor and other students in the course web site (e.g., a review of a book or article, a proposal for a research study, a presentation in the form of a PowerPoint presentation file, reporting on participation in a research study, etc).
- Participation in a threaded discussion in the course web site (e.g., commenting on a discussion question posted by the faculty mentor, providing feedback to another student, etc.).
- Viewing instructional materials (e.g., a PowerPoint presentation prepared by the faculty mentor, a streaming audio or video presentation, etc.).

### **PowerPoint Slides**

In the Lectures area of Izio, you will find several PowerPoint slides corresponding to the material covered in each session. You can use these as study guides for the lectures and textbook. They do contain more information than what is covered in the audio lectures. Further information on the additional content can usually be found in the required readings for the course. Please do not use the slides as a substitute for listening to the lectures.

If you do not own Microsoft Office with PowerPoint software, you may download the Microsoft PowerPoint Viewer going to [www.microsoft.com](http://www.microsoft.com) and type "PowerPoint Viewer 2007" into the search box.

Please remember that there are other study guides for the recorded lectures and readings that are available in the Lectures area.

### **Academic Integrity**

Available both in the student and faculty handbooks.

## **Recommended schedule for course completion**

### **Session 1: Europe and the World in the 1400s**

Why did Europeans colonize the New World and not someone else? This session covers the uniqueness of the West in relation to world empires of the 10<sup>th</sup>-14<sup>th</sup> centuries as well as the importance of decentralized political institutions for the creation of innovation, liberty and ultimately power.

#### **Lectures:**

1A. [Discovering the Western World Eastern Civilizations.mp3](#)

1B. [Age of Discovery Native American Civilizations.mp3](#)

1C. [The European Advantage.mp3](#)

#### **Assignments**

Required reading:

Tindall, Shi, and Percy, Chapter 1

*Albion's Seed*, 3-11

**Discussion Question(s):**

What's going on in Europe during this century? Why is this so important for the evolution of "liberty?"

**Session Outcomes:** 4:1 (reference to section 4 above)

**Session 2:** Spanish and English Colonization.

**Lectures**

- 2A. [Understanding Colonial America.mp3](#)
- 2B. [Spanish Colonization.mp3](#)
- 2C. [English Colonization.mp3](#)

**Assignments**

Required Reading:  
Tindall, Shi, and Percy, Chapter 2

**Discussion Question(s):**

Why were the English more successful than the Spanish?

**Session Outcomes:** 4:2

**Session 3:** Virginia settlement

**Lectures**

- 3A. [The Settlement of Virginia.mp3](#)
- 3B. [Virginia Cultural Development.mp3](#)

**Assignments**

Required Reading:  
*Albion's Seed*, 207-256, 332-340, 365-368, 398-418

**Discussion Question(s):**

Compare and contrast the settlement of British North America. Which was more important to the differences, the people or the environment?

**Session Outcomes:** 4:3

**Session 4:** Massachusetts Bay. In what ways did religious zeal shape colonial New England? How did the New World "wilderness" undermine the Puritan social order?

**Lectures**

- 4A. [The Settlement of New England.mp3](#)
- 4B. [New England Cultural Development.mp3](#)

**Assignments**

Required Reading:  
*Albion's Seed*, 13-36, 42-57, 151-166, 189-205

**Discussion Question(s):**

How did white indentured servitude compare and contrast with African slavery?

How did they change over time?

**Session Outcomes:** 4:4

**Session 5: Proprietary Colonies:** to what degree did property rights secure peace and prosperity in the New World for English settlers? Was Pennsylvania a model for harmonizing the diverging cultural interest of the English North America? How did the English Civil War impact North America?

**Lectures**

5A. [England During the Seventeenth Century.mp3](#)

5B. [Proprietary Colonies Pennsylvania.mp3](#)

5C. [Proprietary Colonies New York and Carolina.mp3](#)

5D. [Salutary Neglect.mp3](#)

**Assignments**

Required Reading:

*Albion's Seed*, 419-434, 445-462, 522-526, 584-603

**Discussion Question(s):**

What were the "Radical Whigs" for?

What were they against?

Do their views make philosophical sense to you?

**Session Outcomes:** 4:5

**Session 6: The Backcountry:** Did the "celtic" settlers of Appalachia have any "vision" for settling the New World? In what ways were Backcountry settlers the most successful colonizers of North America? How did backcountry settlers augment and undermine the political sensibilities of other English settlers?

**Lectures**

6A. [The Colonial Backcountry.mp3](#)

6B. [Colonial Slavery.mp3](#)

**Assignments**

Required Reading:

*Albion's Seed*, 605-621, 633-639, 765-782

**Discussion Question(s):**

Sam Adams and Tom Payne later supported the Revolutionaries who overthrew the "*ancien regime*" of France.

Were these men "Radicals," different from such "Conservatives" as George Washington and John Adams?

How would you distinguish them from one another?

State in other words, were Sam Adams and the Sons of Liberty "Terrorists," "Freedom Fighters," "Radicals," "Conservatives," or "Liberals"?

**Session Outcomes:** 4:6

**Session 7: 18<sup>th</sup> c. British North America:** How did Salutary Neglect and mercantilism impact American notions of liberty?

**Lectures**

7A. [Mercantilism.mp3](#)

7B. [Salutary Neglect.mp3](#)

**Assignments**

Required reading:

*Novus Ordo Seclorum*, 9-55

**Discussion Question(s):**

How and why did America win the Revolutionary War against such a seemingly invincible foe?

In what ways did the Articles of Confederation represent a libertarian ideal regarding the use of political power?

**Session Outcomes:** 4:7

**Session 8: American Revolution:** What they fought for, how they fought, and why they won. What were the “Radical Whigs” for? What were they against? Do their views make philosophical sense to you? Were Sam Adams and the Sons of Liberty “Terrorists,” “Freedom Fighters,” “Radicals,” “Conservatives,” or “Liberals”?

**Lectures**

8A. [Prelude to the American Revolution.mp3](#)

8B. [American Revolution.mp3](#)

**Assignments**

Required Reading:

Tindall, Shi, and Percy, Chapter 3 and 4  
*Albion's Seed*, 823-830

**Discussion Question(s):**

An American man of letters once said that politics is the art of compromise.

Does the Philadelphia Convention have anything to say about the wisdom of that statement?

**Session Outcomes:** 4:8

**Session 9: Articles of Confederation and Ratification of the Constitution.** Why were nationalists able to undermine the Articles? How did nationalists and libertarians compromise on a new constitution? An American man of letters once said that politics is the art of compromise. Does the Philadelphia Convention have anything to say about the wisdom of that statement?

**Lectures**

- 9A. [Articles of Confederation 1 The Economic Issue.mp3](#)
- 9B. [Articles of Confederation 2 Advantages and Disadvantages.mp3](#)
- 9C. [Philadelphia Convention Nationalist Control.mp3](#)

**Assignments**

Required reading:

Tindall, Shi, and Percy, Chapter 5 and 6

*Novus Ordo Seclorum*, 143-183, 225-260

**Discussion Question(s):**

Looking back on the past 200 years, who was more right: the Federalists or the Anti-Federalists?

**Session Outcomes:** 4:9

**Session 10:** The Early Republic: What were the key divisions of national politics between 1789 and 1800? (public finance, states rights, national identity)

**Lectures**

10A. [Hamilton versus Burr the First American Party System.mp3](#)

10B. [Lyon versus Griswold States rights versus nationalism.mp3](#)

**Assignments**

Required Reading:

Tindall, Shi, and Percy, Chapter 7

**Discussion Question(s):**

The Whiskey Rebellion: would you have supported it?

Washington, Adams, Jefferson, Hamilton, and Madison: Who in your opinion is the greatest (or worst) statesman?

- **Session Outcomes:** 4:10