

THE UNITED STATES AS A TERRITORIAL NATION
Government 370L-W
The University of Texas at Austin
Spring 2011

Unique No. 39090
MWF 2:00-3:00pm
MEZ 2.102

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Office: Batts 3.142, ph. 232-7207
Office Hrs: MW 3:00-4:30pm and by appt.

I. Course Description

“The United States as a Territorial Nation” explores how the United States became a continental nation-state and, later, an overseas power. It focuses on the *territorial* or *geographic* dimension of the United States’ political development. Throughout the lengthy expansion period, from before the founding to the late twentieth century, the United included *more* than just its member states: it always included territories and possessions. The geopolitical reality of United States therefore defies the simple idea of the United States as a nation of states.

The course explores several features of this territorial dimension of the United States’ political development: (1) the federalist philosophy behind the founding; (2) the U.S. government’s great land acquisitions and the establishment of the “public domain”—land obtained by the U.S. government through peace settlements or purchases but not belonging to any of the states; (3) the formation of separate territorial governments, and the transition of territories to states within the union; (4) how U.S. expansion affected the diverse population of American Indians, Hispanics, Mormons, Chinese, and other peoples; (5) the history of U.S. land policy, leading to the transfer of land from the public domain and from within the states to several different U.S. government departments and agencies; (6) the origin of the United States “unincorporated” territories such as Puerto Rico and Guam, gained after the Spanish-American War and lying outside the continental United States.

Students will play two political games during the semester, one early on, the other much later. Each game lasts about three weeks total (including set up and debriefing) and is played in class and also on your own time. The games involve placing you in particular roles in actual historical situations, where you have to engage with other student-players to achieve your particular objectives. Each game requires that you read specific background materials to orient yourself to the key ideas, principal dynamics, and important details of the particular situation that the game revolves around.

In the first game, “Forest Diplomacy: War and Peace on the Colonial Frontier” (“G1”), students have to grapple with several crucial issues that confronted the Penn Colony in mid-1700s America. The issues revolve around the Indians residing in the area, Anglo settlers desire for land, the pacifist Quakers and their delicate relationship with the colony’s rulers, and the British, who are in alliance with the ruling Penn family.

In the second game, “The Quincy Library Group, 1993: Forest Policy in the Sierra Nevada” (“G2”), students play the roles of citizens living in and around a small north-central California mountain town. The local economy is in dire straits and the townspeople have to reckon with the changes in logging and timber-harvesting rules, the presence and practices of the U.S. Forest Service, endangered species, the threat of forest fires, and other environmental issues.

As a writing class, students are responsible for four papers. One with each game and two others. For the first and third papers, you will read each and criticize your fellow students’ papers and then get a chance to revise them.

II. Materials

Patricia Nelson Limerick, *The Legacy of Conquest: The Unbroken Past of the American West* (Norton 1988).

Bartholomew H. Sparrow, *The Insular Cases and the Emergence of American Empire* (Kansas 2006).

All other readings are in a required course packet (marked “P” in the course schedule below) available at IT Copy, 512 West MLK, Austin, 78701, ph. 476-6662; itcopy@austin.rr.com

III. Course Goals

- A. By taking “The United States as a Territorial Nation” you are expected to be able to:
- integrate the major contours of U.S. into the founding constitutional principles of the United States
 - identify the different dimensions of power as each comes into play over the course of U.S. geographic expansion
 - recognize the several distinct phases of U.S. expansion
 - recall the several causes and dynamics of territorial growth
 - know the basic history and essential politics of the current U.S. government public lands
 - explain why U.S. geographic expansion ultimately stopped
 - identify and explain the presence of the current U.S. territories

B. As a writing component course, you are asked to:

- write concise, organized, fluid, and fact-based arguments
- summarize readings, evaluate arguments, and/or propose your own ideas in your writing
- submit polished, “clean” writing to your instructor
- complete several distinct writing assignments over the semester

C. By playing the political-simulation games, you are expected to be able to:

- adopt roles and positions at odds with your own experience
- internalize your new role and represent that new, adopted role in your speech and writing while playing the game
- interact and engage with your colleagues in pursuit of the objectives you are assigned in your role for that game
- exercise leadership, independence of thought, and other qualities according to your game role

D. As a student in the class, you are expected to demonstrate the following values:

- respect for your fellow students and teacher
- self-reflection and on-going assessment of your own learning
- honesty, responsibility, self-motivation, and hard work
- intellectual engagement in the policies, practices, and implications of U.S. geographical expansion

E. Specific student assignments:

- reading the day’s assigned text(s) in advance of that day’s lecture and discussion
- participating in class discussion and course material (class participation and attendance)
- taking tests on readings and lectures (exams)
- playing the games (more instructions will follow)
- writing papers
- keeping up with the course’s BB site and your own email accounts

V. POLICIES:

A. Communication:

Email correspondence is welcome, and can be very helpful. Please format your emails as business correspondence (with a title/greeting and signature), and I shall try to get to you emails within 24 hours—and usually much sooner—unless I am indisposed. I may also answer on BB should you voice a general concern, one that it might be more useful to share with the class rather than keep to personal email.

I shall be available before and after class, in office hours, and by appointment if you can’t make office hours.

B. General Rules

1. Let your instructor know in advance if you know you will be late for class or if you have to leave early (e.g., job interview, court appearance). Also let him know ahead of time if you have miss assignments for extraordinary reasons or cannot otherwise participate as expected.
2. Misconduct will detract from your participation grade. Misconduct is any behavior disruptive to learning and includes the following: activated cell phones, iPods, and pagers; exiting and reentering the classroom (use the restroom facilities ahead of time); personal conversations in class; reading newspapers/magazines; studying for another class; using laptops for reasons not germane to the class; or exhibiting other behavior as interpreted by your instructor. Inappropriate classroom behavior may result in your dismissal from the classroom and that class day will count as an unexcused absence.
3. Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, <http://www.utexas.edu/diversity/ddce/ssd/> Please inform the instructor of your condition by the 2nd week of classes.
4. Special arrangements for the tests and other assignments may be considered on an individual basis in exceptional circumstances, but only if you discuss this with the instructor in advance.
5. By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

C. Attendance Policy

You are expected to attend class regularly and arrive on time (and your instructor will begin and end on time!)

1. *Three* tardy appearances (5 minutes plus) counts as *one* absence.
2. *Three* early departures from class count as one absence.
3. *Five* or more absences total—excused or unexcused absences does not matter—results in a 2 percent reduction in your course grade, and then another 2 percent off for *each additional* absence.
4. *Eight* or more class absences may result in failing the class.
5. Let the instructor know as soon as possible (before the class, quiz, test, etc.) if you have an emergency or extenuating circumstances.

IV. GRADES:

Grades for this class consist of the aggregate of several distinct components. First of all, there are three short tests or long quizzes, each worth 5 percent of the course grade. Second, there is a take-home final, worth 20 percent of the course grade. Tests, in all, therefore make up 35% of the total grade. Secondly, performance in the two games, which together amount to almost half the semester, will be worth 20 percent each (40% of the total grade). The games have their own written assignments and these constitute most of the game grade (which is also composed of in-class performance, oral presentations, and other factors). Thirdly, as a writing class, there are two other, separate writing assignments (two papers besides those associated with each game); the first paper is worth 5 percent of the grade, the third, 10 percent (15 percent of the total grade.) Last, class participation and attendance is expected, per the class guidelines above. And class participation—separate from the games—makes up another 10 percent of the grade.

Tests (3 x 5% + 20%) = 35%

Games (2 x 20%) = 40%

Papers (5% + 10%) = 15%

Class Participation = 10%

The class uses plusses and minuses. For Bs, for example, 80-82 is a B-, 83-86 is a B, and 87-89 is a B+. The instructor may round up—but note that he reserves the right not to.

V. COURSE SCHEDULE

A. Introduction

January 19 Course overview

B. Federalism, the Founding, and Expansion

January 21 Discussion of writing
Mayflower Compact and *Declaration of Independence*
(in reference volumes and the Internet)

January 24 Forming a Union and the US Constitution
US Constitution (in reference volumes and the Internet)

January 26 The 1787 Northwest Ordinance: the Quasi-Constitution
Northwest Ordinance (in reference volumes and the Internet)

January 28 The Louisiana Purchase, Mexico, and Conquest
Limerick, *Legacy of Conquest*, Introduction, Ch. 1
Paper.1 due

January 31 The United States as a Frontier Nation
Frederick Jackson Turner, “The Significance of the Frontier in American History” (P)
Limerick, *Legacy of Conquest*, Ch. 2
Paper.1 due/revised
Students receive roles for “Forest Diplomacy” and meet their faction members

C. Forest Diplomacy: Frontier Pennsylvania

February 2 Pennsylvania and the United States in the 1750s
Merrell, *Into the American Woods*, Ch. 5 (P)
Sections 1-6 of the game packet (P)

February 4 Forest Diplomacy
Treaties (P), Supplemental documents (P)
Quiz.1 (Parts A and B)

February 7 First Set of Spoken Reports to Respective Cultures
“Indeterminates” meet with Game Master (aka your instructor)

February 9 Interpreters present opening ceremonies
The Lt. Governor oversees the opening oratories

February 11 Indians prepare and present response oratories
The Proprietary acknowledges and responds

February 14 Negotiations in-class and outside of class

February 16 Negotiations continued

February 18 Written and verbal constituency reports
Side deals registered with Game Master; reports presented
Paper.2 due

February 21 Conclusions and Debriefing: the actual history
Limerick, *Legacy of Conquest*, Ch. 6

D. Expansion: The Land, Aboriginals, Chinese, Mormons, and Others

- February 23 Government, Business, and the West
Limerick, *Legacy of Conquest*, 3, 4
- February 28 Indian resistance and Genocide
Brown, *Bury My Heart at Wounded Knee*, Intro., Chs. 1 (P)
- March 2 Indians and Federal Law
Brown, *Bury My Heart at Wounded Knee*, Chs. 4, 12 (P)
- March 4 American Indians today
Brown, *Bury My Heart at Wounded Knee*, Chs. 18, 19 (P)
Quiz.2
- March 7 Mormons: The White Outcasts
Sarah Barringer Gordon, *The Mormon Question*, Ch. 1 (P)
- March 9 What Kind of Christians? What Kind of Americans?
Sarah Barringer Gordon, *The Mormon Question*, Ch. 2 (P)
- March 11 Out of class assignment (tba)**
- March 14-18 **SPRING BREAK**
- March 21 Adaptation and Subjugation
Iris Chang, *The Chinese in America*, Chs. 4-5 (P)
- March 23 Exclusion, Assimilation
Chang, *The Chinese in America*, Chs. 6, 8
- March 25 Race and the West
Limerick, *Legacy of Conquest*, Ch. 8

E. The Quincy Library Group: Forest Policy in the Sierra Nevada, 1993

- March 28 Federal Lands
Kraft and Vig, "Environmental Policy from the 1970s" (P)
Paper.3 Due
- March 30 **Movie:** "Cadillac Desert," Pt. 2
Limerick, *Legacy of Conquest*, Ch. 9
Paper.3 Due/revised
Students receive roles and meet their faction members

- April 1 The Principles at Stake: Economic Philosophy
 Selections from Milton Friedman, *Capitalism and Freedom* and
 Herman Daly, *Steady State Economics* (P)
- April 4 The Principles at Stake: Nature
 Selections from John Muir, *Steep Trails*; Muir, *The Mountains of
 California*; and Aldo Leopold, *A Sand County Almanac* (P)
- April 6 Historical Context: The Sierra Nevada in the Early 1990s
 Quincy Library Group, "Introduction" (P)
Quiz.3 (Parts A and B)
- April 8 1st QLG Meeting: March 1993
 Group members present their positions
- April 11 2nd QLG Meeting: April 1993
 Attendees respond and discuss further
- April 13 3rd QLG Meeting: May 1993
- April 15 4th QLG Meeting: June 1993
- April 18 Conclusions and Debriefing
 Reports and wrap-up
 GM discusses actual history
Paper.4 due

F. The Territories of the United States, Past and Present

- April 20 The Territories and the Challenge to Federalism
 Sparrow, *The Insular Cases and the Emergence of American
 Empire*, Preface, Introduction, Chapter 1
- April 22 Beyond the Continent
 Nugent, *Habits of Empire*, Ch. 9 (P)
- April 25 Reasons for Empire
 Sparrow, *The Insular Cases*, Ch. 3
- April 27 The Insular Cases of 1901
 Sparrow, *The Insular Cases*, Ch. 4; also: pp. 111-12; 139-47; 204-11

- April 29 The Geography of US Empire
Sparrow, *The Insular Cases*, Ch. 8
- May 2 Informal Empire and the End of Expansion
Sparrow, *The Insular Cases*, Chs. 9
- May 4 The Burdens of Western History
Limerick, *Legacy of Conquest*, Ch. 8
- May 6 Course Overview
Limerick, *Legacy of Conquest*, Ch. 8, 10
Take-home exam questions handed out
- May 11 **Take-home exam** due Wed. 2:00 pm, BAT 3.142