

THE UNITED STATES AS A TERRITORIAL NATION
Government 370L-W
The University of Texas at Austin
Spring 2012

Unique No. 38865
TTH 8:00-9:30 a.m.
MEZ 1.204

Professor Bartholomew Sparrow
Office: Batts 3.142, ph. 232-7207
Office Hrs: TTH 2:00-4:30 p.m. and by appt.

I. Course Description

“The United States as a Territorial Nation” explores how the United States became a continent-wide republic and, later, an overseas power. It focuses on the *territorial* or the *geographic* dimension of the United States’ political development. From before the founding up to the present, early twentieth-first century, the United States included *more* than just its member states: it always included territories and possessions; the geopolitical reality of United States defies the idea of the US as a simply a nation of states.

The course explores several aspects of this territoriality of US political development: (1) the federalist philosophy behind the founding; (2) the US government’s large land acquisitions and its 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, lying outside the continental United States.

Students will play two political games during the semester, one early in the term, the other after the mid-semester break. Each game lasts about three weeks total (including set up and debriefing) and is played both in class and on your own time. The games involve placing you in particular roles in actual historical situations and encourage you 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. Mastery of these ideas, dynamics, and details is critical to your success in the games.

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 were 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 was in dire straits and the townspeople had 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 flag course, we will explicitly talk about writing, read each others’ work, and work on revising papers. You will be responsible for four papers. For the first and third papers, you will read each and criticize your fellow students’ papers and then be able to revise them. There will also be one paper affiliated with each game.

II. Textbooks and Reading Packet

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 the history of the geographic expansion of the United States into the constitutional principles of the United States
 - learn 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 US public lands
 - explain why U.S. geographic expansion ultimately stopped
 - identify and explain the presence of the current U.S. territories
 - increase your familiarity with the variety and richness of the American cultural experience. Accordingly, this course carries the flag for Cultural Diversity in the United States. A substantial portion of your grade will come from assignments covering the practices, beliefs, and histories of at least cultural groups that have been out of the mainstream of American life.

- B. As a writing flag 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

IV. GRADES:

Grades for this class are composed by the grades you receive in several distinct components. First, there are three long quizzes, each worth 5 percent of the course grade. Second, there is a take-home final, worth 15 percent of the course grade. Tests, in all, therefore make up 35% of the total grade. Secondly, your performance in the two games, which together amount to almost half the semester, will be worth 20 percent each (equaling 40% of the total grade). The games have their own written assignments and these constitute most of the game grade (which are 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. Class participation—separate from the games—has two components and makes up another 15 percent of the grade. You will make a *brief* presentation of the class readings for one class day and then lead off discussion with three questions (5%) and on the other class days are expected to participate in the class discussions (10%).

Tests (15% + 3 x 5)	= 30%
Games (2 x 20%)	= 40%
Papers (5%+10%)	= 15%
Participation (5%+10%)	= 15%

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 also reserves the right not to.

V. COURSE SCHEDULE

January 17 Introduction: Course overview

A. Federalism, the Founding, and Expansion

January 19 Discussion of writing; discussion of Federalism
Mayflower Compact; Declaration of Independence, and US Constitution (1787), available in reference volumes and on Internet

January 24 The Northwest Ordinance, the Louisiana Purchase, and Mexico
Northwest Ordinance (1787) both available in reference volumes or on the Internet
Limerick, *Legacy of Conquest*, Introduction, Ch. 1

January 26 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: discussed in class

B. Forest Diplomacy: Frontier Pennsylvania

- January 31 Pennsylvania and the United States in the 1750s
Merrell, *Into the American Woods*, Ch. 5 (P)
Sections 1-6 of the game packet (P)
Students receive roles for “Forest Diplomacy” and meet their
faction members
Paper.1 due/revise
- February 2 Forest Diplomacy
Treaties (P), Supplemental documents (P)
1st Quiz (Parts A 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, negotiations
The Lt. Governor oversees the opening oratories
- February 14 Indians prepare and present response oratories, negotiations
The Proprietary acknowledges and responds
- February 16 Negotiations
- February 21 Written and verbal constituency reports
Side deals registered with Game Master; reports presented
2nd Paper due
- February 23 Conclusions and Debriefing: the actual history
Limerick, *Legacy of Conquest*, Ch. 6

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

- February 28 Government, Business, and the West
Limerick, *Legacy of Conquest*, 3, 4
- March 1 Indian resistance and Genocide
Brown, *Bury My Heart at Wounded Knee*, Intro., Chs. 1, 4, 12 (P)
- March 6 Indians and Federal Law
Brown, *Bury My Heart at Wounded Knee*, Chs. 18, 19 (P)

- March 8 Mormons: The White Outcasts
Sarah Barringer Gordon, *The Mormon Question*, Ch. 1, 2 (P)
2nd Quiz
- March 13, 15 **SPRING BREAK**
- March 20 Adaptation and Subjugation
Iris Chang, *The Chinese in America*, Chs. 4, 5, 6 (P)
- March 22 Exclusion, Assimilation
Chang, *The Chinese in America*, Ch. 8 (P); Limerick, *Legacy of Conquest*, Ch. 8
(out of class assignment, tbd)

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

- March 27 Federal Lands
Movie: “Cadillac Desert,” Pt. 2
Kraft and Vig, “Environmental Policy from the 1970s” (P);
Limerick, *Legacy of Conquest*, Ch. 9
3rd Paper due
- March 29 Economic Philosophies and Philosophies of Nature
Selections from Milton Friedman, *Capitalism and Freedom* and
Herman Daly, *Steady State Economics*; John Muir, *Steep Trails*;
Muir, *The Mountains of California*; and Aldo Leopold, *A Sand
County Almanac* (P)
Students receive roles and meet their faction members
3rd Paper due/revised
- April 3 Historical Context: The Sierra Nevada in the Early 1990s
Quincy Library Group, “Introduction” (P)
3rd Quiz (Parts A + B)
- April 5 1st QLG Meeting: March 1993
Group members present their positions
- April 10 2nd QLG Meeting: April 1993
Attendees respond and discuss further
- April 12 3rd QLG Meeting: May 1993
- April 17 4th QLG Meeting: June 1993

April 19 Conclusions and Debriefing
Reports and wrap-up
GM discusses actual history
4th Paper due

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

April 24 The Territories and Their Challenge to Federalism
Sparrow, *The Insular Cases and the Emergence of American Empire*, Preface, Introduction, Chapter 1
Nugent, *Habits of Empire*, Ch. 9 (P)

April 26 Beyond the Continent
Sparrow, *The Insular Cases*, Chs. 3-4, and pp. 111-12; 139-47; 204-11.

May 1 What Kind of Empire?
Sparrow, *The Insular Cases*, Chs. 8-9

May 3 Course Overview: the Burdens of Western History
Limerick, *Legacy of Conquest*, Ch. 8, 10
Take-home exam questions handed out

May 10 **Take-home exam** due Thurs., May 10 at 2:00 pm, BAT 3.142