

## THE UNITED STATES AS A TERRITORIAL NATION

Government 370L-W

The University of Texas at Austin

Spring 2013

Unique No. 39010

MWF 10:00-11:00a

MEZ 2.122

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Office: Batts 3.142, ph. 232-7207

Office Hrs: MW 2:00-3:30 p.m. and by appt.

### **I. Course Description**

“The United States as a Territorial Nation” focuses on the *territorial* or the *geographic* dimension of the United States’ political development and explores how the United States became a continent-wide republic and, later, an overseas power. It examines this development from the perspective of *federalism*. The United States was founded on federal principles and then expanded as a federal union to include more inhabitants and areas as part of the “United States.” Yet from before the founding up to the early twentieth-first century, the United States has always included more than its member states; it always had territories and possessions, a geopolitical reality defies the idea of United States as a merely a nation of states. “The United States as a Territorial Nation” explores several themes accordingly: (1) the federalist philosophy behind the founding and the United States developed as a nation-state over time; (2) the interaction with an inclusion of other peoples within the United States, whether American Indians, Hispanics, Mormons, Chinese, or others; (3) the US government’s land acquisitions, the establishment of the “public domain” —land obtained by the U.S. government through peace settlements or purchases but not belonging to any one state—and the disposition (sale, gift, etc.) of this land; and (4) the origin of the United States “unincorporated” territories such as Puerto Rico and Guam, lying outside the continental United States, since prior to 1898 all territories eventually became member states of an expanding federal republic.

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 in all—including set up and debriefing—and is played both in class and on your own time. The games, which are closely based on actual history, involve placing each student in a particular role and encourage him/her to engage with other student-players to achieve your own game-role objectives. Each game requires

that the student read specific background materials to orient himself/herself to the key ideas, principal dynamics, and important details of the particular situation the game revolves around. Mastery of these ideas, dynamics, and details is critical to success in the games.

In the first game, “Forest Diplomacy: War and Peace on the Colonial Frontier” (“Game 1” or “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 and 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 revise them. There will also be one paper (sometimes two shorter papers) affiliated with each game.

Each student will be placed in a team of five, thus the class will have four teams. She or she will be in this team throughout the semester, except during the games.

## **II. Textbooks and Reading Packet**

Patricia Nelson Limerick, *The Legacy of Conquest: The Unbroken Past of the American West* (Norton 1988). ISBN: 978-0393304978

Bartholomew H. Sparrow, *The Insular Cases and the Emergence of American Empire* (Kansas 2006). ISBN: 978-0700614820

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](mailto:itcopy@austin.rr.com); or will be available on Blackboard, under “Course Documents.”

### III. Course Goals

A. By taking this course 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 and 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. The course carries the flag for Cultural Diversity in the United States, and 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
- consult with the writing studies center (in Jester) if need be

C. By playing the political simulation games, you will be asked to:

- internalize your new role and represent that new, adopted role in your speech and writing while playing the game
- adopt roles and positions at odds with your own experience
- 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 my class, you are to demonstrate the following values:

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

## E. Specific student assignments:

- Reading the day's assigned text(s) in advance of that day's class
- participating in class discussion and course material (class participation and attendance)
- Take one turn presenting (1) the key idea about the assigned reading, (2) saying what you didn't know or were surprised to find out, and asking (3) *two* questions about the reading. *These presentations are not meant to be comprehensive overviews of the chapter(s) or article or document that is assigned.*
- taking quizzes and a test on the readings and lectures (exams)
- playing the games (more instructions to follow)
- writing papers
- keeping up with the course's Blackboard site and your email account

IV. GRADES:

Quizzes:	3 x 5pts = 15%
Take-home final	1 x 15pts = 15%
Papers	1 x 5 + 1 x 10 = 15%
Class participation	1 x 5 + 1 x 10 = 15%
Game performances	2 x 20pts = 40%

First, there are three length quizzes or mini-tests, each worth 5 percent of the course grade. Second, there is a take-home final, worth 15 percent of the course grade. Tests therefore make up 30% of the total grade. Third, 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 (totaling 15% of course grade.) 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 two questions (5%) and on the other class days are expected to participate in the class discussions (10%). Last, your performance in the two games, which together involve almost half of the classes this 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 (the other part is composed of in-class performances and oral presentations).

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.

Policies:

- Email correspondence is welcome and convenient. *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.

- 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.

- Computers, mobile 'phones, and other electronic devices need to be off.

- Misconduct will detract from your participation grade. Misconduct is any behavior disruptive to learning and includes the following: activated cell phones, iPods, pagers, etc.; exiting and reentering the classroom (*please use the restroom facilities ahead of time*); personal conversations in class; reading newspapers/magazines; studying for another 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 absence.

- 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 2<sup>nd</sup> week of classes.

- Special arrangements for the assignments may be considered on an individual basis in exceptional circumstances, but only if you discuss this with the instructor in advance.

- 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.

- You are expected to attend class regularly and arrive promptly (and your instructor will try to begin and end on time!) Let him know as soon as

possible before the class, quiz, test, etc., if you have an emergency or special circumstances.

*Three* tardy appearances (5 or more minutes late) counts as *one* absence.

*Three* early departures from class count as one absence.

*Five* or more absences total—excused or unexcused absences does not matter—results in a 2 percent reduction in your course grade, and another 2 percent off for *each additional* absence.

*Eight* or more class absences may result in failing the class.

## V. COURSE SCHEDULE

January 14            Introduction: Course overview

### **A. Federalism, the Founding, and Expansion**

January 16            Discussion of writing; discussion of Federalism  
*Mayflower Compact; Declaration of Independence, and US Constitution (1787), primary documents are contained in reference volumes or available on the Internet*

January 18            The Northwest Ordinance, the Louisiana Purchase, and Mexico  
*Land Ordinance of 1784, Northwest Ordinance (1787), both primary documents are contained in reference volumes or available on the Internet*

January 21            **Martin Luther King holiday**

January 23            The United States as a Frontier Nation  
*Limerick, Legacy of Conquest, Introduction, Ch. 1*

January 25            Frederick Jackson Turner, “The Significance of the Frontier in American History” (P)  
**Paper.1 due: discussed in class**

January 28            *Limerick, Legacy of Conquest, Ch. 2*  
**Paper.1 due/revised**

## B. Forest Diplomacy: Frontier Pennsylvania

January 30	<u>Pennsylvania and the United States in the 1750s</u> Merrell, <i>Into the American Woods</i> , Ch. 5 (P) Students receive roles for “Forest Diplomacy” and meet their associates
February 1	<u>Forest Diplomacy</u> Sections 1-6 of the game packet (P)
February 4	Treaties (P), Supplemental documents (P) <b>1<sup>st</sup> Quiz (Parts A and B)</b>
February 6	<u>First Set of Spoken Reports to Respective Cultures</u> “Indeterminates” meet with Game Master (aka your instructor)
February 8	<u>Interpreters present opening ceremonies</u> The Lt. Governor oversees the opening oratories, additional negotiations
February 11	<u>Indians prepare and present response oratories</u> The Proprietary acknowledges and responds, additional negotiations
February 13	<u>Negotiations</u>
February 15	<u>Negotiations</u>
February 18	<u>Written and verbal constituency reports</u> Side deals registered with Game Master; reports presented <b>G1 Paper due</b>
February 20	<u>Conclusions and Debriefing: the actual history</u> Limerick, <i>Legacy of Conquest</i> , Ch. 6

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

February 22	<u>Government, Business, and the West</u> Limerick, <i>Legacy of Conquest</i> , 3, 4
February 25	<u>Indian resistance and Genocide</u> Brown, <i>Bury My Heart at Wounded Knee</i> , Intro., Chs. 1, 4, 12
February 27	<u>Indians and Federal Law</u> Brown, <i>Bury My Heart at Wounded Knee</i> , Chs. 18, 19
March 1	<u>Mormons: The White Outcasts</u> Sarah Barringer Gordon, <i>The Mormon Question</i> , Ch. 1
March 4	<u>Mormons: The White Outcasts</u> Sarah Barringer Gordon, <i>The Mormon Question</i> , Ch. 2 <b>2<sup>nd</sup> Quiz</b>
March 6	<u>Adaptation and Subjugation</u> Iris Chang, <i>The Chinese in America</i> , Chs. 4, 5
March 8	<u>Adaptation and Subjugation</u> Chang, <i>The Chinese in America</i> , Ch, 6, 8
March 11, 13, 15	<b>SPRING BREAK</b>
March 18	<u>Exclusion, Assimilation</u> Limerick, <i>Legacy of Conquest</i> , Ch. 8
March 20	<u>Federal Lands I</u> <b>Movie:</b> "Cadillac Desert," Pt. 2
March 22	<u>Federal Lands II</u> Kraft and Vig, "Environmental Policy from the 1970s"
March 25	<u>Federal Lands III</u> Limerick, <i>Legacy of Conquest</i> , Ch. 9 <b>3<sup>rd</sup> Paper due</b>



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

- March 27            Economic Philosophies and Philosophies of Nature I  
 Selections from Milton Friedman, *Capitalism and Freedom* and  
 Herman Daly, *Steady State Economics*  
 Students receive roles and meet their faction members  
**3<sup>rd</sup> Paper due/revised**
- March 29            No class  
Economic Philosophies and Philosophies of Nature II  
 John Muir, *Steep Trails*; Muir, *The Mountains of California*; and  
 Aldo Leopold, *A Sand County Almanac*
- April 1             Historical Context: The Sierra Nevada in the Early 1990s  
 Quincy Library Group, "Introduction" (P)  
**3<sup>rd</sup> Quiz (Parts A + B)**
- April 3             1<sup>st</sup> QLG Meeting: March 1993  
 Group members present their positions
- April 5             2<sup>nd</sup> QLG Meeting: April 1993  
 Attendees respond and discuss further
- April 8             3<sup>rd</sup> QLG Meeting: May 1993
- April 10            4<sup>th</sup> QLG Meeting: June 1993
- April 12            Conclusions and Debriefing  
 Reports and wrap-up  
 GM discusses actual history  
**4<sup>th</sup> Paper due**

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

- April 15            The Territories and Their Challenge to Federalism  
 Sparrow, *The Insular Cases and the Emergence of American*  
*Empire*, Preface, Introduction, Chapter 1

- April 17            Beyond the States  
Nugent, *Habits of Empire*, Ch. 9
- April 19            Beyond the Continent I  
Sparrow, *The Insular Cases*, Chs. 2-3
- April 22            Beyond the Continent II  
Sparrow, *The Insular Cases*, Chs 4 and pp. 111-12; 139-47;  
204-11.
- April 24            What Kind of Empire?  
Sparrow, *The Insular Cases*, Ch. 8
- April 26            The World Today?  
Sparrow, *The Insular Cases*, Ch. 9  
Course evaluation
- April 29            The Burden of the History of the American West  
Limerick, *Legacy of Conquest*, Ch. 8
- May 1                Course Overview: Federalism, Empire, and the American  
Political System
- May 3                Take-home exam questions handed out  
**Take-home exam due:** Friday May 10 at 10:00 am, BAT 3.142