

McGill University
Hist 315 - Themes in World History: Settler Colonialism
May 2014

Location: BURN 1B36

Class times: Mon, Tue, Wed, Thu | 1h35 – 3h55pm

Course Director: Dr. Daniel Rueck

Office Location: Ferrier Building 331

Directions: Enter the Ferrier Building from Docteur-Penfield Avenue. Turn right and enter Ferrier 333 (Quebec Studies). Turn left and walk straight until you enter a room lined with books. You will find Ferrier 331 on your left. Important: The door to Ferrier 333 is unlocked only from 10am to 5pm.

Email: daniel.rueck@mcgill.ca

Office Hours: Monday 4-5pm, Wednesday 4-5pm, or by appointment

Course Description

In the context of world history, settler colonial regimes worked to disenfranchise and dispossess Indigenous populations, replace them with settler populations, and set up institutional and cultural frameworks to justify or hide the ongoing violence of the process. Historian Patrick Wolfe has described settler colonialism as "an inclusive, land-centred project that coordinates a comprehensive range of agencies, from the metropolitan centre to the frontier encampment, with a view to eliminating Indigenous societies." This course examines the ongoing global phenomenon of settler colonialism from a historical perspective, and in relation to questions of empire, globalization, race, indigeneity, environment, law, class, and gender. It explores a broad range of historical and theoretical research on settler-colonialism with a geographical focus on North America, Germany, Palestine, Australia, New Zealand, China, Russia, and Pacific Islands.

Format

This course gives students the opportunity to study the global histories of settler colonialism through lectures, readings, guest speakers, films, group projects, and small-group discussions. It is of primary importance that students attend every class and keep up with the assigned readings.

MyCourses

The HIST 315 site on MyCourses will be used to provide links to required readings and access to other items related to the course. Material posted on MyCourses is provided for your personal use only.

TurningPoint ResponseWare:

ResponseWare turns a participant's web-enabled mobile device (smartphone, tablet, laptop) into a tool for classroom interaction. Students are expected to download the app/software and bring their device to every class. Students without such devices should make arrangements with the instructor after the first class.

Email Communication

Aside from consulting the MyCourses site, it is very important that you regularly check your McGill email account for course-related announcements. If you have simple questions feel free to send me an email, but for anything requiring more than a one-sentence response, please visit me during office hours.

Grading

Board Game Assignment (due May 13)	20%
Research Assignment	35%
-written element (due May 26)	20%
-presentation (May 29, June 2)	15%
Final Exam (take home)	25%
-given June 2 (due June 3 at beginning of class)	
Participation	20%

Participation

20% of the course grade is based on participation and quizzes. The course provides many opportunities for active engagement with lectures and reading material and students are expected to take advantage of them. Pop quizzes are given periodically and count toward your participation grade. Students who do not attend class when pop quizzes are given may not make them up unless their absence was excused in advance.

Assignment Submission

Assignments must be submitted in paper format at the beginning of class on the date due. An assignment will be considered late if it is submitted after the class has begun. You may submit your late assignments in class or by slipping them under my office door. I will not accept email submissions. Assignments will not be accepted after the last class.

If you believe your mark is incorrect I will re-assess it, but please take into account that the newly-assessed grade may be higher, lower, or unchanged. The newly-assessed grade will replace the original grade.

Late Papers

No extensions will be granted in advance. A penalty of 2% per working day will be deducted from late assignments. This penalty may be waived in the event of unforeseen emergencies such as illness (please note that a heavy work load for other classes or paid employment does not qualify as an unforeseen emergency). If your essay is late and you believe you should not be penalized, please attach a note of explanation along with any supporting documentation you think appropriate. The late penalty will be waived, in part or in whole, as seems justified. Assignments will not be accepted after the last class.

Official McGill Policies

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures. For more information:

<http://www.mcgill.ca/students/srr/honest/>

L'Université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires.

Course Books

King, Thomas. *The Inconvenient Indian: A Curious Account of Native People In North America*. Toronto: Doubleday, 2012.

This book is recommended for purchase. It is available at Paragraphe Bookstore. Links to all other readings are provided on MyCourses.

Course Outline

1. Thu May 1 Introduction

Film Screening: Reel Injun

Week 1 Aspects of Global Settler Colonialism

2. Mon May 5 Settler Colonialism: Theory and Practice

Reading Assignment

Veracini, Lorenzo. *Settler Colonialism: A theoretical overview*. New York and Houndmills, Basingstoke, UK: Palgrave Macmillan, 2010 (ebook).

3. Tue May 6 Group Activities

4. Wed May 7 Genocide and the Creation of Settler Space

Reading Assignment

Wolfe, Patrick. "Settler colonialism and the elimination of the native." *Journal of Genocide Research* 8, no. 4 (2006): 387-409.

Madley, Benjamin. "Patterns of frontier genocide 1803–1910: the Aboriginal Tasmanians, the Yuki of California, and the Herero of Namibia." *Journal of Genocide Research* 6, no. 2 (2004): 167–192.

5. Thu May 8 Property Rights, Resource Extraction, and Indigenous Spiritualities

Film Screening: In the Light of Reverence

Week 2 Chinese, Russian, and North American Colonialisms

6. Mon May 12 Removal, Dispossession, Segregation, Elimination

Reading Assignment

King, Thomas. *The Inconvenient Indian: A Curious Account of Native People in North America*. Toronto: Doubleday, 2012 (ebook).

7. Tue May 13 Chinese Settler Colonialism

Board Game Assignment Due

Reading Assignment

Teng, Emma Jinhua. "Taiwan in the Chinese Imagination, 17th–19th Centuries." *The Asia-Pacific Journal: Japan Focus* (2007): japanfocus.org/_Emma_Jinhua_Teng-Taiwan_in_the_Chinese_Imagination__17th_19th_Centuries.

Kaup, Katherine Palmer. "Tensions and Violence in China's Minority Regions." In *China: In and Beyond the Headlines*, edited by Timothy B. Weston and Lionel M. Jensen, 300-316. Lanham: Rowman & Littlefield, 2012. (ebook)

Film Screening: Kekexili: Mountain Patrol

8. Wed May 14 Settler Colonialism and Migration

Guest Lecture: L. Madokoro

Reading Assignment

Lawrence, Bonita, and Enakshi Dua. "Decolonizing Antiracism." *Social Justice* 32, no. 4 (2005): 120-143.

Film Screening: Cedar and Bamboo

9. Thu May 15 Russian Settler Colonialism

Reading Assignment

Geraci, Robert. "Genocidal Impulses and Fantasies in Imperial Russia." In *Empire, Colony, Genocide: Conquest, occupation, and subaltern resistance in world history*, edited by A. Dirk Moses, 343-371. New York & Oxford: Berghahn Books, 2008.

Film Screening: Dersu Uzala (parts)

Week 3 German, Israeli, and Canadian Settler Colonialisms

Mon May 19 No Class (Journée nationale des Patriotes)

10. Tue May 20 German Settler Colonialism and the Holocaust

Reading Assignment:

Lerp, Dörte. "Farmers to the Frontier: Settler Colonialism in the Eastern Prussian Provinces and German Southwest Africa." *The Journal of Imperial and Commonwealth History* 41, no. 4 (2013): 567-583.

Film Screening: Namibia: Genocide and the Second Reich

11. Wed May 21 Settler Colonialism in Palestine

Reading Assignment:

Penlar, Derek J. "Zionism, Colonialism and Postcolonialism." *Journal of Israeli History: Politics, Society, Culture* 20, no. 2-3 (2008): 84-98.

Sternhell, Zeev. "In Defense of Liberal Zionism." *New Left Review* 62, (2010): 99-114.

Piterberg, Gabriel. "Settlers and Their States: A reply to Zeev Sternhell." *New Left Review* 62, (2010): 115-124.

Film Screening: Jaffa, the Orange's Clockwork

12. Thu May 22 Millenarianism and Settler Colonialism

Guest Lecture: M. Hamon

Reading Assignment

Tovías, Blanca. "Navigating the Cultural Encounter: Blackfoot religious resistance in Canada (c. 1870-1930)." In *Empire, Colony, Genocide: Conquest, occupation, and subaltern resistance in world history*, edited by A. Dirk Moses, 271-295. New York & Oxford: Berghahn Books, 2008.

Week 4 Education, Activism, Decolonization

13. Mon May 26 Oka and Caledonia

Research Assignment Due

Film Screening: Spudwrench: Kahnawake Man

14. Tue May 27 Residential Schools and the Question of Reconciliation

Reading Assignment

Mosby, Ian. "Administering Colonial Science: Nutrition Research and Human Biomedical Experimentation in Aboriginal Communities and Residential Schools, 1942–1952."

Histoire sociale/Social history 46, no. 91 (2013): 145-172.

Film Screening: Rabbit-Proof Fence

15. Wed May 28 Education and Decolonization

Guest Lecture: P. Deering

Group Presentations and Conclusions

16. Thu May 29 Research Presentations

17. Mon June 2 Research Presentations

Take-home exam given

18. Tue June 3 Conclusions

Take-home exam due at the beginning of class.

HIST 315 - Board Game Assignment

Playing board games is a way many people learn about and act out historical narratives. For this assignment students will play and analyse particular board games according to settler colonial theory and world history.

Step 1: Playing the game

The class will be divided into groups, and each of these will be assigned to play a particular game. You will meet together during class on May 5 to discuss where and when you will meet the following day to play the assigned game. Choose a person to check the game out from the library and bring it to the meeting point—this person is also responsible for making sure the game is returned in-tact before the due date.

Location: The location for your game is up to you. Make sure the location you choose has large tables so that you can spread out your game. For on-campus locations, I would recommend reserving a study room in the library, or going to the undergraduate arts lounge in the basement of the Leacock building.

Once you have assembled to play the game, work together to learn the game by reading the rules and running a practice round. Play the game through at least once so that you have a good feel for what it is about, how one might go about winning, and what kind of scenarios might unfold in the course of playing.

Please be kind and patient with each other. Learning a new board game comes easily to some and not for others.

Discuss the settler-colonial narratives and assumptions that are built into your game. You may want to take notes about particular things that seem important as they happen. Pay careful attention to the way the game is introduced in the texts that are included with the game.

Step 2: Write about the game

Your essay should include two sections:

1. Experience: One page (maximum) discussion of your experience playing this game with your classmates. You might want to consider the following questions: Did you have trouble figuring out how to play the game? What did you like/dislike about the game and the experience? How did you work together or against each other? Did you win/lose? What strategies did you use? How did the game make you feel?

2. Analysis: 2-3 page analysis of the game using assigned readings by Lorenzo Veracini and Patrick Wolfe. Introduce this essay by describing the way the creators of the game contextualize it, and trace the historical narratives they employ. Next, briefly summarize the game itself. The rest of your essay (the majority of it) is a critical analysis of the game using rudimentary online

research on the events and structures addressed by the game as well as the readings on settler colonial theory. You are not required to consult academic sources other than Veracini and Wolfe, but you may do so if you wish.

Due: May 13 (at the beginning of class)

Length: 3-4 pages, double-spaced

Font: Times New Roman

Font Size: 12

Margin: 1 inch (2.5 cm) all around

Citation style: Chicago, use footnotes (not endnotes), no bibliography

Grading Criteria

Value: 20% of class grade

5/20 of the grade is based on your participation in the activity and description of the same. 15/20 of the grade is based on your analysis. It is very important that you show that you understand the writings of Wolfe and Veracini, and that you have successfully applied them in your analysis.

Your prose is expected to be clear, concise, and well-edited.

Board Games Available at the Humanities and Social Sciences Library:

- 1812: The Invasion of Canada (2-5 players)
- A Few Acres of Snow (2 players)
- Settlers of Catan (2-4 players)
- Amerigo (2-4 players)
- Puerto Rico (3-5 players)
- Archipelago (2-5 players)
- Colonial: Europe's Empire Overseas (2-6 players)
- New Amsterdam and the Dutch West India Trading Company (2-5 players)

Games can be borrowed for a 24-hour period and are stored behind the library service desk. The boxes may not be dropped in the return slots—they must be returned to a staff member during service hours.

HIST 315 - Research Assignment

Due Dates

Written Element: May 26 (at the beginning of class)

Presentation Element: May 29, June 2

Length: 10-12 pages, double-spaced (not including the bibliography or endnotes)

Font: Times New Roman

Font Size: 12

Margin: 1 inch (2.5 cm) all around

Citation style: Chicago

Use endnotes (not footnotes)

Value: 35% of class grade (20% written, 15% presentation)

Assignment Objective

The objective of this assignment is for you to seriously consider your place in the context of global settler colonialism and to thus to gain a fuller understanding who you are. Class presentations allow us share our stories with each other.

Questions to Consider: Where do I come from? Why did I end up as a student at McGill and not as something else somewhere else? What kind of structural barriers stood in the way of my ancestors' success due to their race, class, sex, location, etc? Were they able to overcome these? If so, how? If not, why not? What kind of barriers helped my ancestors to benefit from the exclusion of other potential competitors for land, jobs, wealth, etc.? How do the stories we tell in my family contribute to, or challenge, the dominant narratives of settler colonial societies?

Assignment Description

For this assignment you will explore an aspect of your family history in relation to global settler-colonial processes. You do not need to write about every single one of your ancestors (in fact, this is impossible). Depending on your family history, you may want to write about one side of your family. You may even want to write about one individual or one incident. Your family and personal research constitutes the primary research for this assignment (family stories, oral histories, memories, genealogical research). You will also conduct secondary research (peer-reviewed articles, books, etc) to place your story in the context of world history, the history of the place you are discussing, and settler colonialism. If you cannot find relevant personal connections with settler colonial processes you may speak to me about other options, including potential connections with other colonial histories.

Presentations are a maximum of four minutes each and should include a power-point presentation with 3-5 slides. Timing will be strictly enforced.

Further Notes:

A good starting point may be speaking to members of your family about your family history. You may also feel it necessary to do some genealogical work using ancestry.com (the McGill

library has a license for students to access it free-of-charge:
<http://mcgill.worldcat.org/oclc/800988843>).

For international students: if you come from a place that currently is or once was a colonizing power, think about your or your ancestors' involvement in such events, structures, and processes. If you come from a place that is or has been colonized, think about how you and your ancestors have been involved in that. If you prefer, you may also write about how you see yourself as an international student in the context of historical Canadian settler-colonialism.

For students who have adoptive families, are estranged from their families, or who know very little about their biological parents for any number of reasons, this is not a problem for this assignment. You may want to consider writing about people who have been like parents or family members to you or about any number of personal connections you may have to particular places, events, or people. There is considerable latitude in this assignment to accommodate your particular situation. Please speak to me about it if you are having trouble.

Grading Criteria

Your essay is evaluated on the excellence of your argumentation and organization, the appropriateness of your sources, and the quality of your writing. Penalties are assessed to papers that do not follow instructions in terms essay structure and content, or in terms of length, font, margins, citations, and bibliography.

Your presentation is evaluated based on the overall quality of your presentation, organization, and the effectiveness of the visual presentation.

Assignment Submission

The research essay must be submitted in paper format at the beginning of the class on the due date. A paper will be considered late if it is submitted after the class has begun. You may submit your late paper by slipping it under my office door (Ferrier 331) – see syllabus for policy on lateness. I will not accept email submissions. Assignments will not be accepted after the last class.