



Université d'Ottawa | University of Ottawa

Département d'histoire | Department of History

Faculté des arts / Faculty of Arts

## HIS7338 - SEMINAR ON THE HISTORY OF COLONIALISM AND POSTCOLONIALISM: SETTLER COLONIALISM FALL 2019

Course Director: Dr. Daniel Rück  
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Office Hours: Wed 13h-15h or by appointment.  
Office Location: DMS 9152  
Class Location: DMS 10143  
Class time: Wednesday 8h30-11h20

### 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. This seminar examines the global phenomenon of settler colonialism from a historical perspective, and in relation to questions of empire, globalization, race, indigeneity, environment, law, class, and gender. Students will take an active part in leading discussions and will write an article-length research paper using primary sources from Library and Archives Canada.

### OBJECTIVES

The course objectives are:

- that students emerge with a strong basic understanding of settler colonialism, how it relates to Canadian and world history, and Indigenous nationhoods.
- that students hone their ability to read, analyze, and discuss academic writing on these topics
- that students improve their research and writing skills using primary and secondary sources
- that students emerge having reflected on their own place in the history and future of Indigenous-Settler relations

### EMAIL COMMUNICATION

It is very important that you regularly check your university email account for course-related announcements. You may email me with simple questions, but for anything requiring more than

a one-sentence response, please ask me during office hours or after class. Please check the syllabus to see if it contains answers before emailing me with questions. When you email, please tell me which class you are in. I try to answer emails within 24 hours but do not usually respond on weekends.

## ASSIGNMENT SUBMISSION

An assignment will be considered late if it is submitted after the class has begun or after the specified due date.

## LATE ASSIGNMENTS

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 assignment 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.

## DISPUTED GRADES

If you believe your grade for a particular assignment is incorrect you may resubmit the graded copy along with a written explanation for why you believe you should receive a different grade. The newly-assessed grade will replace the original. The new grade may be higher, lower, or unchanged.

## EVALUATION

- 20% Participation (details below)
- 10% Early LAC Research Description
- 20% Research Proposal (details below)
- 50% Research Project (details below)
  - 10% Presentation
  - 40% Paper

## PLAGIARISM AND ACADEMIC INTEGRITY

Plagiarism is considered academic fraud, and will be sanctioned in accordance with related University of Ottawa regulations: <http://www.uottawa.ca/academic-regulations/academic-fraud.html>. In order to avoid academic fraud, please read the Student Guide on academic integrity: <http://web5.uottawa.ca/mcs-smc/academicintegrity/documents/2011/academic-integrity-students-guide.pdf>

## RESOURCES FOR STUDENTS

*Mentoring Centre* - <http://www.arts.uottawa.ca/eng/mentoring/>

The goal of the Mentoring Centre is to help students with their academic and social well-being. Regardless of where a student stands academically, or how far along they are in completing their degree, the mentoring centre is there to help students continue on their path to success.

*Academic Writing Help Centre* - <http://www.sass.uottawa.ca/writing/>

The AWHC is committed to helping students develop writing strategies and skills that will enable them to identify and correct their mistakes and help them to become better writers. It offers individual writing appointments, in-class presentations and workshops, and online writing resources.

*Counselling Service*- <http://www.sass.uottawa.ca/personal/>

The Counselling Service offers personal counselling, career counselling and study skills counselling.

*Access Service* - <http://www.sass.uottawa.ca/acces/>

The Access Service contributes to the creation of an inclusive environment by developing strategies and implementing measures that aim to reduce the barriers to learning for students who have learning disabilities, health, psychiatric or physical conditions.

## RESOURCES FOR INDIGENOUS STUDENTS

*Mashkawaziwogamig - Indigenous Resource Centre (IRC)*

<https://www.uottawa.ca/indigenous/about-us>

The IRC provides support and tools to meet the personal, professional, and academic needs of all First Nations, Métis, and Inuit students. Whether you are looking for a study space for midterms and exams, need access to a computer for your research paper, or are looking to meet other Indigenous students on campus, be sure to stop by the IRC throughout the academic year.

## POLICY ON CHILDREN IN CLASS

(based on a policy by Shiri Pasternak)

1. All exclusively breastfeeding babies are welcome in class as often as necessary
2. For older children, I understand that unforeseen disruptions in childcare could mean that parents are forced to miss class. Although this is not a long-term childcare solution, it is acceptable to bring your child to class occasionally in order to cover gaps in care.
3. I will rely on everyone to be flexible and help create a welcoming, respectful environment for children and parents.
4. If you have your child with you in class, please sit close to the door so as to minimize disruption if you need to step outside.
5. As a parent myself I understand how difficult it may be fulfill course requirements while taking care of children at home. While I maintain the same high expectations for all students, regardless of parenting status, I will be glad to problem-solve with you to help you achieve your goals.

## READINGS

The following book is required reading. It is available at Benjamin Books (122 Osgoode St), two doors east of King Edward Avenue. All other readings are provided online or can be found in digital format.

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

## COURSE OUTLINE

<b>Sept 4</b>	<b>Introductions</b>
<b>Sept 11</b>	<p><b>Settler Colonialism</b></p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Raibmon, Paige. "Unmaking Native Space: A Genealogy of Indian Policy, Settler Practice, and the Microtechniques of Dispossession." In <i>The Power of Promises: Rethinking Indian Treaties in the Pacific Northwest</i>, edited by A. Harmon. Seattle: University of Washington Press, 2008.</li> <li>• Wolfe, Patrick. "Settler colonialism and the elimination of the native." <i>Journal of Genocide Research</i> 8, no. 4 (2006): 387-409.</li> </ul>
<b>Sept 18</b>	<p><b>Settler Colonialism and Population</b></p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Veracini Intro and Chapter 1</li> <li>• Belich, James. <i>Replenishing the Earth: The Settler Revolution and the Rise of the Anglo-World, 1783-1939</i>. Oxford: Oxford University Press, 2009. Intro and Chapter 1</li> </ul>
<b>Sept 25</b>	<p><b>Sovereignty and Consciousness</b></p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Veracini Chapters 2 and 3</li> <li>• Wolfe, Patrick. "Against the Intentional Fallacy: Legocentrism and Continuity in the Rhetoric of Indian Dispossession." <i>American Indian Culture and Research Journal</i> 36, no. 1 (2012): 3-45.</li> </ul>
<b>Oct 2</b>	<p><b>Visit to Library and Archives Canada</b></p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Linda Tuhiwai Smith's Decolonizing Methodologies or Decolonizing Research – Intro and Chapter 1</li> <li>• Leddy, Lianne C. "Dibaajimowinan as Method: Environmental history, Indigenous scholarship, and balancing sources." In <i>Methodological Challenges in Nature-Culture and Environmental History Research</i>, edited by Jocelyn Thorpe, Stephanie Rutherford and L. Anders Sandberg, 93-104. London: Routledge, 2016.</li> </ul> <p>Due Today:</p> <ul style="list-style-type: none"> <li>• LAC Research Description</li> </ul>

<b>Oct 9</b>	<p><b>Narrative</b> Read:</p> <ul style="list-style-type: none"> <li>• Veracini Chapter 4</li> <li>• Cothran, Boyd. "Enduring Legacy: U.S.-Indigenous Violence and the Making of American Innocence in the Gilded Age." <i>The Journal of the Gilded Age and Progressive Era</i> 14, (2015): 562–573.</li> <li>• Freeman, Victoria. "Indigenous Hauntings in Settler Colonial Spaces: The Activism of Indigenous Ancestors in Toronto." In <i>Phantom Pasts, Indigenous Presence: Native Ghosts in American Culture and History</i>, edited by Colleen Boyd and Coll Thrush, 180-221. Lincoln: University of Nebraska Press, 2011.</li> </ul>
<b>Oct 14-20</b>	<b>Reading Week – No class</b>
<b>Oct 23</b>	<p><b>Proposal Presentations</b> Due Today: Proposals</p>
<b>Oct 30</b>	<p><b>Early Settler Colonialism in North America</b> Read:</p> <ul style="list-style-type: none"> <li>• Reid, John G., and Thomas Peace. "Colonies of Settlement and Settler Colonialism in Northeastern North America, 1450-1850." In <i>The Routledge Handbook of the History of Settler Colonialism</i>, edited by Edward Cavanagh and Lorenzo Veracini, 79-94. London: Routledge, 2016.</li> <li>• Greer, Allan. "Commons and Enclosure in the Colonization of North America." <i>American Historical Review</i> 117, no. 2 (2012): 365-386.</li> </ul>
<b>Nov 6</b>	<p><b>Western Canada</b> Read:</p> <ul style="list-style-type: none"> <li>• Harris, R. Cole. "Making an Immigrant Society." In <i>The Resettlement of British Columbia: Essays on colonialism and geographical change</i>, 250-275. Vancouver: UBC Press, 1997.</li> <li>• Carter, Sarah. "Creating 'Semi-Widows' and 'Supernumerary Wives': Prohibiting Polygamy in Prairie Canada's Aboriginal Communities to 1900." In <i>Contact Zones: Aboriginal and Settler Women in Canada's Colonial Past</i>, edited by Katie Pickles and Myra Rutherdale, 131-159. Vancouver: UBC Press, 2005.</li> <li>• Banner, Stuart. <i>Possessing the Pacific: Land, settlers, and indigenous people from Australia to Alaska</i>. Cambridge, Mass.: Harvard University Press, 2007. Selection</li> </ul>

<b>Nov 13</b>	<b>Twentieth Century Canada</b> Read: <ul style="list-style-type: none"> <li>• Simpson, Audra. <i>Mohawk Interruptus: Political Life Across the Borders of Settler States</i>. Durham, NC: Duke University Press, 2014. Selection</li> <li>• Mosby, Ian. "Administering Colonial Science: Nutrition Research and Human Biomedical Experimentation in Aboriginal Communities and Residential Schools, 1942–1952." <i>Histoire sociale/Social history</i> 46, no. 91 (2013): 145-172.</li> </ul>
<b>Nov 20</b>	<b>TBD</b>
<b>Nov 22, 5pm</b>	<b>Final Papers due. To be sent to me by email.</b>
<b>Nov 27</b>	<b>Presentations</b>

# PARTICIPATION

Participating means regularly attending class and arriving on time. On days when it is required, you should have carefully read the assigned texts, be prepared to discuss them, and engage with your classmates and professor during class. Attempting to participate in the discussion without having done the readings will not result in elevated participation grades and may have the opposite effect.

If you are anxious about speaking up or if you have another reason for not engaging, please let me know as soon as possible so that we can find solutions. Those students who are comfortable speaking and debating also have a responsibility to allow space for less assertive students to be heard.

You will be asked to lead or co-lead discussion on a set of readings for one class. In preparation for doing this you should read the required texts even more carefully than usual, and come to class with a set of strong discussion questions. You may plan any form of discussion-facilitation that you think will help open up a critical conversation on the readings. I will evaluate your discussion-leadership as part of your participation grade.

General Participation will be evaluated according to the following criteria:

A – Student makes frequent verbal contributions that reveal critical understanding of, and engagement with, assigned texts; builds on the insights of others and draws connections between issues and texts. Student attends class regularly and arrives on time.

B – Student makes regular verbal contributions and sometimes draws important connections between issues and texts; often demonstrates an adequate understanding of readings and sometimes offers insights that have a positive impact on the discussion. Student attends most classes and rarely causes disruptions by arriving late/leaving early.

C – Student sometimes makes verbal contributions that show familiarity with readings, but those that are offered do not often have a positive effect on the class discussion. Comments may be of a general or repetitive nature. Student may attend class irregularly and may cause disruptions by arriving late/leaving early.

D or F – Student rarely contributes to discussion and/or appears not to have completed the readings. Student may rarely or sporadically attend class and may disrespect others by frequently arriving late/leaving early.

\*If there are special circumstances in your life that I should be aware of when evaluating your participation, please alert me to these as soon as possible.

## EARLY LAC RESEARCH DESCRIPTION

The Early Library and Archives Canada (LAC) Research Description is the first stage of your research project. It requires you to do some preliminary archival research and to place an order for physical archival material on the topic you are researching. It is important that you start working on this as soon as possible so that you have time to receive your order before the deadline.

First, decide on a topic of research that is relevant to the subject matter under considering in the course, and start to formulate possible research questions. Read relevant secondary works and then start your archival research by doing keyword searches on the Library and Archives Canada website, and going there to get your research pass.

The Research Description should include the following elements and follow these parameters:

- Preliminary Title of your Research Project
- Preliminary topic and research questions. Remember that your research questions will become more refined and interesting the more research you do. Topics and questions should be stated in point form.
- Annotated list of five to ten promising primary sources you have consulted on the LAC website. These may be digitized resources. If they are not digitized, you should order them. The assumption is that by the time you have submitted the LAC Research Description you will have consulted a fairly large number of documents and files, and that the ones listed on it are of high quality and relevance to your project. Each annotation should consist of a full citation using Chicago style, and two or three sentences describing the source and how you plan to use it.
- You must order at least one physical primary source, so that it is available for consultation by the time of our visit to LAC.

The following list is more than thirty years old but provides a useful list of archival records related to Indigenous people at LAC. [http://publications.gc.ca/collections/collection\\_2018/aanc-inac/R32-325-1985-eng.pdf](http://publications.gc.ca/collections/collection_2018/aanc-inac/R32-325-1985-eng.pdf)

# PROPOSAL AND RESEARCH PAPER

You may choose a topic on which to write a 15-20 page (excluding title page, bibliography) research paper within the following parameters:

- Your paper should deal with a historical topic that relates in a significant way to course themes.
- Your research should deal with some aspect of settler colonialism and must include significant primary research at Library and Archives Canada. If your research plan takes you toward other sources or approaches, we can discuss this on a case-by-case basis.
- The paper must have a strong argument. This means you should take a position and argue for it based on secondary and primary research.
- The topic should be appropriate for you to write on. In other words, you should not try to tell stories that are not yours to tell.

**Proposal:** Students will write a proposal for the research paper. This is a formal proposal but you may write in the first person. For example, it is acceptable to write something like: “I will argue, based on the following sources, that many health provisions in the Indian Act were used by the Department of Indian Affairs to achieve non-health related outcomes.” Ensure that your topic and argument are directly related to course readings in a significant way.

Length: 4-5 pages, double-spaced (not including the annotated bibliography)

Font: Times New Roman

Font Size: 12

Margin: 1 inch (2.5 cm) all around

Citation style: Chicago

The proposal should include the following:

- **Proposed Title**
- **Argument and Introduction** (about 1 page): Your proposal should begin by stating your proposed argument and the proposed main points of your paper.
- **Background and Context** (2-3 pages): This section discusses the historical background and the context of the relevant issues for the topic. It also includes a summary of the state of the historical literature. This section may include references to current events in order to show the relevance of the research you are doing.
- **Conclusion** (1 paragraph): Restate your argument, main points, and why this is important.
- **Annotated Bibliography:** This section lists the primary and secondary sources you intend to use. The absolute minimum is ten high-quality sources. Each item is followed by a 2-3 sentence description of the source and how it will contribute to your paper.

You will present your proposal to the class but the presentation will not be graded. It forms part of your participation grade.

## Research Paper

Length: 15-20 pages, double-spaced

Font: Times New Roman

Font Size: 12

Margin: 1 inch (2.5 cm) all around

Citation style: Chicago

## Final Presentations

Time Limit: About 10 minutes plus questions

Visuals: You should have a powerpoint presentation (or equivalent)

Presentations will be evaluated on the following basis:

- Overall effectiveness of communicating your research to the audience
- Effectiveness of visuals in supporting your verbal presentation
- Ability to respond knowledgeably to questions and to defend your argument