The “long nineteenth century” was an epoch of explosive settler growth. As millions of Europeans flooded into new lands, the surveyors’ ordinance and barbed-wire fence disciplined and rationalized entire continents, from America to Australia, and from Hokkaido to Algeria. Forests and fields gave way to ranches and farms. In boom times, cities like Chicago and Johannesburg grew exponentially. In busts, ghost-towns pockmarked the land. “Settler colonialism” was and is a distinct form of violence and domination, one that drove the American bison to the brink of extinction, and one that cleansed indigenous people from the land, either concentrating them in reservations or else extirpating them entirely. In contrast to empires of commerce and trade, empires of settlement involved the displacement of people from the land and its repossession by others. Moreover, settler colonies, in contrast to places like India or Vietnam, rarely ever decolonized: their political dynamics and social injustices remain with us today. The Anglophone world, in particular, was at the forefront of this world-historical movement: the United States, Canada, Australia, New Zealand and South Africa were its products. But settler colonialism was a larger phenomenon that spread from Latin America to Russian Siberia and even to Israel and Palestine in the present day. This course examines settler colonialism from a
historical, comparative, and transnational perspective. It places the American experience within a larger global context in order to understand the common themes, recurring challenges, and patterns of prejudice that have accompanied the settling of the globe. In doing so, we consider the growing body of theory dedicated to the subject, while considering the promises and pitfalls of settlers and natives as they lived and died on the burgeoning frontiers of the modern world.

**Course Outcomes:** With an awareness of global trends, students will recognize the main patterns and themes of settler colonialism, while identifying differences that derive from local dynamics. Students will make connections across geographical distances and appreciate the forces of change and continuity over the course of the nineteenth century. Students will understand, empathize with and criticize the challenges and motivations of settler and indigenous communities and examine the violence and cultural exchange that their interactions entailed. An emphasis on reading and writing will help students develop the skills of critical analysis.

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**GRADING**

This class is a graduate colloquium open to undergraduates by special permission. Students will be responsible for completing assigned readings and be ready to discuss them on Tuesday evening from 6-8:30pm. Graduate students are expected to cover all assigned readings; undergraduates are expected to read as much as they can, but a minimum of 150-200 pages a week. Each week you will bring a 5-sentence synopsis of the readings to class; rather than a simple summary, these sentences will outline the analytical and historiographical contribution of the assigned readings. These assignments will help you formulate your thoughts before class and will offer a useful reference to graduate students preparing for comprehensive exams. Because of the compressed nature of the summer schedule, we will fit an entire semester into eight weeks; weekly reading assignments will therefore be longer than in a regular 15-week semester. Since this is a blended class, we will carry on our Tuesday evening discussions in an online forum. Each week you will be expected to make at least two thoughtful contributions to the forum by 5pm on Friday. You will write one book review (3 pages for undergraduates on one of the assigned readings; 5 pages for graduates on an additional book of your choosing). This is designed to introduce you to the genre and hone your skills of writing and critical analysis in preparation for the final paper. For the final paper you will write a historiographical or research paper (15 pages for graduate students, 8 pages for undergraduates) on a relevant topic of your choice. You will make a short presentation of your research to the class. We will discuss further details of all assignments in class.

| Attendance and In-Class Participation | 15% |
| 5-sentence summaries                  | 15% |
| Weekly Forum Posts                    | 15% |
| Presentation on research/historiography topic | 10% |
| Book review                           | 15% |
| Final Paper                           | 30% |
| **TOTAL**                             | **100%** |
READINGS

You should **purchase the following books**, available at the Loyola bookstore and through various online merchants:


All other readings will be available on sakai.

COURSE SCHEDULE

**WEEK 1: What is Settler Colonialism? (June 5th)**


**WEEK 2: Anglo-American Settlers: Exemplary or Exceptional? (June 12th)**


WEEK 3: Settler Colonialism: Global Dimensions (June 19th)

Edward Cavanagh and Lorenzo Veracini (eds.), *The Routledge Handbook of Settler Colonialism* (Routledge, 2016), chapters 1, 8, 10, 14, 21, 22.

WEEK 4: American Genocide (June 26th)


BOOK REVIEW DUE JUNE 26th, 6pm

WEEK 5: Global Genocide (July 3rd)

Gregory D.B. Smithers, “Reassuring ‘White Australia’: A Review of *The Fabrication of Aboriginal History*.”

WEEK 6: The Conquest of Nature (July 10th)


WEEK 7: Native Resistance (July 17th)


**WEEK 8: Decolonization? (July 24th)**


**FINAL PAPERS DUE JULY 24th 6pm**