

HISTORY 410/300E

Settler Colonialism and Native Dispossession: A Global and American History

Professor Aidan Forth, aforth@luc.edu

Office hours: Tuesday 4-5:30pm in Crown Center 546; Thursday 3:30-5pm online via the following link <https://luc.zoom.us/j/727494478>

Class Meetings: 6-8:30pm, Mundelein 203

Blended Component due online Friday 5pm



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.

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:

Lorenzo Veracini, *Settler Colonialism: A Theoretical Overview* (Palgrave Macmillan, 2010).

James Belich, *Replenishing the Earth: The Settler Revolution and the Rise of the Anglo-World* (Oxford University Press, 2011).

Caroline Elkins and Susan Pederson (eds.), *Settler Colonialism in the Twentieth Century: Projects, Practices, Legacies* (Routledge, 2005).

Benjamin Madley, *An American Genocide: The United States and the California Indian Tragedy* (Yale University Press, 2007).

Jon T. Coleman, *Vicious: Wolves and Men in America* (Yale University Press, 2006).

Pekka Hämäläinen, *The Comanche Empire* (Yale University Press, 2009).

All other readings will be available on sakai.

COURSE SCHEDULE

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

Lorenzo Veracini, *Settler Colonialism: A Theoretical Overview* (Palgrave Macmillan, 2010).
James Belich, *Replenishing the Earth: The Settler Revolution and the Rise of the Anglo-World* (Oxford University Press, 2011), introduction.
Caroline Elkins and Susan Pederson (eds.), *Settler Colonialism in the Twentieth Century: Projects, Practices, Legacies* (Routledge, 2005), introduction.

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

James Belich, *Replenishing the Earth: The Settler Revolution and the Rise of the Anglo-World* (Oxford University Press, 2011), chapters 1-15.
Fredrick Jackson Turner, "The Significance of the Frontier in American History," American Historical Association, Chicago 1893, excerpts available at <https://nationalhumanitiescenter.org/pds/gilded/empire/text1/turner.pdf>.
Erik Alternbernd and Alex Trimble Young, "The Significance of the frontier in an age of transnational history," *Settler Colonial Studies*, 4(2), 2014, pp. 127-150.

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

James Belich, *Replenishing the Earth: The Settler Revolution and the Rise of the Anglo-World* (Oxford University Press, 2011), chapter 16.

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

Caroline Elkins and Susan Pederson (eds.), *Settler Colonialism in the Twentieth Century: Projects, Practices, Legacies* (Routledge, 2005), chapters 1-11.

WEEK 4: American Genocide (June 26th)

Benjamin Madley, *An American Genocide: The United States and the California Indian Tragedy* (Yale University Press, 2007).

Patrick Wolfe, "Settler colonialism and the elimination of the native," *Journal of Genocide Research* 8(4), 2006, pp. 387-409.

Jeffrey Ostler, "Genocide and American Indian History," *Oxford Research Encyclopedia of American History* (2015).

BOOK REVIEW DUE JUNE 26th, 6pm

WEEK 5: Global Genocide (July 3rd)

Dirk Moses (ed.), *Genocide and Settler Society: Frontier Violence and Stolen Indigenous Children in Australian History* (Berghan, 2004), chapters 1-2, 5, 7, 9-10.

Mohamed Adhikari, "Invariably Genocide? When hunter-gatherers and commercial stock farmers clash," *Settler Colonial Studies* 7(2), 2017, pp. 192-207.

H. Glen Penny, *Kindred by Choice: Germans and American Indians since 1800* (University of North Carolina Press, 2015), Chapter 7.

Keith Windschuttle, "The Fabrication of Aboriginal history," *New Criterion*, (September 2001).

Gregory D.B. Smithers, "Reassuring 'White Australia': A Review of *The Fabrication of Aboriginal History*."

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

Jon T. Coleman, *Vicious: Wolves and Men in America* (Yale University Press, 2006).

Alfred W. Crosby, "Ecological Imperialism: The Overseas Migration of Western Europeans as a Biological Phenomenon," in *The Ends of the Earth: Perspectives on Modern Environmental History* ed. David Worster (Cambridge University Press, 1989).

Andrea L. Smalley, *Wild by Nature: North American Animals Confront Colonization* (Johns Hopkins University Press, 2017), chapter 6.

William Cronon, *Nature's Metropolis: Chicago and the Great West* (W.W. Norton, 1992), xv-xix, 46-54.

WEEK 7: Native Resistance (July 17th)

Pekka Hämäläinen, *The Comanche Empire* (Yale University Press, 2009).

James C. Scott, *The Art of Not Being Governed* (Yale University Press, 2009), chapters 4 and 6.
Theodore Karamanski, "Settler Colonial Strategies and Indigenous Resistance on the Great Lakes Lumber Frontier," *Middle West review* 2(2), spring 2016, pp. 27-51.

WEEK 8: Decolonization? (July 24th)

Caroline Elkins and Susan Pederson (eds.), *Settler Colonialism in the Twentieth Century: Projects, Practices, Legacies* (Routledge, 2005), chapters 12-15.

Lorenzo Veracini, *The Settler Colonial Present* (Palgrave Macmillan, 2015), introduction, chapter 4, conclusion.

Eve Tuck and K. Wayne Yang, "Decolonization is not a Metaphor" *Decolonization: Indigeneity, Education & Society* 1(1), 2012, pp. 1-40.

Rose Miron, "Statues, national monuments, and settler-colonialism: Connections between public history and policy in the wake of Bears Ears and Grand Staircase-Escalante," *National Council on Public History*, December 2017.

FINAL PAPERS DUE JULY 24th 6pm