Introduction

Settler colonialism has come into its own as a category of discussion and analysis in just the last two decades or so. Although disagreements persist as to whether it is a variation on a general category of colonialism or a peculiar type of imperial formation with its own dynamics, settler colonialism has a number of features that distinguish its study. Whether these features are economic relations, ideological formations, social order, spatial and territorial power, or even the historiographical position of scholars within settler populations, there is clearly value in engaging this analytical category critically, whether as a phenomenon or as a framework. A progressively growing body of literature involving cases from around the world, along with at least one devoted journal (Settler Colonial Studies, founded in 2010), attest to the field’s growth. At the same time, a variety of works that address settler-colonial dynamics do not think of themselves in this light. What is settler colonialism? Is it special, and if so, what makes it that way? How does it work? Why should we care? These questions have no universal answers, but in this colloquium, we will probe some of the key literature that offers us viewpoints on these questions and others that may be specific to certain themes and geographical areas.

Students successfully completing this colloquium will be able to:

- Identify and discuss the major elements of settler colonialism, including areas of disagreement;
- Articulate the relationship of settler-colonial processes to their own research foci;
- Demonstrate both of the above points through the completion of a historiographical essay; and
- Develop a stronger sense of intellectual camaraderie in the process of completing the work.

Our process in this colloquium will therefore be critical and rigorous, but it shall remain constructive and focused on collaborative learning in an intellectually safe space where we can all learn from one another. Most of us come from different specializations within the Department, and I hope you will bring your own knowledge into our colloquium just as I hope you will take our shared learning out of it.

Policies on Attendance, Conduct, and Accessibility:

We need all of you at every session, as we have only ten! Missing sessions or assigned work for any reason other than documented illness or emergency will negatively affect your experience (and possibly your grade). Please do talk with me if you encounter difficulties in reading the material or in any part of the writing process. In the classroom, I require that we keep our atmosphere constructive and open to spirited intellectual disagreement. See me about any issues on this front as soon as humanly possible.

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center (AEC) in 155 Oregon Hall at 541-346-1155 or via email at uoaecc@uoregon.edu.
Requirements:

1. Every Tuesday evening (by 8pm), you will post one or more questions the readings raised for you, to help launch discussion. I’ll create Canvas space for this if I can, but we may use email if you prefer.

2. Starting in week two, two members of the colloquium will lead each session. Leading requires that you complete the readings a bit early, pursue a few of the ‘threads’ and questions that you want to raise, and prepare questions for us to consider in that session. The session leaders will be responsible for a roughly 15-minute introduction of the shared reading, which should both raise your questions from that reading and explain how the reading fits (or doesn’t) into a broad settler-colonial framework as you see it.
   a. After the session, each leader must tender a roughly 500-word essay (keep it to two pages!) that distills the essence of that introduction. These need not be formal, beyond citations.

3. You will write a final paper for this course that centers on historiographical links. The depth or breadth of sources may vary (we should discuss it one on one) but it should do one or both of these:
   a. Outline the historiography of a particular question that you found important relative to settler colonialism (whether or not you felt the scholarship deals with it adequately), or
   b. Elaborate the relationship and historiography of settler colonialism relative to your own research interests or specific era and area fields, which is useful for examination prep.
   c. To this end, you will meet with me in weeks 2 or 3, and tender a proposal in week 3.

4. In the last few weeks of the term, each of you will be required to present your current ‘work in progress’ for the colloquium, in a 20- to 30-minute workshop-lite model of exchange.

The paper will be required on Thursday of finals week. For History grads, it must follow the Chicago Manual of Style 16th or 17th editions in format, and be at least 6000 words in length (including footnotes and required bibliography). In the interests of practicing concision, you may not exceed 9000 words.

Grading:

Grading for this colloquium will turn most heavily on the major paper (about half) together with your active participation in, and exercises for, our sessions. I require active discussion and contribution in learning as well, because your engagement in and preparation for our shared sessions benefits all of us through shared learning. Roughly, the grading is split halfway between your paper and everything else, however a failing paper cannot be rescued by strong class contributions whereas the converse (strong papers redeeming class performance) is not impossible.

Tech:

If you need to have PDFs to hand, a laptop or tablet is OK. However, do not use it as a screen between yourself and the rest of us! Keep me informed before class if you need to be reachable via phone—those disruptions can be disorienting, if not rude. AEC-approved and/or ADA-related tech is fine.

Deadlines:

For writing due at particular class sessions, I require they be uploaded to Canvas in .docx or .pdf format (subject to VeriCite processing; enrollment is consent here) before midnight on the day of our session, so that you can make final tweaks to anything you need. The final paper deadline for upload to Canvas (Thursday, 19 March) is absolute, unless circumstances (weather, hospitalization, emergencies, etc.) intervene. Everything must come in via Canvas, even if you also send it via email.
Concepts: What Is (and Isn’t) Settler Colonialism?  

Common Readings (in chronological order, best read as pairs):


Some Further Resources (in chronological order; these lists are of course not exhaustve, or required):

- Jürgen Osterhammel, Colonialism: A Theoretical Overview (Princeton: Markus Wiener, 2001 [1997]), 3-22. [This is for a general overview of what colonialism might be—itself unsettled.]
- Lorenzo Veracini, “Defending Settler Colonial Studies,” Australian Historical Studies 45, no. 3 (2014): 311-316. (This and Rowse above it present a directly opposing pair which is useful, but I find the 2014 essay and Veracini’s refined 2015 concepts to be more comprehensive.)
- Patricia Limerick, “Comments on Settler Colonialism and the American West,” Journal of the West 56, no. 4 (2017): 90-96. [This entire issue is a theme issue, and we’ll see more from it.]
- Settler Colonial Studies [journal title], 2011-present, many articles; see Veracini’s 2011 intro essay.

Questions for week 1: What is ‘settler colonialism’ as phenomenon, and as theoretical construct? What historical phenomena, in turn, does that label contain? Is it meaningful to break ‘settlers’ out, is it analytically sound to do so, and what are the various implications of considering (or not considering) it to be special? These readings’ themes will recur and, like others in this course, will often overlap.
Expansion: Growth and Acquisition  
Week 2 (16 Jan 2020)

**Plan to meet with me this week, or early in Week 3, to talk about your project for the colloquium.**

Common Readings:

  Title is available online via UO Libraries.

Some Further Resources (none required; just FYI):

- Lindsay Frederick Braun, *Colonial Survey and Native Landscapes in Rural South Africa 1850-1913* (Leiden: Brill, 2015). [I may be a little immodest here.]
- Lisa Ford and Tim Rowse, eds., *Between Indigenous and Settler Governance* (London: Routledge, 2010). [This has a variety of areas and subjects by key figures, focused on Indigenous action.]
- Gareth Griffiths and David Trigger, ed., *Disputed Territories: Land, Culture and Identity in Settler Societies* (Hong Kong: Hong Kong University Press, 2003).

Inventions: Appropriations, Depictions, and Subjections  
Week 3 (23 Jan 2020)

DUE: A short proposal (two pages or so, double-spaced) with preliminary bibliography for your paper. Be sure to have a research question or thesis to define the whole, and say enough about the subject that I have a good idea of how you’re conceiving it and what you’ve already considered, or are considering.

Common Readings:

- Maile Renee Arvin, *Possessing Polynesians: The Science of Settler Colonial Whiteness in Hawai‘i and Oceania* (Durham: Duke University Press, 2019), entire. [This is one of those books on reserve.]
- **RECOMMENDED/OPTIONAL** Fiona Barclay, Charlotte Anne Chopin, and Martin Evans, “Introduction: Settler Colonialism and French Algeria,” *Settler Colonial Studies* 8, no. 2 (2018): 115-130. As an introduction to Algeria, read this before Cummings if you need background.
Some Further Resources (not required, etc etc):

- David McDermott Hughes, *Whiteness in Zimbabwe: Race, Landscape, and the Problem of Belonging* (New York: Palgrave, 2015), esp. ch. 1. [David is not a historian, so it’s a neat view.]
- Patrick Wolfe, ed., *The Settler Complex: Recuperating Binarism in Colonial Studies* (Los Angeles: UCLA, 2016). [Many chapters touch on this, and his introduction is important relative to week 1 and potentially weeks 9 and 10.]

**Societies: The Colonizers, the Colonized, and Unsettled Settlers**

**Week 4 (30 Jan 2020)**

Common Readings:

- TJ Tallie, *Queering Colonial Natal: Indigeneity and the Violence of Belonging in Southern Africa* (Minneapolis: University of Minnesota Press, 2019), entire. [This is one of those books on reserve; it also crosses strongly into other weeks’ themes.]

Some Further Resources:

- James C. Scott, *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed* (New Haven: Yale, 1997). [This is a classic work in thinking about modern states and social control, and is a useful work to know far beyond this course.]

**Bodies: Slavery,Indenture, Migration, and Labor Regimes**

**Week 5 (6 Feb 2020)**

Common Readings:

- Stephanie E. Smallwood, “Reflections on Settler Colonialism, the Hemispheric Americas, and Chattel Slavery,” *William & Mary Quarterly* 3rd ser. 76, no. 3 (2019): 407-416. [https://muse.jhu.edu/article/730608]

Some Further Resources:


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**Midways: Plural Dynamics and ‘Secondary Settlers’?**

Week 6 (13 Feb 2020)


Some Further Resources:

• Sidney Xu Lu, *The Making of Japanese Settler Colonialism: Malthusianism and Trans-Pacific Migration, 1868–1961* (Cambridge: Cambridge University Press, 2019). [This deals with the Japanese Empire and other migration flows as part of a whole, which is thought-provoking.] Available online.

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**Environments: Creating the New, Controlling the Old**

Week 7 (20 Feb 2020)

• Andrew Isenberg and Lawrence Kessler, “Settler Colonialism and the Environmental History of the North American West,” *Journal of the West* 56, no. 4 (2017): 57-66. [This is a rather short, but interestingly complicating piece for thinking about the ‘fit’ of settler colonialism’s concepts.]

And read one of these two:
- **RECOMMENDED/OPTIONAL** William Beinart and Peter Coates, *Environment and History: The Taming of Nature in the USA and South Africa* (New York: Routledge, 1995), 1-33. [This is two chapters: an introduction of comparative environmental history, and one on conservation.]

Some Further Resources:


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**Intimacies: Settler Colonialism in Gender, Sex, and Family**

**Week 8 (27 Feb 2020)**

Common Readings:


Some Further Resources (bearing in mind that Tallie and others have touched on a lot of this too):

Devastation: Genocide and Its Forms  

Week 9 (5 Mar 2020)


Some Further Resources:


Legacies: Memories, Monuments, Justice, and Reconciliation  

Week 10 (12 Mar 2020)

NOTE: This session is designed to be peripheral enough to drop out or change if other matters dictate.

Common Readings:

- Penelope Edmonds, *Settler Colonialism and (Re)Conciliation: Frontier Violence, Affective Performances, and Imaginative Refoundings* (New York: Palgrave, 2019), select chapters TBA.

Some Further Resources:

- [A vast literature, ever-changing, exists on land reform and colonial legacy in Africa; if studying this, come see me—it may well change again before week 3!]

FINAL PAPER DUE: 19 March 2020, before midnight.