



The University of Western Ontario

Western
UNIVERSITY · CANADA

HISTORY 9718B

**Race and Gender on Imperial Frontiers: Comparative Settler Colonialisms
Winter 2025**

Instructor: Associate Professor Laurel Clark Shire

Office Hours: TBA

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Course Description:

In this course we will read and discuss recent literature on the history of settler colonialism in North America alongside comparative studies of other settler societies around the globe. In the past few decades, scholars have begun to use “settler colonialism” to describe societies in which outsiders (white Europeans in most cases) invaded a place in order to settle there permanently, and used political, legal, cultural, and economic structures to transform it into their space, turning themselves into its “natives.” Unlike other kinds of imperial regimes, large numbers of women from the invading culture helped to colonize settler colonies, but they were otherwise very similar to other imperial ventures, and to varying degrees most combined the appropriation of indigenous land with resource extraction and forced labor. New gender norms and racial hierarchies arose from white settler colonial methods of taking land and extracting labor. These new relations of power and privilege had very different consequences for white settlers, displaced Indigenous people, and imported laborers. Due to time constraints, this course will focus mainly on the experiences and interactions of Indigenous peoples and invading settlers, with less time (though not importance) given to the forced migrants and enslaved people that European empires and settlers exploited.

Graduate Course Level Learning Outcomes/Objectives

Students who successfully complete this course will be able to:

- Explain how settler colonialism is a continuing structure, not a past event
- Name and describe the primary characteristics of settler colonies in the past and present, including their intersectional legacies and comparative similarities and differences

- Write a concise assessment of a scholarly book or article that includes the thesis argument, types of evidence, and major contributions to knowledge and historical debate

Course Timeline and Format

All of the readings are mandatory - but you should be reading them strategically for argument and relevant content (not reading every word, necessarily, and certainly not in order from page 1 to the end).

*readings marked with an asterisk are available on-line via Western Libraries.

** readings marked with 2 asterisks are available as .pdfs on the course Brightspace site

NOTE THAT THESE READINGS MAY CHANGE IN THE FINAL COURSE OUTLINE.

Week 1 - Introductions to Settler Colonial Studies

Expectations. Assignments. How to skim/read like an academic historian.

Please read:

- **Patrick Wolfe, *Settler Colonialism and the Transformation of Anthropology* (1999), pp. 1-9.
- *Patrick Wolfe, "Land, Labor, and Difference: Elementary Structures of Race," *The American Historical Review* 106 (2001): 866-905.
- **Daiva Stasiulis and Nira Yuval-Davis, Eds., *Unsettling Settler Societies: Articulations of Gender, Race, Ethnicity, and Class* (1995), pp. 1-38

Week 2 - Post-Colonial Theory

- Ann Laura Stoler, *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule* (UC Press, 2002, 2010).

Discussion leader:

Groups 1 & 2 write reviews

Week 3 - Comparative Colonial History

- Albert L. Hurtado, *Intimate Frontiers: Sex, Gender, and Culture in Old California* (UNM Press), 1999. 978-0826319548

Discussion leader:

Group 1 writes reviews

Week 4 - Native Resistance to Empire and Settlement

- Ned Blackhawk, *Violence Over the Land: Indians and Empires in the Early American West* (Harvard, 2006). Harvard 978-0674027206

Discussion leader:

Group 2 writes reviews

Week 5 - The Law as a Tool of Empire

- **Introduction, Chapter 1, and Conclusion of Kevin Bruyneel, *The Third Space of Sovereignty: The Postcolonial Politics of U.S.-Indigenous Relations* (2007).
- Deborah Rosen, *Border Law: The First Seminole War and American Nationhood* (2015)

Discussion leader:

Group 1 (review Rosen)

Week 6 - Settler State Bio-Power and Native Sovereignty: who assigns identity and rights?

- *Bonita Lawrence. "Gender, Race, and the Regulation of Native Identity in Canada and the United States: An Overview" *Hypatia* 18 (2003): 3-31.
- *Audra Simpson, "The State is a Man: Theresa Spence, Loretta Saunders and the Gender of Settler Sovereignty." *Theory & Event* 19 (4), 2016: 1-16,
- *J. Kēhaulani Kauanui, "Colonialism in Equality: Hawaiian Sovereignty and the Question of U.S. Civil Rights," *South Atlantic Quarterly* 107 (2008): 635-650

Discussion leader:

Week 7 - reading week

Week 8 - Queer Settler Colonial Studies

- *T.J. Tallie, "Queering Natal" *GLQ: A Journal of Lesbian and Gay Studies* 19 (2013): 167-189
- *Mark Rifkin, "Native Nationality and the Contemporary Queer: Tradition, Sexuality, and History in "Drowning in Fire"." *American Indian Quarterly* 32, no. 4 (2008): 443-470.
- *Scott Lauria Morgensen, "Queer Settler Colonialism in Canada and Israel: Articulating Two-Spirit and Palestinian Queer Critiques." *Settler Colonial Studies* 2, no. 2 (2012): 167-190.

Discussion leader:

Week 9 - US-American Settler Colonialism

- **Walter Hixson, *American Settler Colonialism: A History* (2013), pp 1-22, 197-202.
- Laurel Clark Shire, *The Threshold of Manifest Destiny: Gender and National Expansion in Florida* (Penn Press, 2016).

Discussion leader:

Group 2 (review Shire)

Week 10 - Canadian Settler Colonialism

- Sarah Carter, *Imperial Plots: Women, Land, and the Spadework of British Colonialism on the Canadian Prairies* (U Manitoba Press, 2016)

Discussion leader:

Group 1

Week 11 - Australian Settler Colonialism

- Margaret D. Jacobs, *White Mother to a Dark Race: Settler Colonialism, Maternalism, and the Removal of Indigenous Children in the American West and Australia, 1880-1940* (2009)

Discussion leader:

Groups 1 & 2

Week 12 - Settler Colonialism in South Africa

- *T.J. Tallie, "Sartorial settlement: the mission field and transformation in colonial Natal, 1850-1897." *Journal of World History*, vol. 27, no. 3 (2016): 389-410
- *Neilesh Bose. "New Settler Colonial Histories at the Edges of Empire: "Asiatics," settlers, and law in colonial South Africa." *Journal of Colonialism and Colonial History* 15, no. 1 (2014).
- *Zine Magubane, "The American Construction of the Poor White Problem in South Africa" *South Atlantic Quarterly* 107 (2008): 691-713

Discussion leader:

Week 13 - The Settler Colonial Present

- Paulette Regan, *Unsettling the Settler Within: Indian Residential Schools, Truth Telling, and Reconciliation in Canada* (2010).

Discussion leader:

Group 2

10 Apr. Week 14 - Conclusions?

- Lorenzo Veracini, *Settler Colonialism: A Theoretical Overview* (Palgrave MacMillan, 2010).
- Simpson, Audra. 2016. "Whither Settler Colonialism?" *Settler Colonial Studies* 6 (4): 438-445.
- "Indian Country Diaries Episode 2: Spiral of Fire," Carol Patton Cornsilk (Amazon Instant Video, Weldon)

Discussion leader:

Groups 1 & 2 (review Veracini)

Enrollment Restrictions

Enrollment in this course is restricted to graduate students in History as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program. Graduate students in GSWS are welcome to enrol and will be granted permission.

Course Syllabus

Your final course grade will be determined as follows:

weekly participation in seminar (20%)

Did you attend? Had you done the reading effectively? Were you prepared to ask questions and interact with the readings and your peers in a respectful and critical manner? Did you ask questions or make comments that drew common threads or useful comparisons across different readings (from this or any week of the course)? Did you participate meaningfully each week, or only when we read something you were interested in? Did you share your thoughts, positive or negative, or did you save "what you really think" for discussions outside of class? If you must miss a seminar meeting due to illness or a personal emergency, please inform me in writing and provide any available documentation to the Graduate Chair.

discussion leadership in seminar (5%)

Once during the seminar you (and possibly 1-2 others) will begin our discussion of the week's readings with a short presentation (5-10 minutes) to the whole seminar that outlines: 1) main arguments 2) methodologies 3) sources 4) reviews of author(s)'s work and its implications for the field and 5) discussion questions. Hit each of these effectively, and you'll earn all 5 points.

six book reviews (30%)

We will read nine monographs in this course. You must write a 500-800 word review of six of them, in the weeks assigned below for each group (groups will be assigned in the first seminar). Send each to lshire@uwo.ca before class on the date we discuss the book. A good book review pinpoints and pithily summarizes the thesis, methods, and sources of the study; identifies the most important implications of the research findings and places them in conversation with others who agree and disagree in the field; points out any substantive omissions or problems; indicates what new questions the study has raised for future research. If you are unsure what a good book review looks like, browse the review section of your favorite academic history journal. **These cannot be accepted after the seminar meets on that book (whether or not you attend), so please plan accordingly.** You may not use generative AI in writing these reviews, as it is important for you to learn how to write one yourself. You may use assistive AI (such as Grammarly, spell check, etc) to refine and correct your original draft.

20 page essay (45%)

Choose a reasonably delimited question about the history of settler colonialism (anywhere in the world and at any time in history) and conduct original research into primary and secondary sources to answer it. You might choose a particular cultural artifact/event or primary source to analyze, or carve out a small piece of a larger research project to explore in this essay. **You should use as many of our shared course materials as are relevant to your research question, in addition to those you find in your research.** Your final draft is due on April X, 2025 by 12 noon. It must include a title, footnotes or endnotes, and a bibliography in Chicago/Turabian (exceptions will be made for students from disciplines that use other citation styles, discuss with me please). If possible and appropriate, you are encouraged to use this to begin research for a conference paper, journal article, MA thesis/IRP/cognate, or dissertation chapter. If your seminar paper does continue into one of those venues, I will be happy to provide feedback even after the course is complete.

You may use generative AI to help you brainstorm, refine your thesis argument, and proofread your final essay. Please note that AI cannot think for you – it only works if you give it the main argument and subarguments with which to generate sentences. If you choose to use ChatGPT or an AI Writing Tool, it is expected that the ChatGPT or AI writing tool be properly referenced using the same reference style you have used for notes and Bibliography, and a description outlining why the ChatGPT or AI writing tool was used/for what purpose, and how it enhanced your assignment. This description needs to be explicit and accompany all assignments that utilize ChatGPT or AI writing tools. Failure to include a proper reference and description will be considered to be a breach of academic integrity and an academic misconduct. If you have any questions about the use of ChatGPT or AI assistants, please reach out to your instructor for clarification.

Course Materials: subject to change (this is a draft, check for the final syllabus in December 2024)

Ned Blackhawk, *Violence Over the Land: Indians and Empires in the Early American West* (Harvard, 2006). Harvard 978-0674027206

Sarah Carter, *Imperial Plots: Women, Land, and the Spadework of British Colonialism on the Canadian Prairies* (U Manitoba Press, 2016) 978-0-88755-818-4

Albert L. Hurtado, *Intimate Frontiers: Sex, Gender, and Culture in Old California* (UNM Press), 1999. 978-0826319548

Margaret D. Jacobs, *White Mother to a Dark Race: Settler Colonialism, Maternalism, and the Removal of Indigenous Children in the American West and Australia, 1880-1940* (U Nebraska Press, 2009). 978-0803235168

Deborah Rosen, *Border Law: The First Seminole War and American Nationhood* (Harvard, 2015). 978-0674967618

Paulette Regan, *Unsettling the Settler Within: Indian Residential Schools, Truth Telling, and Reconciliation in Canada* (UBC Press, 2010) 978-0774817783, free online

Laurel Clark Shire, *The Threshold of Manifest Destiny: Gender and National Expansion in Florida* (Penn Press, 2016). 9780812248364

Ann Laura Stoler, *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule* (UC Press, 2002, 2010). 978-0520262461

Lorenzo Veracini, *Settler Colonialism: A Theoretical Overview* (Palgrave MacMillan, 2010). ISBN 978-0-230-28490-6

Methods of Evaluation

Weekly participation in seminar	20%
Discussion leadership in seminar	5%
Six book reviews	30%
20 page essay	45%

Students must complete all components of the course in order to pass. Students are expected to attend all seminar meetings unless they are ill. Students are still expected to read and complete course assignments during or after illness.

See statement on the use of AI below under Additional Statements.

Additional Statements

Health/Wellness Services:

Students who are in emotional/mental distress should refer to Mental Health Support at <https://www.uwo.ca/health/psych/index.html> for a complete list of options about how to obtain help.

Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html

Accessibility Options:

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program. Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

Request for Accommodations/Medical Issues

Students are entitled to their privacy and consequently they do not need to disclose personal information to their course professors. In the event that students feel the need to discuss personal information, they should see the graduate chair. Unlike undergraduate students, graduate students cannot be referred to Social Science Academic Counselling to have their medical or non-medical circumstances evaluated and to receive a recommendation for accommodation. Those facilities are for undergraduates only, and there is no process beyond the department to secure recommendations for accommodation. Our process is that faculty should deal with routine requests for extensions. However, a student's request for accommodation (on medical, non-medical, compassionate grounds) should go to the graduate chair, Prof. Francine McKenzie (historygradchair@uwo.ca) who will consult and communicate with faculty. Additionally, faculty and students should communicate with the grad chair about any case in which work is not submitted before grades are due. In the event that the graduate chair is also the course professor, then a request for accommodation can be taken to the department chair.

Statement on the Use of Generative Artificial Intelligence (AI):

In this course, we recognize the potential benefits of generative AI to support your learning; however, there are some instances where the use of generative AI will detract from learning of key knowledge and skills, particularly skills where it's important for you to accomplish a task unassisted. Each assignment will clearly outline the expectations and restrictions around generative AI use for that assignment. There are some learning activities and assignments where you are encouraged to use generative AI and there are others where AI-use is not allowed. However, there is no requirement in this course to use generative AI for the completion of any task. Any time you do use generative AI, you will be expected to properly cite its use, similar to the use of any other resources. You will also be responsible

for addressing any inherent biases, inaccuracies, or other issues in the output. Violating the acceptable use of generative AI stated in your assignment requirements may result in academic penalties as laid out in Western University's academic integrity and scholastic offensive policies.

Academic Offences:

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf.

All required papers may be subject to submission for textual Course Outlines similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

NOTE: See Policies and Statements on the Graduate section of the History Department Website,

https://history.uwo.ca/graduate/program_information/graduate_policies_and_statements.html. This includes additional information on academic support services for health and wellness and gender based sexual violence. You can also find information on other academic policies, including copyright, plagiarism, and accessibility.

Statement on Gender-Based and Sexual Violence:

Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html. To connect with a case manager or set up an appointment, please contact support@uwo.ca