



HIST*4120 Topics in Global History

Winter 2020

Section(s): C01

Department of History

Credit Weight: 1.00

Version 1.00 - January 06, 2020

1 Course Details

1.1 Calendar Description

This course focuses on issues that emphasize the history of connections between different parts of the world. Topics may include the growth of the world economy; transformations of the global environment; trade and exchange; diasporas and migration. (H)

Pre-Requisites: 10.00 credits including 1.50 credits in History at the 3000-level

Restrictions: Restricted to students in the B.A. Honours program with a minimum of 70% average in all History course attempts.

1.2 Course Description

This Winter 2020 course investigates the history of “settler colonialism”, processes whereby “neo-Europes” (“new Europes”) were established and by which indigenous societies were displaced. We will examine cases from 1492 up to the present, and our range may include colonial activity of Spain, France, the Netherlands, Russia or Germany. However, readings and book review activity will largely centre on settler colonialism in the British colonial field, including the Britain itself (Ireland, for example) as well as Australia, New Zealand, South Africa, the United States of America and Canada. Our goal is to understand the common elements of settler colonial processes across the early modern and modern worlds. We wish also to identify significant differences in colonizing programs carried out by various European and other societies, and the ways in which indigenous populations resisted and interacted and continue to resist and interact with settler colonialism.

1.3 Timetable

Thurs 11:30-14:20 MCKN 318 8 January 2020-2 April 2020. This information is also found on Web Advisor.

1.4 Final Exam

HIST*4120 W2020 does not have a Final Exam

2 Instructional Support

2.1 Instructional Support Team

Instructor:	Peter Goddard
Email:	pgoddard@uoguelph.ca
Telephone:	+1-519-824-4120 x54460
Office:	MCKNEXT 1014
Office Hours:	Monday 2:30-3:30 p.m. and Thursday 3:00-4:00 p.m., or by appointment.

3 Learning Resources

3.1 Required Resources

Building Better Britains? Settler Societies in the British World, 1783-1920 (Textbook)
Available at the University and Co-Op Bookstores. Digital copy available from Library (single-user access).

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. Have developed skills to identify and analyse key themes and debates in the historiography of colonialism, settler colonialism and "settlerism", and engaged with them critically and creatively in original research and writing, and so align with the key learning outcomes of *critical and creative thinking and literacy*;
2. Have examined the transnational and comparative dimensions settler colonialism - including the historical evolution of the settler movement in the Anglophone and other early modern and modern spheres, thereby aligning with the key university outcome of *global understanding*;
3. Have critically compared article- and monograph-length analyses as forms of research and literary production, advancing scholarly *literacy*;
4. Summarise *and* systematically critiqued, in oral, short writing and long writing assignments, arguments developed by scholars in the field of colonial and settler colonial history, subjecting them to rigorous analysis drawing from an inter-disciplinary framework

centred on current understanding of the process of settler colonialism, including case studies of emergent settler societies, theoretical approaches, contemporary media, in line with targeted outcomes of *critical and creative thinking* and *communicating*;

5. Conduct extensive primary-source archival research *including but also extending beyond published printed material*, and integrated these primary sources with secondary sources to articulate and investigate, in detail, a defined research question in a presentation and allied research paper, which conforms to the best practices of advanced undergraduate historical scholarship and *professional and ethical behaviour*.
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5 Teaching and Learning Activities

5.1 Seminar

Thu, Jan 9, 11:30 AM

Topics: **Introduction to "Comparative History of Settler Colonialisms", Winter 2020.**

Week 2

Topics: Theories of Colonialism and Settler Colonialism. Settlers; migrants; indigenous peoples. "Columbian Encounter" and "Ecological imperialism"; "The Atlantic World.

Morgan ch 1.

Week 3

Topics: European colonialism to 1783: Iberian; French; Dutch experiences.

Week 4

Topics: Nineteenth-century colonialism in the British sphere: who were the aspiring settlers? British people and the opportunity of migration and settlement.

Week 5

Topics: Techniques of Nineteenth-century colonial settlement: North America; the Caribbean; Australia and New Zealand; South Africa.

Week 6

Topics: Economies of settler societies.

Week 7

Topics: Political culture of settler societies

Week 9

Topics: Indigenous-settler relations in the colonial British world

Week 10

Topics: Indigenous resistance to settler colonialism

Week 11

Topics: Twentieth-century settler societies, Anglo world and beyond

Week 12

Topics: Decolonization and processes of reconciliation.

6 Assessments

As a seminar course with a 1.0 credit load, HIST*4210 W2020 assesses participant work in three categories: critical literature review; seminar participation and leadership, and research essay.

6.1 Marking Schemes & Distributions

Seminar Leadership

All students will be responsible for **leading a seminar exploring one of the themes listed on their presentation dates**. The seminars should critically examine how historians address the issue, using the full range of readings. Seminar leaders will formulate questions to stimulate discussion and aim to integrate the themes they are examining with wider course themes as they present material and lead discussions. Two days ahead of the scheduled seminar (i.e. the Tuesday of the week, preferably before the end of the day), the leader will post a one-page discussion of main points which s/he would like colleagues to consider for the class.

Book Review

The Book Review is a 1500-word analysis of one of two important and paradigm-making works in colonial history:

Weaver, John C. *The Great Land Rush and the Making of the Modern World, 1650-1900*. Montreal: McGill-Queen's University Press, 2003.

or

Belich, James. *Replenishing the Earth: the Settler Revolution and the Rise of the Anglo-World, 1783-1939*. Oxford: Oxford University Press, 2009.

The **Book Review** should summarize the main themes of the book in question, presenting, in your own words, an interpretation of the book's thesis and its mode of historical argument, as well as its chief conclusions, and likely impact on historiographical practice today (i.e. how does this book help us to make sense of the process of settler colonialism?). The Book Review should convey your own experience of reading and assimilating the insights of the book; your book review should not rely on book reviews published in scholarly journals and available on line. To ensure that the Book Review contains your own work, you are required to provide precise page numbers which show the reader where you derived your insight. The anti-over-quotation tool **Turnitin.com** is enabled in this assignment.

Seminar Presentation (This must be completed by each student as part of a small group which shares thematic interests)

In the research seminar **you will present, and lead a discussion of, your research-in-progress for the major paper**. The presentation lasts 15 minutes and focuses on aspects of the research-in-progress on which you, as a presenter, wish to elicit critical feedback. At least two days prior to the research seminar for which you are responsible, you will be required to submit a draft copy of your research paper for posting on the courselink (D2L) site. Given that the papers will be in various stages of development, depending on when they are presented, emphasis is placed on the quality of the way you elicit responses from students in feedback that will help you to advance your project.

Major Research Paper

The major research paper, of 4,000-5,000 words in length, including references, provides you with an opportunity to explore an issue in the history of colonialism and settlerism, drawing on a wide range of primary and secondary evidence. Before choosing a topic, ensure that there is a sufficient number of secondary sources. You may wish to incorporate material from the rich trove of archival material in our Archives and Special Collections, in addition to printed material available online and on the open shelves of the library.

While your paper is conceived as a study that advances scholarship in an original way, either by drawing on new sources, expanding on other scholarship, or testing the claims of other scholars, it is of sufficient length and depth to require specified stages of development that may be reflected in your use of subheadings (as many journal articles do). Your research paper should follow this structure, in sequence:

1. An introductory section in which you lay out the key question that you are exploring in your paper, and your thesis;
2. a one-to-two-page historiographical review in which you situate your analysis within the context of current scholarship;
3. a one-page discussion of your primary and secondary source base and as well as your methodology;
4. and then your analysis, with conclusion. You may use sub-headings for major sections, but ensure that you also develop clear links between sections of your discussion.

As this structure suggests, in advanced research papers we depart from many of the conventions we have been taught since grade school:

1. It is appropriate (and sometimes preferable) to use the first-person ('I'), though judiciously so.
2. Avoid the passive voice as much as possible ('the settler experience was described by him'): instead 'he described the settler experience' is preferable.
3. Sub-headings are not only acceptable, but often preferable, as a way of developing an internal structure.
4. The conclusion does not merely re-state the findings of the thesis, but points to new directions in research.

I would suggest the following structure as a way of guiding your writing:

Introduction

In a preliminary paragraph you provide an anecdote, an account, or another 'hook' to introduce the theme (*but do not begin with a quotation that you have not properly introduced first*). You then proceed to state your thesis, and the structure of your subsequent analysis.

Historiographical Review

In this section you situate your own research question and study within the context of wider debates within the discipline, and relevant recent research on your topic, or related topics. Answer these questions: Why does your project matter? Where does it fit into a wider matrix of scholarship? What are the key debates in the field?

Sources and Methods

In this section you critically dissect your primary source base, its strengths and limitations, and outline the specific questions you are asking of those sources through a discussion of your methodology.

Analysis

In this section you elaborate your analysis in a logical and sequential fashion; you can continue to use sub-headings here to highlight the structure of your analysis, and you can use 'sign-posts', too (such as 'Having explored the dynamics of settler boosterism, we can proceed to a case study of its operation in Tasmania"). Aim for clarity and linkages between ideas.

Conclusion

In this last section you can re-state your thesis, but also adopt a wider lens to signal what your study has done, and how future scholars, drawing on your study, might advance it (in this sense it has a speculative character). In drawing readers' attention to its potential to spark further research, you are underlining its overall importance.

To ensure that the Research Essay contains your own work, you are required to provide precise page numbers which show the reader where you derived your insight. **Turnitin.com** is enabled in this assignment: please use this facility to ensure that you have paraphrased correctly, and have provided accurate and professional documentation.

6.2 Assessment Details**Book Review (22%)**

Due: Thu, Jan 30, 11:00 PM, please upload to courselink drobox.

Seminar leadership (16%)

Date: Thu, Jan 16 - Thu, Apr 2

Sign-up in Groups tab in Courselink

Research-in-progress Group Presentation (17%)

Date: Thu, Feb 27 - Thu, Apr 2

Sign-up in Groups tab in Courselink

Major Research Paper (45%)

Due: Thu, Apr 2, 11:00 PM

Please submit to Dropbox on Courselink. Word or equivalent format requested.

7 University Statements**7.1 Email Communication**

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

7.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions
<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

7.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes
<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses
<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

7.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

7.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website
<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website

<https://www.ridgetownc.com/services/accessibilityservices.cfm>

7.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community-faculty, staff, and students-to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

7.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

7.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>
