

**Syllabus: His 600 Settler Colonialism at work
Spring 2011**

Instructor: Prof. Miranda Johnson
Class meeting time: Tuesdays, 11am-1pm
Class location: Humanities 5255
Office hours: Wednesday 1pm-3pm
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Seminar description

Settler colonialism is a relatively new field of inquiry in which scholars are examining the comparative and connected enterprise of European settlement in the Americas and across the Pacific throughout the nineteenth and into the twentieth centuries. Settler colonialism encourages a critical perspective on the interactions between settlers and indigenous people and the colonization of local environments. It allows us to understand the making of broader economic and political connections between a number of otherwise very different places that became part of an 'Anglo world'. It also allows us to situate very local and particular events and structures of relation and inequality between different peoples in a comparative aspect.

In this class, we will make a comparative case study of settler colonialism at work in Wisconsin and New Zealand. Settlement in these two regions, far distant from each other, actually got going in earnest in almost the same period (the 1840s and 1850s in Wisconsin and the 1850s and 1860s in New Zealand). We will examine a number of themes in common between each place, using secondary historical writings and primary sources to do so. Themes include: contact zones; missionary activity; treaty making between colonists and indigenous people; warfare; settler reminiscences; immigration and labor schemes. By following common thematic interests we will be able to begin to specify the connections and comparative similarities and differences between settler colonialism in Wisconsin and New Zealand.

Objectives

The purpose of the class is to help students formulate a specific research question, identify key primary and secondary sources, write a 20-25 research paper, and present a short, conference-type paper orally to the class. In addition, we will be focusing on the possibilities and challenges of *comparative* historical work. To that end, in every class we will discuss methodological issues as well as talk about substantive historical arguments. Some classes will be dedicated to visiting archives, workshopping research proposals and, most importantly, sharing our findings and searching for answers to our research problems collectively.

Assessment

Since the purpose of this class is to help you research and write a long paper all the assessment is directed to that end.

In the readings-phase of the class (up to spring break), I expect you to read everything thoroughly and make clear notes on each text. You will need to keep a reading log, in which you note your comments and reactions to the texts for each week's readings. You may also want to keep a

notebook where you jot down ideas and questions for your research paper. I will ask you to hand in your reading log two or three times during the first half of the semester. This will constitute part of your 20% in-class participation grade.

The second half of the semester will be devoted to your projects. First, you will produce a two-page research proposal and bibliography of selected sources, both primary and secondary. This is due to me on **Monday, March 21st**. I will meet with each of you individually that week to discuss your proposals. Then you will begin to research and write the first drafts of your papers. In weeks 12 and 13 we will meet as group to workshop each other's first drafts. The workshops are meant to provide you with constructive criticism on your writing and structure, and offer help on any parts of your argument that still require attention or further research. Making *useful* criticism is an art, and we will spend some time discussing what is and what is not helpful. The last two weeks of class are devoted to conference-style oral presentations of your findings. We will discuss what makes a good oral presentation and what to avoid.

Breakdown of assessment and due dates:

Reading log and in-class participation (20% of final grade).

Research proposal and annotated bibliography: **due Monday, March 21st** (20% of final grade).

Conference presentation: **weeks 14 and 15** (10% of final grade).

Final research paper: **due Tuesday May 10th, 5pm** (50% of final grade).

Other requirements and expectations

This class is a small seminar and we will get to know each other well. At all times, we need to remember to respect each other's ideas and comments. Learning to be a good researcher and writer is about learning to listen and consider other peoples' viewpoints carefully and thoughtfully as well as engaging with texts.

You are going to need to use your nous in this class! Many of us will be unfamiliar with some if not all of the historical material. If you don't understand something, look it up in an encyclopedia or dictionary, online or in hard copy. I will be supplying a list of helpful research tools and reference texts; no doubt we will find more as the semester progresses. Help each other out.

You **MUST** sign up for a history research workshop. These workshops will be held January 25th, 26th, and February 3rd and will be held at Memorial Library from 6-7:15PM. You can enroll here, and do it soon because they will fill up quickly:

http://www.ohrd.wisc.edu/reg/catalog_course.aspx?groupcoursekey=31638

You must let me know *before* class if you cannot attend and provide evidence for non-attendance. I may ask you to provide me with written answers for the discussion questions for that week's reading in lieu of attendance in class.

Other resources and issues

Disability guidelines for course accommodations may be found at the UW McBurney Disability Resource Center site: <http://www.mcburney.wisc.edu/>.

Student codes of conduct may be found here:

<http://students.wisc.edu/saja/misconduct/UWS14.html#points>

Required text

I would like you all to purchase this text, available new and used at the University Bookstore:

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations seventh edition*, Chicago: University of Chicago Press, 2007 (1996)
ISBN: 9780226823379, \$17.00 (new)

Readings

The excerpts of the texts required for class discussions are all on the Learn@UW site. In addition, many are on closed reserve at Memorial Library.

Primary sources

William Colenso, *Authentic and Genuine History of the Signing of the Treaty of Waitangi, New Zealand February 5 and 6, 1840*, Wellington, Government Printer, 1890.

J. N. Davidson, 'Negro Slavery in Wisconsin', Milwaukee: Parkman Club, 1896.
Online at <http://www.wisconsinhistory.org/turningpoints/search.asp?id=1559>

Juliette Kinzie, *Wau-bun: the "early day" in the North-West*, New York: Derby Jackson, 1856.
Electronic resource available on Madcat.

F.E. Maning, *Old New Zealand and other writings*, Alex Calder, ed., London: Leicester University Press, 2001.

Cutting Marsh, 'Expedition to the Sacs and Foxes', Manuscript in the Wisconsin Historical Society Archives (Wis Mss AU) [1834].
Online at: <http://www.wisconsinhistory.org/turningpoints/search.asp?id=39>

Mauchewahingo (Walking Cloud), 'Narrative of Walking Cloud', Collections of the State Historical Society of Wisconsin, Madison, Wis.: State Historical Society of Wisconsin, 1895, vol. 13, pp. 463-467.
Online at: <http://www.wisconsinhistory.org/turningpoints/search.asp?id=35>

Henry Rowe Schoolcraft, *Personal Memoirs of a residence of thirty years with the Indian tribes on the American frontiers*, Philadelphia: Lippincott, Grambo and Co., 1851 pp. 213-221.
Electronic resource available on MadCat.

E. G. Wakefield, 'Outline of a System of Colonization', in M. F. Lloyd Prichard, ed, *The Collected Works of Edward Gibbon Wakefield*, Glasgow and London: Collins, 1968, pp. 178-187.

Secondary sources

James Belich, 'The Victorian Interpretation of Racial Conflict and the New Zealand Wars: An Approach to the Problem of One-Sided Evidence', *Journal of Imperial and Commonwealth History*, 15, 2, 1987, pp. 123-147.

James Belich, *Replenishing the Earth: The Settler Revolution and the Rise of the Angloworld, 1783-1939*, Oxford: Oxford University Press, 2009, pp. 21-24 and 177-218.

Robert Bieder, *Native American Communities in Wisconsin, 1600-1960*, Madison: The University of Wisconsin Press, 1995, chapter 5

John Hall, *Uncommon Defense: Indian Allies in the Black Hawk War*, Cambridge: Harvard University Press, 2009, pp. 1-12; 145-205.

Philippa Levine, *The British Empire: Sunrise to Sunset*, Harlow: Pearson/Longman, 2007, pp. 31-56.

Gary B. Magee and Andrew S. Thompson, 'Overseas Migration', in *Empire and Globalisation: Networks of People, Goods and Capital in the British World, c. 1850-1914*, Cambridge: Cambridge University Press, 2010, pp. 64-116.

Angela Middleton, 'Potatoes and Muskets: Maori gardening at Kerikeri', in Judith Binney, ed., *Te Kerikeri, 1770-1850: the Meeting Pool*, Wellington: Bridget Williams Books, 2007, pp. 33-39.

Suzanne Elizabeth Moranian, 'Ethnocide in the Schoolhouse: Missionary Efforts to Educate Indian Youth in Pre-Reservation Wisconsin', *Wisconsin Magazine of History*, 64, 4, 1981, pp. 242-260.

Grant Phillipson, 'Religion and Land: The Church Missionary Society at Kerikeri, 1819-1850', in Binney, ed., *Te Kerikeri*, pp. 51-71.

Anne Salmond, *Between Worlds: Early Exchanges Between Maori and Europeans, 1773-1815*, Honolulu: University of Hawai'i Press, 1997, pp.175-179; 314-330.

M.P.K. Sorrenson, 'Maori and Pakeha', in Geoffrey Rice, ed., *The Oxford History of New Zealand: second edition*, Oxford: Oxford University Press, 1992, pp.141-166.

Richard White, *The Middle Ground: Indians, Empires and Republics in the Great Lakes Region 1650-1815*, Cambridge: Cambridge University Press, 1991, pp. 1-93.

Class schedule

Week one: Introductions: what is settler colonialism?

Tuesday January 18

Reading

Belich, *Replenishing the Earth*

Levine, *The British Empire*

Week two: Early 'contact zones'

Tuesday January 25

White, *The Middle Ground*

Salmond, *Between Worlds*

Middleton, 'Potatoes and Muskets'

Method: Turabian, chapter 1 ('What research is and how researchers think about it')

Topics for discussion:

Week three: Missionary culture

Tuesday February 1

Moravian, 'Ethnocide in the Schoolhouse'
Marsh, 'Expedition to the Sacs and Foxes'
Phillipson, 'Religion and Land'

Method: Turabian, chapter sections 2.1 and 2.2

Week four: Treaty-making, nation-building?

Tuesday February 8

Beider, *Native Communities in Wisconsin*
Colenso, 'The Treaty of Waitangi'
Schoolcraft, *Personal Memories*, chapter 23
Sorrenson, 'Maori and Pakeha'

Method: Turabian, chapter 4 'Engaging sources'

Week five: Warfare and the politics of history

Tuesday February 15

Belich, 'The Victorian Interpretation of Racial Conflict'
Hall, *Uncommon Defense*
Mauchhewahingo (Walking Cloud), 'Narrative of Walking Cloud'

Method: Turabian, chapter sections 15.1 and 15.2

Week six: Settlement schemes, race and labor

Tuesday February 22

Magee and Thompson, 'Overseas Migration' (chapter 3)
Wakefield, 'Outline of a System of Colonization'
Davidson, 'Negro Slavery in Wisconsin'

Week seven: Session at the Wisconsin Historical Society

Tuesday March 1

Method: Turabian, chapter 3

Week eight: Reminiscences of settler 'natives'

Tuesday March 8

Kinzie, *Wau-bun*

Maning, *Old New Zealand*

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Proposals and bibliographies due: Monday March 21

Week nine: NO CLASS: meetings with professor to discuss proposals and bibliographies

Method: Turabian chapters 5 and 6

Week ten: Wisconsin Historical Museum visit

Tuesday March 29

Week eleven: NO CLASS: work on first drafts

Week twelve: Workshop first drafts in class

Method: Turabian chapters 9 and 12

Tuesday April 12

Week thirteen: Workshop first drafts in class

Tuesday April 19

Method: Turabian chapter section 13.1

Week fourteen: Conference presentations

Tuesday April 26

Week fifteen: Conference presentations

Tuesday May 3

Final drafts due: Tuesday May 10th, 5pm.