

HIUS 144 Topics in U.S. History

Settler Colonialism in Early America

TuTh 11:00am-12:20pm in CSB 004
Spring Quarter 2024

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Office Hours: Tuesday 1:00-3:00pm in RWAC 920

This course explores the historic manifestation and development of settler colonialism on the North American continent between roughly 1500 and 1900. We will define and contextualize settler colonialism as a specific type of colonialism imposed in North America amongst French, Spanish, English, Dutch, United States, and Canadian imperial projects.

YOU WILL LEARN ABOUT:

- What is settler colonial theory? How do historians use it?
- The variety of colonial structures imposed by European empires in North America
- The emergence of the United States and Canada as settler colonial states
- Indigenous articulations of and resistance movements against settler colonialism
- Core settler colonial mythologies and techniques, and how they continue to impact Native communities today

YOU WILL ALSO LEARN HOW TO:

- Ask historical questions and think like a historian
- Efficiently and strategically read and identify major arguments in articles and books
- Analyze primary sources (documents created in the past) to use as historical evidence
- Research and contextualize primary sources to gain a richer understanding of past events

ASSESSMENT

Participation and Engagement: 35%

Paper #1: 20%

Paper #2: 20%

Final Project: 25%

Participation and Engagement (35%):

- Attend, engage, and participate in class in person. I'll use polls, Q&A, and other in-class prompts to record your attendance and participation. *You do not need to purchase an iClicker.* We will be using the free tool [Slido](#).
- Come to class prepared to participate in group discussions on course readings and in-class activities. We will devote portions of class to discussion.
- You can also earn participation by attending my office hours, emailing me about course content, chatting with me before or after class, or otherwise showing your active engagement and what you're learning.

Primary Source Paper #1 (20%):

Analyze early colonial primary source documents, and develop an argument that identifies and/or compares and contrasts colonial approaches.

Primary Source Paper #2 (20%):

Analyze one of several Native responses to settler colonialism. How did Native authors and activists define and/or contest settler colonialism?

Final Project (25%):

Identify a settler colonial myth that still has prevalence in contemporary culture. Contextualize this myth and place it in historical context using course materials.

Extra Credit:

Extra credit opportunities may be provided. Stay tuned!

LATE & MISSED WORK POLICY

- You can **skip TWO days of class**, no questions asked. These can be taken during the same week or spread out. You don't need to ask permission or let me know. I will automatically drop these from your final grades at the end of the semester. If you miss more than two, you will lose participation points. Students with OSD arrangements may have further accommodations.
- You have **TWO 48-hour extensions** that you can apply to any of the three papers. You do not need to explain why you need them or ask permission. Simply submit within the first 48 hours after the assignment is due. If you need more time, please **contact me** before the end of the 48 hours, and we will work out a plan based on your individual situation. *Work submitted after 48 hours without any communication with me will lose points.*

CODE OF CONDUCT

This course discusses violence, sexual violence, colonialism, genocide, and racism. These are important topics to confront, and it is equally important that we do so in a safe, respectful, and empathetic atmosphere. Please be gentle with yourself and with one another. Reach out to me any time with any concerns, thoughts, or reflections.

MATERIALS AND COMMUNICATION

- No book purchases are required—everything is available through Canvas.
- Have your phone, tablet, or laptop ready to participate in class activities and use [Slido](#).
- During the week, I respond to emails within 24 hours. Emails sent after 5pm Friday will receive a response by 10am Monday.

ACADEMIC INTEGRITY POLICY

Plagiarism is using the thoughts, ideas, and/or words of other people without giving them credit. Very simply, you must put quotation marks around every sequence of two or more words that are not yours, and you must give credit through citations that identify *exactly who and where* those thoughts came from. All work in this class is to be completed on your own.

Representing the work of ChatGPT or other Generative Artificial Intelligence (GenAI) tools as *your original work* in this course is explicitly prohibited. You are welcome to ask historical questions to GenAI tools or use them as a part of your research process, but you may not use those words as your own. If you choose to use these tools, I will also expect you to reflect on and critique their use as well as use other research strategies.

If you are worried about plagiarism because you are unsure of how and what to cite properly, please reach out to me *before the assignment is due*. If you are considering plagiarism or the use of GenAI Tools because you don't feel you have the guidance, time, or confidence needed to articulate your own thoughts, please reach out to me *before the assignment is due*. I will help you with these issues and help you avoid these serious consequences.

I will report suspected academic integrity violations to the Academic Integrity Office. Consequences may include failing the course. [Read the full UCSD policy](#)

ACCESSIBILITY & UNIVERSAL LEARNING

This class is committed to accessible and inclusive learning for every student. Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter (paper or electronic) issued by the [Office for Students with Disabilities](#). Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department *in advance* of any exams or assignments.

This class will be podcasted (sound) and slides will be posted after lectures. This is for accessibility and for your reference, not as a substitute for attending class.

HOW TO SUCCEED IN THIS COURSE

- **Stay engaged:** Come to class, keep up with weekly readings and reflections.
- **Ask for help:** Please ask for help early and often with anything that you're struggling with, via email, before or after lecture, or in office hours. I am here to help you learn!
- **Put in the time:** Doing well in a history class is not a natural ability, but a set of skills built over time. Be patient with yourself, and trust that if you devote time to working on these skills, you will improve.
- **Take care of yourself:** You will do your best work in class if you are sleeping well, eating well, and taking breaks. Your health is the most important thing. **If you are feeling ill, please do not come to class.** You will not be penalized for being sick. Just let me know. Extensions and skips are designed for you to use them!

PART I: COLONIAL VARIETIES AND DEFINITIONS

WEEK ONE: What is Settler Colonialism?

Tu April 2: Welcome and course overview

Th April 4: Global context

Reading:

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

WEEK TWO: Colonial Varieties in Early America

Tu April 9: Origins of European Colonialism in North America

Th April 11: Spanish, French, and Dutch colonial varieties

Reading:

- Patricia Seed *Ceremonies of Possession in Europe's Conquest of the New World* (Introduction, Ch 1, Ch 2, Ch 3)

WEEK THREE: Anglo Colonialism

Tu April 16: Origins of English Colonialism in North America

Th April 18: Early English Colonial Projects

Reading:

- Annette Kolodny, *The Lay of the Land* (Ch 2)
- Allan Greer "Dispossession in a Commercial Idiom: from Indian Deeds to Land Cession Treaties," in *Contested Spaces of Early America*

PART II: TECHNIQUES OF ATTEMPTED ELIMINATION

WEEK FOUR: Replacement

Tu April 23: U.S. National Identity and Continental Visions

Th April 25: *No class, first paper due*

Reading:

- Philip Deloria *Playing Indian* (Intro, Ch 1, Ch 2)

DUE: Primary Source Paper #1

WEEK FIVE: Racialization

Tu April 30: Race and Civilization Discourse

Th May 2: Removal and Slavery

Reading:

- Tiya Miles *Ties that Bind: The Story of an Afro-Cherokee Family in Slavery and Freedom* (excerpts)

WEEK SIX: Violence

Tu May 7: Wars of Conquest

Th May 9: California Indian Genocide

Read:

- Brendan Lindsay *Murder State: California's Native American Genocide, 1846-1873* (excerpts)

WEEK SEVEN: Assimilation

Tu May 14: Boarding Schools and Land Grant Colleges

Th May 16: *No class, second paper due*

Reading:

- Land-Grab Universities Project <https://www.landgrabu.org/#stories>

DUE: Primary Source Paper #2

PART III: MYTHOLOGIES AND CONTESTATIONS

WEEK EIGHT: Vanishing

Tu May 21: Vanishing in the 19th century

Th May 23: Salvage Anthropology

Reading:

- Jeani O'Brien *Firsting and Lasting* (excerpts)

WEEK NINE: Wilderness

Tu May 28: Settler Colonialism in the History Profession

Th May 30: Making National Parks

Reading:

- Mark Spence *Dispossessing the Wilderness* (excerpts)

WEEK TEN: On-Going Structures and Contestations

Tu June 4: U.S. and Canadian legal challenges and activism

Th June 6: Final course discussion and reflection

Reading:

- Audra Simpson, *Mohawk Interruptus: Political life across the borders of settler states* (2014), Chapter 1

FINAL PROJECT DUE: Thursday, June 13 @5pm