The University of Auckland

Department of History

**Settlers and Empire**



History 700

Course Guide, 2017

***Settlers and Empires***

**History 700**

Settlers and Empires interrogates the idea of settler societies and their relationship to empire. Though they are not just a British imperial phenomenon, this course will focus on the British empire, and its nineteenth and twentieth century settler colonies, especially New Zealand, Australia, and Canada. Settler colonies are a very particular manifestation of both imperialism and colonialism, but one that arguably is still not very well understood. This course will ask what makes settler societies different? How well do existing conceptions of empire and colonialism explain this phenomenon? What are 'settlers', and what is distinct about the development of these societies? What are the impacts of settler societies for indigenous peoples and are these the same, or different, from other forms of empire? Does settler colonialism have an end, and what might that look like? And not least, what are the implications of the term 'settler society'?

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***Course Outline***

Settlers and Empire is a comparative and transnational exploration of British settler colonies.

The course is organized into three sections:

* The first focuses on the ways in which historians have thought about empires, colonialism and settlement. The aim is to provide students with an overview of some of the key trends in writing imperial histories. In particular, we will examine the various ways in which settler histories have been interrogated, interpreted and ignored by this literature. This is in line with the course’s broader question about nature of settler societies.
* The second section of the course moves from this general overview to specific cases – from a theoretical discussion of empire, to its application. In keeping with the recent imperial turn, much of this work is based around cultural history. Students should use these modules as jumping off points for their own research projects.
* The third section of the course is student-directed. Students will present seminars based on the research they are undertaking for their final essay. To facilitate a useful discussion in the seminar, the presenting student will select the readings for the class to do for that week. The aim of the seminar is to tease out your ideas. The resulting research essay should, in turn, benefit from the class discussion of your topic and readings.

***Course Objectives***

Settlers and Empire is different in several ways from most undergraduate History courses. It aims to give you the skills of an independent historian by emphasising self directed research. So there are:

* **No reading lists**: One of the critical skills you need to develop over the year is the ability to locate relevant and up-to-date material for your essays. This will be especially important when you select the readings for class in the third section of the course.
* **No essay questions** : You will learn to compose your own research questions. You will do this for your seminar and research essays.

These are all important skills to develop as you move from being an undergraduate History student and make the transition to become a historian.

The **specific objectives** of this course are:

• Introduction to and opportunity to assess the development of settler and imperial histories.

• Critical evaluation of current historiographical issues, including transnational, comparative and national approaches.

• Examination of the scope and range of settler and imperial histories, especially in terms of new archival directions.

• Opportunity to undertake primary research on some aspect of settler imperial and colonial history

• Further development of skills in presentation and student-centred and directed learning

• Further development skills in information literacy, that is, recognize when information is needed, be able to locate, evaluate and use that information effectively

• Further develop capacity for critical, conceptual and reflective thinking

***Course Requirements***

*Attendance*: everyone is expected to attend the weekly seminar. If, for some extraordinary reason, you are not able to attend, please notify Felicity before the class.

*Reading:* **This is an intensive reading course. You need to set aside time to do the readings justice. This means allowing time to reflect on the readings and develop coherent critiques of them, not just skimming them the night before (or on the bus on the way into class!).**

*Participation*: everyone is expected to have done the required reading and be prepared to participate in class discussion. To aid this, you are required to submit, by email, **at least** **one written question on the week’s readings, each week**. Email this to Felicity by the Friday before class. Your question(s) should address matters of substance rather than request clarification of detail. The questions will be collated and circulated in class. They will form the basis of our discussion. Note: **10% of your final grade is based on your participation throughout the year.**

**Because of the requirement that questions be submitted in advance of the class you cannot leave the reading until the morning of the class.**

*Seminar Presentation*: all members of the class present one seminar during the year, based on their research essay.

*Written Work*:

* one review essay on histories of empire and settler societies of c.3500 words;
* one annotated bibliography c.2000 words;
* one research essay based on research into some aspect of settler colonial history (c.5000 words). The research essay may contain primary research, or it could be based on an historiographical issue/debate. Note: you are not allowed to ‘double dip’ either within this course, or between this course and another graduate course.

## Coursework

Note: All written work should conform to the *New Zealand Journal of History’s* style guide (www.arts.auckland.ac.nz/his/nzjh/).

***Review essay***  2000 words 20% Due **Friday 5 May**, 4pm

## ‘If “colonialism” is a term like “bear”, denoting a large and diverse group of animals which nonetheless have clear family resemblances, then is settler-colonialism like, say, “polar bear”—clearly part of the family but with a unique habitat, and phenotype? Or is it—to invoke an appropriately Aussie analogy—more like the Koala: confusingly called a bear, but really not related at all?’ – Stephen Howe, ‘British Worlds, Settler Worlds, World Systems, and Killing Fields’, Journal of Imperial and Commonwealth History, 40, 4, 2012, p.701-702.

Is settler colonialism distinct, or is just one form of a wider imperial impulse?

Discuss with reference to readings from the first part of the course.

***Bibliographic exercise*** 2000 words 20% **Due Friday 28 July**

This exercise is to prepare you for your independent research essay. You need to create an annotated bibliography of around ten items which demonstrate the **‘state of play’** of your chosen topic. You need to show that you are familiar with a broad sweep of work in the particular field and that you have an in-depth understanding of the issues pertinent to the topic. The annotation should describe the nature  of the secondary source and how it will be useful  to your project.  Bibliographic formatting and details also need to be correct (see NZJH style guide).

***Research essay*** 5000 words 50% Due **Friday 13 October**, 4pm

The research essay offers you an opportunity to explore, in primary and/or secondary sources, any aspect of settler colonial history that interests you. The expectation is that you will take your lead from a recent debate or key theme in history, especially those covered through the course. The topic and your proposed bibliography of primary and/or secondary sources should be discussed with Felicity **before the inter-semester break**.

Note: your work may be sent to VUW for external assessment. If it is, your research essay will be sent.

***Seminar Participation***  10%

At the end of the course marks will be allocated on the basis on both the quality and quantity of contribution to seminar discussions.

## Seminar Programme Section 1: Thinking Through Empire

#### 08 March Introduction: Engaging with Empire

We are going to jump right in, introducing ourselves, and then the ideas around empire.

Jane Burbank and Frederick Cooper, ‘Imperial trajectories’ in Jane Burbank and Frederick Cooper, *Empires in World History: Power and the Politics of Difference*, Princeton, 2010.

John Darwin, ‘Britain's Empires’, in S. Stockwell ed., *The British Empire: Themes and Perspectives*, Malden, 2008.

James Belich, ‘Settling Societies’, in James Belich, *Replenishing the Earth, : the Settler Revolution and the Rise of the Anglo World,* Oxford, 2009, pp.25-48.

#### 15 March Shaping Empires

How have historians conceptualised the British Empire? What are the consequences for settler colonies?

Tony Ballantyne, 'Race and the Webs of Empire', in Tony Ballantyne, *Webs of Empire: Locating New Zealand ‘s Colonial Past,* Wellington, 2012, pp.24-48.

Frederick Cooper and Anne Laura Stoler, ‘Between Metropole and Colony', in *Tensions of Empire: Colonial Cultures in a Bourgeois World,* Berkeley/LosAngeles, 1997, pp.1-56.

Alan Lester, Imperial Circuits and Networks: Geographies of the British Empire, *History Compass*, 4, 2006, pp.124–14.

#### 22 March A British World?

What exactly is the British world? How useful is it as a concept?

J. G. A. Pocock, ‘British History: A Plea for a New Subject’, *Journal of Modem History*, 47, 4, 1975 pp. 601—621

Carl Bridge and Kent Fedorowich, 'Mapping the British World' in Carl Bridge and Kent Fedorowich eds., The British World: Diaspora, Culture and Identity, 2003.

Katie Pickles, ‘The Obvious and the Awkward: Postcolonialism and the British World, *New Zealand Journal of History*. 45, 1, 2011, pp.85-101.

#### 29 March Settler Colonialism

What exactly is settler colonialism? How useful is it as a concept?

 Patrick Wolfe, Settler Colonialism and the Transformation of Anthropology : The Politics and Poetics of an Ethnographic Event, London ; New York, 1999, pp.1-7.

Lorenzo Veracini, Settler Colonialism: A Theoretical Overview, London, 2010, pp.15.

Felicity Barnes, ‘Settler colonialism in twentieth-century New Zealand’, in Edward Cavanagh and Lorenzo Veracini eds., *The Routledge Handbook of the History of Settler Colonialism,* Abingdon, 2016.

**5 April Indigenous Approaches to Empire.**

Have we been reading empire through the wrong end of the telescope?

Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous Peoples,* New York; Dunedin, 1999.

Michael J. Stevens, ‘A 'Useful' Approach to Māori History’ *New Zealand Journal Of History*, *49*,1, 2015, pp.54-77.

#### 12 April Settler History and the ‘Nation’.

How do settler nations make their histories? What difference does empire make?

Anne Curthoys, ‘We’ve Just Started Making National Histories and you Want Us to Stop Already?’ in Antoinette Burton ed., *After the Imperial Turn: Thinking with and Through the Nation,* Duke University Press, 2003, pp.70-89.

A. G. Hopkins, ‘Back to the Future: From National History to Imperial’, *Past & Present*, No. 164 , 1999, pp. 198-243.

Tony Ballantyne, ‘On Place, Space and Mobility in Nineteenth-Century New Zealand’ *New Zealand Journal of History*’ 45, 1, 2011, pp.50-70

***Mid-semester break***

***Seminar Section Two: Thinking Through Settlers***

**Settler/Indigenous Relations: Love and War**

#### 03 May Intimacy and Empire?

Damon Salesa, ‘Racial Crossing and the Empire: Scholarship, Science, Politics, and Place’, in Damon Salesa, *Racial Crossings*

Angela Wanhalla, ‘Race, Gender, and Respectability’, in Angela Wanhalla, *Matters of the Heart,* Auckland 2013, pp. 94-121.

**10 May Settler Violence**

Vincent O'Malley, 'Remembering and forgetting the Waikato War', in O’Malley, *The Great War for New Zealand: Waikato 1800-2000*, Wellington, 2016, pp.15-34.

# James Belich, The New Zealand Wars and the Victorian Interpretation of Racial Conflict, Auckland, 1986, pp.119-125, 166-77.

**17 May: No class. Essays due – 18 May**

**Settler Mobility**

**24 May Migrants**

Marilyn Lake and Henry Reynolds, *Drawing the Global Colour Line: White Men’s Countries and the Question of Racial Equality,* Melbourne, 2008, pp.1-14.

# Ellen Boucher, ‘Upholding the Banner of White Australia’, in Ellen Boucher, Empire's Children: Child Emigration, Welfare, and the Decline of the British World, 1869-1967, Cambridge, 2014, pp.92-125.

# EITHER: Marjorie Harper and Stephen Constantine, ‘Crossing the Atlantic: Migrants and Settlers in Canada’ in Marjorie Harper and Stephen Constantine, Migration and Empire, Oxford, 2010.

# OR: Marjorie Harper and Stephen Constantine, ‘Land of Perpetual Summer: Australian Experiences’, in Marjorie Harper and Stephen Constantine, Migration and Empire, Oxford, 2010.

 **31 May Imperial Travel**

EITHER Angela Woollacott, ‘Metropolis as Crucible’, in Angela Woollacott, *To Try her Fortune in London: Australian Women, Colonialism, and Modernity*, Oxford, 2001, pp.139-80.

OR Richard White, ‘Cooees across the Strand’, *Australian Historical Studies*, 2, 116, 109, 2001, pp.109-127.

Cecilia Morgan, ‘“A choke of emotion, a great heart-leap”: English-Canadian Tourists in Britain, 1880s–1914’, Social history/Histoire Sociale, 2006, pp.12-43.

Felicity Barnes, ‘New Zealand's London’, in *New Zealand's London: a colony and its metropolis,* Auckland, 2012, pp.14-40.

#### 7 June Replenishing the Earth?

Is there something distinctive about the economics of settler colonies? What are the implications of this?

Donald Denoon, ‘Understanding Settler Societies’, *Historical Studies*,18,73, 1979, pp.511-527.

James Belich, ‘Colonizations’, in James Belich, *Replenishing the Earth, : the Settler Revolution and the Rise of the Anglo World,* Oxford, 2009, pp.177-218.

James Belich, ‘Urban Carnivores’, in James Belich, *Replenishing the Earth, : the Settler Revolution and the Rise of the Anglo World,* Oxford, 2009, pp.437-455.

**Inter-Semester Break**

**Schedule some time to develop your topic for your final essay**

***Making Settler Cultures***

**26 July** **Settler Identity: British, white, male?**

Mrinilini Sinha, 'Nations in an Imperial Crucible', in Philippa Levine, ed., Oxford History of the British Empire Companion Series Oxford, 2004.

Kate Darian Smith, ‘Images of Empire: Gender and Nationhood in

Australia at the Time of Federation’, in Stuart Macintyre, Kate Darian Smith and Patricia Grimshaw, *Britishness Abroad : Transnational Movements and Imperial Cultures,*  Melbourne, 2006, pp.153-168.

Marilyn Lake, ‘Frontier feminism and the marauding white man’, *Journal of Australian Studies,* 20, 49, 1996, pp.12-20.

**2 August** **Imperialism and Femininity?**

Marilyn Lake, ‘Colonised and colonising: the White Australian feminist

Subject’, *Women's History Review*, 2,3, 1993, pp.377-38.

# Katie Pickles, ‘A link in ‘the great chain of Empire friendship’: the Victoria League in New Zealand’, The Journal of imperial and commonwealth history. , 2005, Vol.33(1), p.29-50.

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Joan Sangster, 'Domesticating Girls' in Myra Rutherdale and Katie Pickles, *Aboriginal and Settler Women in Canada's Colonial Past*, Vancouver, 2006, pp.179-204.

 **9 August**  **Settler Nations on Display**

Anne Clendinning, ‘Exhibiting a Nation: Canada at the British Empire Exhibition, 1924–1925’, 39, 77, 2006, pp.79-107.

David Simonelli, ‘ "L]aughing nations of happy children who have never grown up": Race, the concept of commonwealth and the 1924-25 British Empire Exhibition,  *Journal of Colonialism & Colonial History, 10*, 1, 2009.

John MacKenzie, ‘The Imperial Exhibitions’, in John MacKenzie, *Propaganda and Empire,* Manchester 1986, pp.96-120.

### 16 August Consuming Empire

Felicity Barnes, 'Produced by Britons For British Homes', in Felicity Barnes, *New Zealand's London: a colony and its metropolis,* Auckland, 2012, pp.154-188.

Gary Bryan Magee and Andrew S. Thompson, ‘Markets and Consumer Cultures’, in Gary Bryan Magee and Andrew S. Thompson, *Empire and globalisation: networks of people, goods and capital in the British world*, c.1850-1914 Cambridge, 2010, pp. 117-169 .

Joanna de Groot, ‘Metropolitan Desires and Colonial Connections’, in Catherine Hall and Sonya O. Rose, *At home with the empire: metropolitan culture and the imperial world*, Cambridge, 2006, pp.166-190.

**23 August Imperial lenses**

James Ryan, ‘“Photographing the Natives”’ in James Ryan, *Picturing empire: photography and the visualization of the British Empire*, Chicago, 1997.

Felicity Barnes, ‘Pictorialism, Photography and Colonial Culture, 1880-1940’, *New Zealand Journal of History*, 47, 2, 2013, pp.136-156.

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EITHER Jane Lydon, ‘Our Sense of Beauty’: Visuality, Space and Gender on Victoria’s Aboriginal Reserves, South‐Eastern Australia. *History & Anthropology*. 16, 2, 2005, 211-233.

## OR Peter Limbrick,’ Hei tiki (1935) Film Histories Past and Present’ in Peter Limbrick, Making Settler Cinemas : Film and Colonial Encounters in the United States, Australia, and New Zealand, New York, 2010, pp.131-170.

**30 August: Settlers and the End of Empire: Raising and lowering flags?**

James Belich, ‘The Rise and fall of Greater Britain’, in James Belich, *Replenishing the Earth : the Settler Revolution and the Rise of the Anglo World,* Oxford, 2009, pp.456-478.

Gregory A. Johnson, ‘The Last Gasp of Empire: the 1964 flag debate revisited’ in Philip Buckner ed., *Canada and the End of Empire*, Vancouver, 2005, pp.232-250.

Stuart Ward and James Curran, ‘“Endlessly Coming of Age”: Continuties’ in Stuart Ward and James Curran, *The Unknown Nation: Australia After Empire*, Melbourne, 2010, pp.224-253.

### Section 3: Student Research Presentations

**1 September to 17 Sept Mid-Semester Break**

10 September

17 September

24 September

01 October

13 October Final Essays Due

***Department of History***

***Grade Descriptors***

**A: Excellent (80–100)**

Work based on wide reading (properly acknowledged through footnotes and bibliography, if required for the task) that shows excellent knowledge and understanding of the subject matter. Work offers a well-constructed argument and clear grasp of the major issues. It observes the conventions of prose style appropriate to the writing of academic history. Outstanding pieces of work also exhibit independent and creative thinking and individual flair in expressing complex ideas.

**B: Good/Competent (65–79)**

Work which is clearly structured and where the well-supported argument leads to a logical conclusion. The work is based on adequate reading (properly acknowledged through footnotes and bibliography, if required for the task) and a good to strong grasp of the major issues raised in the readings. Its meaning is generally expressed through clear prose.

**C: Satisfactory (50–64)**

Work which shows a reasonable knowledge of the subject matter and attempts to answer the question but displays one or more of the following faults: inadequate reading, misunderstanding of the sources, confused argument and/or structure, weakness of expression, inadequate attention to footnotes and bibliography (if required for the task).

**D: Fail (0–49)**

Work displays serious failings in one or more of the following: inadequate reading, misunderstanding of the sources, confused argument and/or structure, weakness of expression, inadequate attention to footnotes and bibliography (if required for the task).

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Students’ assessed work will be reviewed against electronic source material using computerized detection mechanisms. Students therefore will be required to provide an electronic version of their work for computerized review.