

*Lakehead University*  
**Department of Sociology**

**Sociology 5115-FDE**  
**Settler Colonialism in Canada**

**Dr. Chris Southcott**

**Fall 2023**

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**Delivery: Web-based**

**Office Hours**

**By appointment**

**Course Objective:**

This course is designed to familiarize students with the social theory known as settler colonialism and its relationship to sociological theory. It will discuss the precursors to settler colonial theory, its emergence and growth in popularity, as well as contemporary criticisms. Particular attention will be paid to its usefulness as a means of better understanding Settler-Indigenous relations in Canada.

**Learning Outcomes:**

Upon completion of this course, students should be able to:

1. Describe the place of Indigenous peoples and colonialism in both classical and contemporary sociological theory.
2. Describe and explain the relationship between Indigenous peoples and colonialism in Canadian sociological theory.
3. Define settler colonialism and explain how it emerged as a theoretical concept
4. Describe the relationship between settler colonialism and other contemporary sociological theories.
5. Evaluate the usefulness of settler colonialism for understanding the current relationship between Indigenous and non-Indigenous peoples in Canada.
6. Collect and evaluate both secondary sources and primary sources in order to address issues and questions related to the theory of settler colonialism.

**Structure of the course:**

The course will be web-based. There will be no weekly lectures so participants will be required to keep up to date with readings and assignments on their own using the course website. There will be five section descriptions given by the professor on Zoom to assist participants in their understanding of the course material. The first of these will be on Tuesday, September 12 from 11:30 am to 1:30. The dates and times of the other section descriptions will be determined later. These will be recorded and made available to participants.

**Texts:**

There will be no required texts. Students will be required to read articles to be downloaded off the internet.

**Basis of Evaluation:**

Section Commentaries.....	40%
Research Proposal.....	10%
Presentation.....	10%
Research Paper.....	40%

**Section Commentaries:** Participants will be required to write a commentary on each of the four main sections of the course, each worth 10% of your final mark. These commentaries will be in response to a basic question. Each commentary will be 4 pages (1000 words) and will be properly referenced. The basic questions and the date that they are due will be:

Commentary 1: What are the main problems of using modernization theory and dependency theory to explain Settler-Indigenous relations in Canada? Due Sept 29.

Commentary 2: What is the relationship between Marxism and settler colonialism as a theory? Due October 20.

Commentary 3: What is the relationship between staples theory and settler colonialism as a theory? Due November 10.

Commentary 4: What are the main weaknesses of using settler colonialism as a theory to understand Settler-Indigenous relations in Canada? Due Dec 1.

**Research Proposal:** One of the main requirements of this course is to prepare a research paper on a key question relating to the theory of settler colonialism. The paper itself is described below but to ensure that you are prepared to write this paper you will be required to hand in a 4 page (1000 word) proposal on Oct. 19th. This proposal should contain a section with a background section explaining why the topic you chose is important (why you chose it), a section containing a clear hypothesis/research question, a section describing how you will examine your hypothesis/research question (ie a road map of the paper), and a suggested bibliography with at least 6 key sources.

**Presentation:** During the last two weeks of the course, you will be required to present the findings of your research paper during a joint class Zoom meeting. Presentations should be 20 minutes long followed by 10 minutes of questions. The time and date of these presentations will be determined in consultation with participants.

**Research Paper:** Participants will be required to write a 20 to 25 page (5000 to 6000 word) research paper on a key question relating to the theory of settler colonialism and the relationship between Indigenous and non-Indigenous people in Canada. Topics

should be chosen in consultation with the professor. The completed paper is due on December 7, 2023. Research papers should use the manuscript format suggested by the American Sociological Association.

Please note that plagiarism is unacceptable and subject to various sanctions. Please see the university regulations section on academic dishonesty in the Calendar. For advice to avoid plagiarism please see <http://www.northwestern.edu/uacc/plagiar.html>

## Soc 5115 Course Structure and Readings

### Part One: Concepts and basic structures

**Note on readings – These are suggested readings to assist participants in their basic understanding of the topic of each section. Participants will be required to find other readings themselves to assist in answering the basic questions for each section. This is especially the case for Section 5.**

#### **Section 1 Introduction to the course: What is settler colonialism and why it is important for contemporary sociological theory?**

Veracini, Lorenzo. 2011. "Introducing: Settler Colonial Studies." *Settler Colonial Studies* 1(1):1-12.

Barker, Adam J. 2012. "Locating Settler Colonialism." *Journal of Colonialism and Colonial History* 13(3).

#### **Section 2 Colonialism, Indigenous people and Earlier Sociological Theory**

\*Bourne, H. R. Fox. 1900. *The Claims of Uncivilised Races a Paper Submitted to the International Congress on Colonial Sociology, Held in Paris in August, 1900*. London: Aborigines Protection Society. (\*Warning – this article contains language that is today considered offensive. Please read it critically. It is meant to be an example of social thought of the pre-World War 1 period.)

Seidman, Steven. 2013. "The Colonial Unconscious of Classical Sociology." in *Postcolonial Sociology*, edited by J. Go. Bingley, UK: Emerald Group Publishing Limited.

Tipps, Dean C. 1973. "Modernization Theory and the Comparative Study of National Societies: A Critical Perspective." *Comparative Studies in Society and History* 15(2):199-226.

Frank, Andre Gunder. 1975. "Development and Underdevelopment in the New World: Smith and Marx Vs. The Weberians." *Theory and Society* 2(1):431-66.

#### **Section 3 The Emergence of Settler Colonialism as a Social Theory**

Wolfe, Patrick. 1997. "History and Imperialism: A Century of Theory, from Marx to Postcolonialism." *The American Historical Review* 102(2):388-420.

Veracini, Lorenzo. 2013. "'Settler Colonialism': Career of a Concept." *The Journal of Imperial and Commonwealth History* 41(2):313-33.

Carey, Jane and Ben Silverstein. 2020. "Thinking with and Beyond Settler Colonial Studies: New Histories after the Postcolonial." *Postcolonial studies* 23(1):1-20. doi: 10.1080/13688790.2020.1719569.

Steinman, E. W. 2022. "Settler colonialism and sociological knowledge: insights and directions forward." *Theory and Society* 51(1): 145-176.

#### **Section 4 Sociological Theory and Indigenous People in Canada**

Denis, Jeffrey S. 2015. "Contact Theory in a Small-Town Settler-Colonial Context: The Reproduction of Laissez-Faire Racism in Indigenous-White Canadian Relations." *American Sociological Review* 80(1):218-42.

McGuire Patricia, D. 2012. "Indigenous Spaces in Sociology." in *Reading Sociology: Canadian Perspectives*, edited by L. Tepperman and A. Kalyta. Toronto: Oxford University Press.

Watts, Vanessa, Gregory Hooks and Neil McLaughlin. 2020. "A Troubling Presence: Indigeneity in English-Language Canadian Sociology." *Canadian Review of Sociology/Revue canadienne de sociologie* 57(1):7-33.

Watkins, M. 1977. "From Underdevelopment to Development." Pp. 84-99 in *Dene Nation - the Colony Within*, edited by M. Watkins. Toronto: University of Toronto Press.

Coulthard, Glen S. 2007. "Subjects of Empire: Indigenous Peoples and the 'Politics of Recognition' in Canada." *Contemporary political theory* 6(4):437-60. doi: 10.1057/palgrave.cpt.9300307.

Kulchyski, Peter. 2016. "Hunting Theories: Totalisation and Indigenous Resistances in Canada." *Historical Materialism* 24(3):30-44.

Simpson, Audra. 2016. "Whither Settler Colonialism?". *Settler Colonial Studies* 6(4):438-45.

Martino, N. (2021). "'It should be equal across the board': how treaty opposition among hunters and anglers upholds settler colonialism in Canada." *Ethnic and Racial Studies* 44(15): 2752-2771.

Behrendt, M. C. (2022) "Settler colonial origins of intimate partner violence in Indigenous communities." *Sociology Compass* e13019 1-38.

#### **Section 5 Criticisms of settler colonialism in Canada (Note – participants will be expected to find most readings for this section by themselves)**

Fung, A. 2021. "Is Settler Colonialism Just Another Study of Whiteness?". *Canadian Ethnic Studies-Etudes Ethniques Au Canada* 53(2):115-31.

Petray, Theresa. 2012. "Can Theory Disempower? Making Space for Agency in Theories of Indigenous Issues." in *Theorising Indigenous Sociology: Australian Perspectives.* , edited by D. Howard-Wagner, D. Habibis and T. Petray. Sydney, Australia: University of Sydney e-Press.

### **Students with Special Needs**

Students with special needs may request accommodations in accordance with the Senate Policy on Students with Disabilities. Such students should at the earliest opportunity advise the Student Accessibility Services (formerly the Learning Assistance Centre) and the instructor of such needs so that appropriate arrangements can be made to accommodate their needs. Those who encounter extenuating circumstances which may interfere with the successful completion of the course should, as soon as possible, discuss these circumstances with the instructor and the Student Accessibility Services.

### **Lakehead Policy on Academic Dishonesty**

As academic integrity is crucial to the pursuit of university education, students are expected to uphold the academic honour code at all times and are advised to familiarise themselves with the university's policy on academic dishonesty, especially in relation, but not limited, to plagiarism, cheating, impersonation etc. In order to make sure that a degree awarded by Lakehead University is a reflection of the honest efforts and individual academic achievement of each student, Lakehead University treats cases of academic dishonesty very seriously and severely penalises those caught in violation of the university's policy on academic honesty.

## **LAKEHEAD RESOURCES**

If you find yourself having difficulty with the course material or any other difficulties in your student life, don't hesitate to ask for help! If it is about an issue beyond this class, please contact your academic advisors, or get help from any number of other support services on campus, including:

**The Student Success Centre** has many programs and support services in place to help you achieve your academic and personal goals while studying at Lakehead University. They provide academic support through tutoring services, career exploration, co-operative opportunities and leadership development. More information is available here <https://www.lakeheadu.ca/current-students/student-success-centre>.

**The Lakehead Library** provides access to resources, study rooms, and research support both online via chat and in person with more details available here <https://library.lakeheadu.ca/>.

**Public Computer Labs** are available on campus where you may write and/or print out your work. For more details go to <https://www.lakeheadu.ca/faculty-and-staff/departments/services/helpdesk/computer-labs>.

**Student Life and Services** offers health and wellness resources both on and off campus, as well as opportunities for involvement in health and wellness activities. More information is available here <https://www.lakeheadu.ca/current-students/student-services/or>.

**Office of Human Rights and Equity.** You have the right to an education that is free from any form of discrimination. A wide variety of resources are available here <https://www.lakeheadu.ca/faculty-and-staff/departments/services/human-rights-and-equity/resources>.