

SP9645/ CL 9650  
**Narratives of Imperialism, 1492-Today**

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On-campus meetings: July 15-26, 2019, 2-5 pm  
Room: UC3325

**Description:** This course critically problematizes the treatment of the Americas, its peoples and resources, in textual sources, from Columbus's letters, literature by the likes of Sor Juana, in addition to modern works of fiction and non-fiction. In parallel, it will explore visual and material sources that bathe important light on the intercultural encounter between Europe and the Americas in fresh ways that elevate Indigenous and non-masculine voices and experiences about this period of significant cultural change.

**Course objectives:** By the conclusion of this course, students should be able to demonstrate

1. Knowledge and sophisticated use of scholarly vocabularies for describing settlerism, colonization, and the Indigenous Americas
2. Knowledge of and ability to interact in a scholarly fashion with visual and material sources of information.
3. Ability to use primary sources (literature, historiographical, visual, and material) along with works of criticism and theory in order to develop sophisticated scholarly arguments.
4. Scholarly, publication-worthy written capability in English, French, or Spanish
5. Workshop leadership skills, which include leading discussions, engaging audiences, providing coherent materials (PowerPoint, for example), peer support, and additional instruction as needed.

**Required readings:** Books and articles are available to students through the university library's website. It is expected that students will have prepared all available readings prior to the onset of our on-campus meetings July 15, 2019. Additional readings will be given to students during the two-week duration of the course. It is recommended that students take detailed notes (page numbers, quotations, comments) so that they may serve them during the course and for the presentation and essay.

**Attendance and participation:** Unless arrangements have been made with the professor, students must attend every class, actively contribute, and have adequately prepared the readings to be covered prior to each class. Failure to comply with this expectation will impact the participation grade. Please contact your professor to make arrangements for any missed classes no later than June 1, 2019.

**Works to be studied:** In addition to primary sources of literature, historiography, and visual and material objects, students will prepare several critical works that will assist us in our exploration

of imperialism, colonialism, and settlerism through their intersection with race, gender, and identity.

### **Evaluation:**

**20%** *Presentations based on the required readings.* Each student will present at least one of the required readings. The assignment of these works to students will occur by email in consultation with the professor before July 1, 2019. The presentation will **not summarize** the contents of the book; rather, the presenter will highlight the merits and faults of their work in terms of the course's theme (see **Description and Works to be studied**) in about 15 minutes. She or he will then lead a 30 to 45-minute discussion about the book, introducing new and additional material as necessary based around 5-7 discussion questions aimed to stimulate engagement with the book. Peers will have read the critical work and are expected to engage with and actively contribute to this workshop-style activity. **Failure to contribute to a workshop on the part of the audience will impact the audience's own presentation grade.** Discussion questions must be emailed to the professor no later than 9 AM the morning of the day of the presentation.

**30%** *Short essay.* This assignment is designed to cultivate an original research question centred on a more advanced problem to be addressed by the final essay. It will develop the theoretical and critical apparatus that will later be engaged with works of literature, historiography, and visual and material culture in the final essay. Essays should be prepared in a standard Word document, 12-pt Times New York font, and be double spaced. At least 10 high-quality published sources will be cited in the bibliography using Chicago or MLA format. It will be due by the first day of on-campus meetings (Monday, July 15, 2019) by email. Students may make every effort to consult with the professor to work toward an original area of research. MA students should aim for 1,500-2,000 words; PhD students should aim for 2,500-3,000 words.

**40%** *Final essay.* Due August 15, 2019, this longer essay will attempt to explore the original research question formulated through the short essay. It should build upon and include components from the short essay. The strongest essays will contain original and timely research of a caliber suitable to be edited and submitted for consideration to a peer-reviewed journal. Students should begin thinking about the direction of their final essay in June and make every effort to consult with the professor as their ideas take shape. MA students should aim for at least 5,500 words; PhD students should aim for at least 8,000 words. These word lengths include content from the short essay.

**10%** *Preparation and participation.*

**Required readings:** It is recommended that students complete the readings in the order in which they are presented in this document. All readings should be available in Western's library as e-books or articles available through the university's database subscriptions. Please note that additional materials of a briefer nature will be assigned daily in class.

### **July 15: Historians and imperialism**

1. James H. Merrell, "Some Thoughts on Colonial Historians and the American Indians," *The William and Mary Quarterly* 46.1 (1989), pp. 94-119.
2. ---. "Second Thoughts on Colonial Historians and American Indians," *The William and Mary Quarterly* 69.3 (2012), pp. 451-512.
3. Vanessa D. Kam, "Subject Headings for Aboriginals: The Power of Naming," *Art Documentation: Journal of the Art Libraries Society of North America* 26.2 (2007), pp. 18-22.
4. VERONICA (1) Susan Shroeder et al., eds., "Introduction," *Chimalpahin's Conquest: A Nahua Historian's Rewriting of Francisco López de Gómara's La conquista de México* (Stanford, CA: Stanford University Press, 2010), pp. 3-49.

### **July 16: Manifest destiny and its origins**

1. WONDER (1) Alcira Dueñas, *Indians and Mestizos in the "Lettered City": Reshaping Justice, Social Hierarchy, and Political Culture in Colonial Peru* (Boulder: University of Colorado, 2010).
2. LORENA (1) Bonita Lawrence "Rewriting Histories of the Land: Colonization and Indigenous Resistance in Eastern Canada," in *Race, Space, and the Law: Unmapping a White Settler Society*, ed. Sherene Razack (Toronto: Between the Lines, 2000), pp. 21-46. (Contact the professor if you have difficulty finding this reading)
3. John Gast, American Progress, 1872:  
<http://collections.theautry.org/mwebcgi/mweb.exe?request=record;id=M545330;type=101>

### **July 17: Making space for empire**

1. WONDER (2) Maximilian C. Forte, ed., *Who Is an Indian? Race, Place, and the Politics of Indigeneity in the Americas* (Toronto: University of Toronto Press, 2013).
2. ADRIANA(1) *Capitulaciones de Santa Fe/Capitulations of Santa Fe, 1492* (Contact your professor if you need help finding a copy of this text).

### **July 18: The imperial archive**

1. Ashley Glassburn Falzetti, "Archival Absence: The Burden of History," *Settler Colonial Studies* 5.2 (2015), pp. 128-144.
2. Alfred Hiatt, "Blank Spaces on the Earth," *The Yale Journal of Criticism* 15.2 (2002), pp. 223-250.
3. ADRIANA (2) José Carlos de la Puente Luna, "The Many Tongues of the King: Indigenous Language Interpreters and the Making of the Spanish Empire," *Colonial Latin American Review* 23.4 (2014), pp. 143-170.

### **July 19: Imperial labels**

1. Section 5 of the Indian Act of Canada, 1876 (rev. 1985):  
<http://laws-lois.justice.gc.ca/eng/acts/i-5/fulltext.html#h-5>

2. (WONDER 3) Martin S. Staum, *Labeling People: French Scholars on Society, Race and Empire, 1815-1848* (Montreal: McGill-Queens University Press, 2003).

### **July 22: Visualizing imperialism**

Workshop on the *relaciones geográficas* (1570s-1590s), *casta* paintings (eighteenth century), and Native-American ways of visualizing empire.

### **July 23: Imperial appropriations**

1. LORENA (2): Sor Juana Inés de la Cruz, *Loa para El divino narciso/Loa for The Devine Narcissus* (ask the professor if you cannot locate a copy), 1689.
2. Jodi A. Bird, *The Transit of Empire: Indigenous Critiques of Colonialism* (Minneapolis: University of Minnesota Press, 2011).

### **July 24: Decolonization**

1. LORENA (3) Eve Tuck and K. Wayne Yang, “Decolonization is Not a Metaphor,” *Decolonization: Indigeneity, Education & Society* 1.1 (2012), pp. 1-40.
2. VERONICA (2) Daniel N. Paul, *We Were Not the Savages: A Micmac Perspective on the Collision of European and Aboriginal Civilizations* (Halifax, NS: Fernwood, 2007).

### **July 25: Decolonization and research**

1. ADRIANA (3) Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous Peoples* (New York: Zed Books, 1999). (Contact professor if you have trouble finding this title)
2. VERONICA (3) Cheryl Bartlett, Murdena Marshall, and Albert Marshall, “Two-Eyed Seeing and Other Lessons Learned within a Co-Learning Journey of Bringing Together Indigenous and Mainstream Knowledges and Ways of Knowing,” *Journal of Environmental Studies and Sciences* 2.4 (2012), pp. 331-340.
3. The two-row wampum treaty: <https://www.onondaganation.org/culture/wampum/two-row-wampum-belt-guswenta/>

### **July 26: Course conclusions and un-conclusions**

**Optional readings:** These readings may assist students in the preparation of their essays and are not required; some of them may not necessarily be available as e-books through Western’s library.

Adams, Edward, *Liberal Epic: The Victorian Practice of History from Gibbon to Churchill* (Charlottesville: University of Virginia Press, 2011).

Altschul, Nadia R., *Geographies of Philological Knowledge: Postcoloniality & the Transatlantic National Epic* (Chicago: University of Chicago Press, 2012).

Anderson, Benedict, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (London: Verso, 1983).

- Anderson, Chris, *Metis: Race, Recognition, and the Struggle for Indigenous Peoplehood* (Vancouver: UBC Press, 2014).
- Boone, Elizabeth Hill, and Walter D. Mignolo, eds., *Writing without Words: Alternative Literacies in Mesoamerica & the Andes* (Durham, NC: Duke University Press, 1994).
- Bowden, Brett. *The Empire of Civilization: The Evolution of an Imperial Idea* (Chicago: University of Chicago Press, 2009).
- Brotherston, Gordon, *Book of the Fourth World: Reading the Native Americas through Their Literature* (New York: Cambridge University Press, 1992).
- Burger, Michael, *The Shaping of Western Civilization: From Antiquity to the Enlightenment* (Peterborough, ON: Broadview Press, 2008).
- Carrera, Magali Marie, *Imagining Identity in New Spain: Race, Lineage, and the Colonial Body in Portraiture and Casta Paintings* (Austin: University of Texas Press, 2003).
- Cheyfitz, Eric, *The Poetics of Imperialism: Translation and Colonization from The Tempest to Tarzan* (Philadelphia: University of Philadelphia Press, 1997).
- Coulthard, Glen, *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition* (Vancouver: UBC Press, 2014).
- Deloria, Philip J., *Playing Indian* (New Haven, CT: Yale University Press, 1998).
- Dussel, Enrique, *The Invention of the Americas: Eclipse of 'The Other' and the Myth of Modernity* (New York: Continuum, 1995).
- Greer, Margaret R., Walter D. Mignolo, and Maureen Quilligan, eds., *Rereading the Black Legend: The Discourses of Religious and Racial Difference in the Renaissance Empires* (Chicago: University of Chicago Press, 2007).
- Kagan, Richard L., ed. *Spain in America: The Origins of Hispanism in the United States* (Urbana: University of Illinois Press, 2002).
- Katzew, Ilona, *Casta Painting: Images of Race in Eighteenth-Century Mexico* (New Haven, CT: Yale University Press, 2004).
- Mazlish, Bruce, *Civilization and its Contents* (Stanford, CA: Stanford University Press, 2004).
- Miller, Robert J., *Native America, Discovered and Conquered: Thomas Jefferson, Lewis & Clark, and Manifest Destiny* (Westport, CT: Praeger, 2006).
- Miller, Robert J., Jacinta Ruru, Larissas Behrendt, and Tracey Lindberg, *Discovering Indigenous Lands: The Doctrine of Discovery in the English Colonies* (Oxford: Oxford University Press, 2010).
- Moore, David L., *That Dream Shall Have a Name: Native Americans Rewriting America* (Lincoln: University of Nebraska Press, 2013).
- Mundy, Barbara E., *Death of Aztec Tenochtitlan, the Life of Mexico City* (Austin: University of Texas Press, 2015).
- Palmater, Pamela, *Beyond Blood: Rethinking Indigenous Identity* (Vancouver: UBC Press, 2011).
- Ong, Walter J., *Orality and Literacy: The Technologizing of the Word* (New York: Routledge, 1982).
- Rabasa, José, *Inventing America: Spanish Historiography and the Formation of Eurocentrism* (Norman: University of Oklahoma Press, 1993).
- Said, Edward W., *Orientalism* (New York: Random House, 1979).
- Schwaller, Robert C., "The Importance of Mestizos and Mulatos as Bilingual Intermediaries in Sixteenth-Century New Spain," *Ethnohistory* 59.4 (2012), pp. 713-738.
- Seed, Patricia, *Ceremonies of Possession in Europe's Conquest of the New World, 1492-1640*

- (Cambridge: Cambridge University Press, 1995).
- Tully, James, *Strange Multiplicity: Constitutionalism in an Age of Diversity* (Cambridge: Cambridge University Press, 1995).
- Vinson III, Ven, *Before Mestizaje: The Frontiers of Race and Caste in Colonial Mexico* (Cambridge: Cambridge University Press, 2018).
- Warkentin, Germaine, and Carolyn Podruchny, eds., *Decentring the Renaissance: Canada and Europe in Multidisciplinary Perspective 1500-1700* (Toronto: University of Toronto Press, 2001).
- Weaver, Jace, *That the People Might Live: Native American Literatures and Native American Community* (New York: Oxford University Press, 1997).
- . *The Red Atlantic: American Indigenes and the Making of the Modern World, 1000-1927* (Chapel Hill: University of North Carolina Press, 2014).
- Weber, David J., *Bárbaros: Spaniards and their Savages in the Age of Enlightenment* (New Haven, CT: Yale University Press, 2005).
- Wey-Gómez, Nicolás, *The Tropics of Empire: Why Columbus Sailed South to the Indies* (Cambridge, MA: MIT Press, 2008).
- Williams Jr., Robert A., *The American Indian in Western Legal Thought: Discourses of Conquest* (New York: Oxford University Press, 1993).
- . *Savage Anxieties: The Invention of Western Civilization* (New York: St. Martin's Press, 2014).
- Wilson, Shawn, *Research Is Ceremony: Indigenous Research Methods* (Halifax, NS: Fernwood, 2008).
- Woolford, Andrew John, Jeff Benvenuto, and Alexander Laban Hinton, eds., *Colonial Genocide in Indigenous North America* (Durham, NC: Duke University Press, 2014).

#### **Statement on Academic Offences:**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.westerncalendar.uwo.ca/2015/pg113.html>

Plagiarism is a major academic offense. Plagiarism is the inclusion of someone else's verbatim or paraphrased text in one's own written work without immediate reference. Verbatim text must be surrounded by quotation marks or indented if it is longer than four lines. A reference must follow right after borrowed material (usually the author's name and page number). Without immediate reference to borrowed material, a list of sources at the end of a written assignment does not protect a writer against the possible charge of plagiarism.

Scholastic offenses are primarily forms of cheating. The range of offences include, but are not limited to, plagiarism, cheating on an examination, falsifying material subject to academic evaluation by recycling a paper, misrepresenting work completed by someone else, co-authored work or group work as individually done, and aiding or abetting any such offense. These offenses are taken very seriously by the University and are treated as such. Penalties range from a failing grade for the assignment or the course to suspension or even expulsion from the University.

Your instructor will be happy to show you a proper method of documenting your sources. Students may choose to use either the MLA or Chicago styles.

### **Mental Health:**

Students who are in emotional/mental distress should refer to Mental Health@Western [http://www.health.uwo.ca/mental\\_health/](http://www.health.uwo.ca/mental_health/) for a complete list of options about how to obtain help.

Mental Health can be defined as “the capacity to feel, think and act in ways that enhance our ability to enjoy life and deal with the challenges we face.” (Public Health Agency of Canada) If you are not well, please seek help and if someone you know is feeling overwhelmed, please listen and encourage them to seek help.

### **Support Services for Students:**

- The Student Development Center includes the writing support center and learning skills services, services for Indigenous students, services for international students, services for students with disabilities and psychological services: <http://www.sdc.uwo.ca/>
- The Student Success Center helps students with all areas of career management, but includes a wide range of programs for First Year Students, Mature Students, Scholars and those interested in leadership training: <http://www.success.uwo.ca/careers/>
- All types of international learning opportunities are presented at <http://www.uwo.ca/international/learning/index.html>
- For study abroad and exchange information please check the MLL webpage [http://www.uwo.ca/modlang/undergraduate/study\\_abroad.html](http://www.uwo.ca/modlang/undergraduate/study_abroad.html)
- Information on a wide range of other services is found at <http://westernusc.ca>