

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



**VICTORIA**  
UNIVERSITY OF WELLINGTON

**SCHOOL OF SOCIAL AND CULTURAL STUDIES**

*Te Kura Mahinga Tangata*

***Sociology***

**SOSC 417**

***Comparing Ethnic Relations  
in Settler Societies***

# **Course Outline**

**CRN 18003: 30 POINTS: 1+2, 2011**

**COURSE COORDINATOR: DR DAVID PEARSON**

*Teaching dates: 28 February to 14 October 2011*

*Mid-trimester break Trimester One: 18 April to 1 May 2011*

*Mid-trimester break Trimester Two: 22 August to 4 September 2011*

*Study/Examination Period: 17 October to 12 November 2011*

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**SEMINAR: MON 12 NOON – 2PM : VON ZEDLITZ 107**

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**Course Coordinator:** Dr David Pearson  
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**Office Hours:** TBA

**Seminars:** Monday, 12 noon - 2PM, VZ107

### **Other Contact Information**

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International Student Liaison: Dr Hal Levine MY1023  
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Maori and Pacific Student Liaison: Dr Trevor Bradley, MY1101  
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School Administrators: Monica Lichti, Alison Melling, Heather Day  
MY921, Tel: 463 5317; 463 5258; 463 5677  
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### **Communication Of Additional Information**

Given this is a small seminar group SOSC 417 uses email as its main communication tool, but students should also check the notice boards on level 9 and 11, Murphy building regarding information relating to Sociology.

In addition students can browse the School's website: <http://www.victoria.ac.nz/sacs>. On the same page you will find *Sociolog*, <http://www.victoria.ac.nz/sacs/about/sociolog.aspx>, a chronicle of reflections written by Sociology, Social Policy staff and postgraduate students.

### **Course Content**

This course explores the history and current politics of ethnicity and nationalism in Aotearoa New Zealand and other settler societies.

SOSC 417 is designed to introduce you to major debates about the history and contemporary patterns of the politics of ethnicity in settler and post-settler societies. Particular emphasis will be placed on the dynamics of relations between settlers, indigenes and 'others' in what have been called New World societies. The history of British imperial expansion will be given some emphasis, but the main focus will be on seeing how the past influences the present and shapes visions of the future. Close attention will be given to the emergence of post-Second World War multi- and bi-cultural identities and ideologies, old and new nationalisms and social movements, and changes in state policies relating to the management of indigenous peoples and immigrant minorities. Case study material will be drawn primarily from New Zealand, Australia and Canada, but the content and format of the course is flexible and will depend on the particular interests of students.

## **Learning Objectives**

By the end of the course you should:

- be familiar with debates about key concepts relating to the course e.g. ethnicity, 'race', nationalism, aboriginality, settler society, post colonialism, etc.
- be familiar with debates about settler societies and the way in which their histories reflect pre-modern conceptions of "first nations", the formation of settler states and nations in modernity, and recent discussion of post-settler and post-colonial politics.
- be familiar with debates about multi- and bi-culturalisms and how these relate to the politics of aboriginality and immigration.
- be able to debate whether New Zealand is or is not "typical" of the major trends in ethnic politics observable in post-settler societies.
- be in a position to pursue your own particular interests in ethnic politics over and beyond those objectives noted above.

## **Expected Workload**

This course is worth 30 points and thus the workload expectation, including scheduled contact time, is 12 hours per week.

## Mandatory Course Requirements

Students are required to submit *two essays by their due date*, and *make a seminar presentation*. Attendance at class is not compulsory but you are advised to attend as many sessions as possible to ensure an adequate understanding of the material covered in the course and to make a regular contribution to group discussion.

## Suggested Seminar Programme Outline

This outline provides a proposed general guide to the topics to be addressed during the course. Many topics could be extended across more weeks than timetabled below, and there will be flexibility for additions and deletions. Time will also be set aside to discuss essay assignments. **The final format will be decided after consultation with students throughout the course.**

Readings for initial seminar sessions will be given out after the timetable has been discussed in the General Introduction session on February 28. Subsequent readings will be sent by email at least a week before discussion.

### February

28 General Introduction

### March

7 Situating settler societies I

14 Situating settler societies II

21 Ethnic and 'racial' relations

28 Nations and nationalisms

### April

4 Flow on from previous session

*Discussion of Essay 1*

11 Flow on from previous sessions

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**18 June – 1 May MID-TRIMESTER BREAK**

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### May

2 State nation making

9 Nations without states

16 Migratory processes

23 Multi-culturalisms I

30 Multi-culturalisms II  
*Essay 1 due Wed June 1*

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**6 June – 10 July MID-YEAR BREAK**

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**July**

11 Multi-nationalisms  
18 Flow on from previous session  
25 Remaking nation-states

**August**

1 Post-colonial futures  
*Discussion of Essay 2*  
8 Flow on from previous session  
15 Student seminar presentations

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**22 August – 4 September MID-TRIMESTER BREAK**

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**September**

5 – 26 Student Seminar Presentations

**October**

3 Student Seminar Presentations  
10 **Essay 2 due**

**Assessment**

SOSC 417 is assessed internally with the following assignments:

**ESSAY 1** - This essay will address major conceptual issue(s) within the literature on settler societies. Students will decide on a topic after discussion with the course coordinator.

**Due: 4pm, Wed June 1      Word Limit: 4000 words      40% of final grade**

**ESSAY 2** - This essay will examine an empirical question arising from the literature on settler societies, including comparative topics relating to settler or non-settler states. Students will decide on a topic after discussion with the course coordinator.

**Due: 4pm, Mon October 10      Word Limit: 6000 words      50% of final grade**

*SEMINAR PRESENTATION* – Students will be expected to provide a short (approx. 20 minutes) seminar presentation in the second trimester that will facilitate discussion on a topic of their choice relating to the overall format of the course.

**Seminar presentation dates tba      10% of final grade**

## **Course Withdrawal**

Information on withdrawals and refunds may be found at:

[www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx](http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx)

## **Essay Marking Criteria**

The following criteria are not ranked and will not be weighted in any quantifiable manner. Treat them as a general guide for 'good' essay writing.

- Relevance of topic - as you select your own topic you will need to clearly indicate your question and how you intend to approach it.
- Organisation and effectiveness of argument.
- Evidence and understanding of theoretical concepts and ability critically to analyse and assess them.
- Evidence of wide reading including use of primary sources when appropriate.
- Originality in the sense of evidence of careful and critical thought about the topic, and use of illustrative material from experience, observation and the literature.
- Accuracy and clarity of written English, including grammar, spelling and punctuation.
- Clarity and general setting out of the essay, especially the adequacy of referencing and bibliography. The watchwords for referencing are consistency and reliability - make sure you cite sources accurately and in a coherent manner. Ideally, essays should be typed or word processed but students will not be penalised for handwriting provided it is legible.
- Word limits should be treated as a general guide. Students will not be penalised for submitting essays falling a little short of or beyond the word

limit, but needless padding will not be rewarded whatever length of essay is handed in.

## **Handing in Assignments**

It is the policy of the School of Social and Cultural Studies that all written assignments must be handed in by 4pm on the due date.

### **Assignment Box**

Assignments must be placed in the assignment box on level 9 of the Murphy Building, opposite the School's Administration Office (and beside the lifts).

This is to ensure that all work is properly recorded when submitted, and to avoid problems that have arisen in the past, when work has "gone missing".

All written work submitted for assessment must have a School Assignment Cover Sheet which ensures we have the necessary information.

School Assignment Cover sheets can be found on the counter of the Administration Office on level 9, Murphy, on the Assignment Box, and a sample copy at the end of this Outline.

### **Students Must Keep A Photocopy Of Every Written Assignment.**

Unless students have followed this procedure, the School will accept no responsibility for pieces of written work claimed to have been handed in.

## **Reassessment of Work**

Students are encouraged to discuss essay plans or early drafts of an essay with the Course Coordinator but you should not expect any indication of a grade in these discussions.

Where a student believes that some error of marking has occurred with respect to a piece of work submitted during the course the matter should be raised at once with the Course Coordinator. If, after consultation you are dissatisfied with the results, s/he should discuss the matter with Allison Kirkman, the Head of School. This procedure should also be followed with any other problems relating to the teaching and assessment of the course. The Associate Dean (Students) of the Faculty of Humanities and Social Sciences is a further avenue for discussion of any problems with your courses. An Honours Class VUWSA rep is also available to assist you with any problems.



## Grades

The Sociology and Social Policy Programme follows University policy in giving letter grades for all internally assessed work instead of giving numerical marks. The following table sets out the range of marks within which each letter grade is assigned. Your final grade and marks for the course will be an aggregate of the grades you achieve during the course.

PASS:	A+ 85% or over	FAILURE:	D 40%-49%
	A 80% - 84%		E Below 40%
	A- 75% - 79%		
	B+ 70% - 74%		
	B 65% - 69%		
	B- 60% - 64%		
	C+ 55% - 59%		
	C 50% - 54%		

## Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

## Where to Find More Detailed Information

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress).

Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at [www.victoria.ac.nz/home/about\\_victoria/avcademic](http://www.victoria.ac.nz/home/about_victoria/avcademic).

## Readings and Texts

There is no one text that adequately encompasses all the material we are likely to cover in the course, but the following titles touch on many of the issues we will discuss. These books will be on Closed Reserve in the library.

David Pearson, The Politics of Ethnicity in Settler Societies States of Unease.

This book examines settler, migrant and aboriginal politics in New Zealand, Australia and Canada, with some United States and British material. Most of the key issues and seminar topics in the course are dealt with in the text and there is an opening chapter, which briefly introduces theoretical and definitional issues.

Daiva Stasiulis & Nira Yuval-Davis, Unsettling Settler Societies.

This book contains a very useful introductory overview of debates pertaining to settler societies and a series of chapters on a wide range of case studies, including sections on New Zealand, Australia and Canada. It is particularly strong on the position of women in settler societies, and has an excellent comparative bibliography on this area.

A wide interdisciplinary range of journals in the library will contain relevant material for this course, but the following are particularly noteworthy: Citizenship Studies, Diaspora, Ethnic and Racial Studies, Ethnicities, Nations and Nationalism, Nationalism and Ethnic Politics, Journal of Ethnic and Migration Studies, Journal of Intercultural Studies.

Seminars will be organised around chapters or articles that will be handed out in advance of the session they will be used in. Readings are designed to introduce a number of central theoretical issues and current debates relating to the above objectives, plus aid discussion as student interests emerge and develop.

## General Readings

There is a very large literature on many of the topics covered in this course, so the list below is very selective and is not confined to sociology. You should see these titles as a starting point from which to launch your own interests, so please read widely beyond these suggestions. Most titles are in the library, but given its broad scope watch out for new books that will appear this year. The readings are organised according to the possible direction of the seminar programme outlined below. Those marked with \* are on 3 day loan

## Settler societies: General

- Beilharz, P. & Cox, L. 'Settler capitalism revisited', *Thesis Eleven*, 2007 (Feb, 88)
- \*Belich, J. Paradise Reforged and Replenishing the Earth
- Bennetts, D. 'Review Essay: 'Unsettling' Settler Society', *Thesis Eleven*, 92 (1) 2008.
- Bridge, C. & Fedorowich (eds) British World: Diaspora, Culture, Identity
- Colas, A. Empire
- Cooper, F. Colonialism in Question
- Crosbie, E. Ecological Imperialism
- \*Denoon, D. Settler Capitalism
- Fieldhouse, D.K. The Colonial Empires From the Eighteenth Century
- Hartz, L. The Founding of New Societies
- Huttenback, R. Racism and Empire
- McClintock, A. Imperial Leather : Race, Gender, and Sexuality in the Colonial Contest
- Magee, G. B. & Thompson, A. S. Empire and Globalisation
- Porter, A. & Holland, R. (eds) Theory and Practice in the History of European Expansion
- Wallerstein, I. The Modern World-System
- Wilson, K. (ed.) New Imperial History

## Ethnic and racial relations

- Balibar, E. & Wallerstein, I. Race, Nation, Class: Ambiguous Identities
- Banks, M. Ethnicity
- \*Brubaker, R. 'Ethnicity, race and nationalism' *Annual Review of Sociology* (35) 2009; Ethnicity Without Groups, plus others
- Cornell, S. & Hartmann, D. Ethnicity and Race
- Eriksen, T. H. Ethnicity and Nationalism
- \*Fenton, S. Ethnicity (2<sup>nd</sup> ed due in 2010)
- Goldberg, D. & Solomos, J. (eds) Companion to Racial and Ethnic Studies
- Grosfoguel, R. 'Race and ethnicity or racialised ethnicities? Identities within global coloniality' *Ethnicities* 2004 (4).
- \*Guiberneau, M. & Berdun, M. I. The Ethnicity Reader
- Hale, H. E. The Foundations of Ethnic Politics
- Hutchinson, J. & Smith, A. D. (eds.) Ethnicity and Racism
- Jenkins, R. Rethinking Ethnicity
- Karner, C. Ethnicity and Everyday Life
- Levine, H. Constructing Collective Identity

- Malik, K. The Meaning of Race  
 Rattansi, A. Racism  
 Smith, A. D. Ethnicity and Nationalism, in Delanty and Kumar, (eds) Sage Handbook of Nations and Nationalism.
- Wimmer, A. 'The making and unmaking of ethnic boundaries', *American Journal of Sociology*, 113 (4) 2008
- Winter, E. 'How does the nation become pluralist', *Ethnicities*, 2007 (7)4

### **Nations and nationalisms**

- Calhoun, C. Nations Matter, Nationalism plus others  
 Calhoun, C. et al The Sage Handbook of Nations and Nationalism
- Guiberneau, M. & Berdun, M. I Nationalisms  
 Harris, E. Nationalism: Theories and Cases  
 \*Hearn, J. Rethinking Nationalism
- Hutchinson, J. & Smith, A. D. (eds.) Nationalism  
 James, P. Nation Formation; Globalism, Nationalism, Tribalism
- King, L. D. 'Nations without nationalism: Ethno-Political theory and the demise of the nation-state', *Journal of Developing Societies*, 2002 (18)
- \*McCrone, D. The Sociology of Nationalism, plus others  
*Nations and Nationalism* Special issue Vol.10, Part 1/2, January/April 2004
- Paul, T. et al, (eds) Nation-State in Question  
 Poole, R. Nation and Identity  
 Schopflin, G. Nations Identity Power  
 Smith, A. D. Nationalism: Theory, Ideology, History, plus others
- Walby, S. 'The myth of the nation-state', *Sociology*, 2003 (37) 3, see others
- Wimmer, A. & Glick Schiller, N. 'Methodological nationalism and beyond: nation-state building, migration and the social sciences', *Global Networks*, 2002 (2) 4.

### **State-nation making**

- Armitage, A. Comparing the Policy of Aboriginal Assimilation  
 Attwood, B. The Making of the Aborigines, plus others

- Beilharz, P. & Cox, L. Nations and Nationalism in Australia and New Zealand, in C. Calhoun et al (2007) The Sage Handbook of Nations and Nationalism.
- Bordewich, F. M. Killing the White Man's Indian
- Chernilo, D. A Social Theory of the Nation-State
- Cohen, R. Global Diaspora (see section on imperial diaspora)
- Dyck, N. (ed.) Indigenous Peoples and the Nation-State
- Eddy, J. & Schreuder, D. (eds) The Rise of Colonial Nationalism
- Gladney, D. C. Making Majorities: Constituting the Nation
- Joppke, C. Citizenship and Immigration
- Karsten, P. Between Law and Custom
- \*Kaufmann, E. (ed.) Rethinking Ethnicity
- Oomen, T.K. Citizenship, Nationality and Ethnicity
- Pearson, D. 'Theorizing citizenship in British settler societies' Ethnic and Racial Studies, 2002 (25)6.
- Richards, E. 'The British Diaspora' in I. Skoggard, (ed) World Diasporas
- \*See, K. O'Sullivan First World Nationalisms

### **Nations without states?**

- Blackburn, K. 'Imagining Aboriginal nations: Early nineteenth century evangelicals on the Australian frontier and the 'nation' concept', Australian J. of Politics and History, 2002 (48) 2.
- Catt, H. and Murphy, M. Sub-State Nationalism
- Cornell, S. The Return of the Native
- Durie, Mason Mana, Te Kawanatanga The Politics of Maori Self-Determinataion
- Flanagan, T. First Nations? Second Thoughts
- \*Fleras, A. & Elliott, J. L. The Nations Within
- Guiberneau, M. Nations Without States
- Havemann, P., (ed.) Indigenous People's Rights in Australia, Canada and New Zealand Part I
- Hughey. M. W. (ed.) New Tribalisms: The Resurgence of Race and Ethnicity
- Keating, M. Nations Against the State; Plurinational Democracy, plus others
- Levine, H. Constructing Collective Identity
- Perry, R. ...From Time Immemorial
- \*Werther, G. Self-Determination in Western Democracies
- Wilmer, F. The Indigenous Voice in World Politics

## **Migratory processes**

- Brubaker, R. 'The 'diaspora' diaspora', *Ethnic and Racial Studies*, 28(1) 2005
- Castles, S. & Davidson, A. Citizenship and Migration
- \*Castles, S. & Miller, M. The Age of Migration, see others by Castles
- Cohen, R. Global Diaspora; and The New Helots
- \*Delanty, G. Citizenship in a Global Age
- Greiff, S. (ed.) Immigration & National Identity
- Iredale, R. et al (eds) Migration in the Asia Pacific
- Joly, D. International Migration in the New Millenium
- \*Joppke, C. Selecting By Origin: Ethnic Migration in the Liberal State, see others
- Joppke, C. and Morawska, E. (eds) Toward Assimilation and Citizenship
- Jupp, J. From White Australia to Woomera, see others
- Kivisto, P. Multiculturalism in a Global Society
- McKinnon, M. Immigrants and Citizens
- Macpherson, C. et al (eds) Tangata O Te Moana Nui
- Sassen, S. Guests and Aliens
- Vertovec, S. and Cohen, R. (eds) Migration, Diasporas and Transnationalisms
- Wong, L. and Satzewich, V. (eds) Transnational Identities & Practices in Canada

## **Multi-culturalisms**

- Bennett, D. (ed.) Multicultural States
- Bromell, D. Ethnicity, Identity & Public Policy
- Castles, S. 'Multicultural citizenship: a response to the dilemma of globalisation and national identity', *Journal of Intercultural Studies*, 18 (1), 1997.
- Fleras, A. & J.L. Elliott Multiculturalism in Canada
- Goldberg, D. T. Multiculturalism: A Critical Reader
- Joppke, C., (ed.) Challenge to the Nation-State
- \*Joppke, C. & Lukes, S. Multicultural Questions
- \*Kymlicka, W. \*Multicultural Odysseys (see symposium in Ethnicities, 8, 2008; \*Multicultural Citizenship; plus others
- MacLeod, C. L. Multi-ethnic Australia
- Modood, T. Multiculturalism: A Civic Idea, plus others
- Nimni, E. Multicultural Nationalisms
- Stein, J. G. Uneasy partners: multiculturalism and rights in Canada
- Wievorka, M. 'Is multiculturalism the solution?', *Ethnic and Racial Studies* 21(5).

## Multi-nationalisms

Cairns, A. et al (eds)

Citizenship, Diversity & Pluralism; Citizens Plus, and others

Comaroff, J. L. and J.

Ethnicity, Inc.

Fleras, A. & Spoonley, P.

Recalling Aotearoa

\*Hardy, S. & Murphy, M.

Multinational Citizenship

Havemann, P. (ed.)

Indigenous Peoples' Rights (Parts V and VI)

Iverson, D. et al (eds)

Political Theory and the Rights of Indigenous Peoples

\*Maaka, R. & Fleras, A.

The Politics of Indigeneity: Challenging the State in Aotearoa New Zealand and Canada  
Global Capitalism and the Revival of Ethnic Traditionalism, plus others

Rata, E.

Aboriginal Sovereignty, plus others

Reynolds, H.

Citizenship and Indigenous Australians

Peterson, N. & W. Sanders

First Peoples: Indigenous Cultures and their Futures

Sissons, J.

Smith, C. & Ward, G. K. (eds)

Indigenous Cultures in an Interconnected

World

## Remaking nation-states

Bargh, M. (ed)

Resistance: An Indigenous Response to Neoliberalism.

Barzon, E. & Karn, A.

Taking Wrongs Seriously: Apologies and Reconciliation

Bonnett, A.

White Identities: Historical and International Perspectives

Curthoys, A. et al

Rights and Redemption

Dixon, M.

The Imaginary Australian

\*Docker, J. and Fischer, G. (eds)

Race, Colour and Identity in Australia and New Zealand

Fox, J. and Miller-Idriss, C.

'Everyday nationhood', *Ethnicities*, Dec. 2008.

\*Hage, G.

\*White Nation; Against Paranoid Nationalism

Kaufmann, E. (ed.)

Rethinking Ethnicity (see chaps by Kaufmann, Wimmer)

Langton, M. et al

Settling With Indigenous People

MacDonald, T. & Muldoon, P.

'Globalisation, neo-liberalism and the struggle for indigenous citizenship', *Australian Journal of Political Science*, 2006 (41) 2.

Moran, A.

'As Australia decolonizes: indigenizing settler nationalism and the challenges of



settler/indigenous relations', *Ethnic and Racial Studies*, 25 (6) 2002, plus others

Moreton-Robinson, A. (ed) Whitening Race

O'Sullivan, D. Beyond Biculturalism

Pearson, D. 'Theorizing citizenship in British settler societies', *Ethnic and Racial Studies*, 25 (6) 2002.

Spoonley, P. Becoming Pakeha: Majority Group Identity in a Globalizing World, in R. Patman & C. Rudd, Sovereignty Under Siege?

Tau, Te Maire 'The discovery of islands and the stories of settlement', *Thesis Eleven*, 2008, (92) 29-49.

### **Post-colonial futures**

\*Ashcroft, B. et al Key Concepts in Post-Colonial Studies, and others

Boehmer, E. Colonial & Postcolonial Literature

Childs, P. & P. Williams (eds) An Introduction to Post-Colonial Theory

Dirlik, A. What is in a rim?: 'Rethinking colonialism', *Interventions*, 2002, 4 (3) plus others

Gandhi, L. Postcolonial Theory

Kahn, J. Culture, Multiculture, Postculture

Lopez, A. J. Postcolonial Whiteness

Neumann, K. et al Quicksands

Thomas, N. In Oceania

Ratcliffe, G. & Turcotte, G. (eds) Compr(om)ising Post/colonialism(s)

Vertovec, S. & Cohen, R. (eds) Conceiving Cosmopolitanism

\*Young, R. Postcolonialism

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