Introduction
Treaties between settler governments and indigenous nations rest at the heart of North American history. These agreements provided the nations of the United States and Canada the vast majority of the land and resources they enjoy today and recognize the nationhood of indigenous tribes, but few Americans or Canadians know anything about them. This course explores the diplomacy, promises, and betrayals involved in treaties and treaty-making over two hundred years of continental history. Students will read treaty documents, engage in case studies, and examine the most up-to-date historical and legal scholarship to learn about how ideas of honor, fair dealings, good faith, the rule of law, and peaceful relations among nations have been established and challenged in historical and contemporary times.

Learning Goals
Upon successfully completing this course, you will be able to:
- compare and contrast the nature of treatymaking between settlers and aboriginal nations across different regions of North America
- comprehend the reciprocal impact of the diplomatic practices of European colonizers and colonized indigenous peoples on one another
- understand the significance of treaties with indigenous nations to North American history
- conduct advanced library research and craft an independent research essay based on primary documents
- compose convincing critical interpretations of primary documents and secondary scholarship
- understand the roots of contemporary indigenous nations' critique of colonialism

Requirements: the final grade in the course will be based on:
- class participation (25%)
- short case study paper (4-6pp.) (20%)
- document analysis papers (2 @ 3-5pp. ea.) (25%)
- research essay (12-15pp.) (30%)

Readings (available for purchase in the Cornell bookstore):
Asch, On Being Here to Stay
Banner, How the Indians Lost Their Land
Calloway, Pen and Ink Witchcraft
Merrell, The Lancaster Treaty of 1744 with Related Documents
Oberg, Peacemakers
Policies:
Participation is evaluated on the basis of the degree to which a student makes meaningful contributions to class discussions and activities. This requires regular attendance in class meetings, and completion of required readings. Students with more than one unexcused absence over the course of the semester will be penalized. Each additional unexcused absence, beginning with the second, will result in the student’s final grade being penalized by 1/3 point (0.33) per absence. Chronic lateness (i.e. more than two times in the course of the semester) will result in the same penalty. Extensions on written assignments can be negotiated with the professor provided the initial request is made no less than 48 hours in advance of the due date. Grades on late papers and assignments will be reduced by 1/4 point for every 24 hours (unless arrangements have been made no less than 48 hours prior to the due date). No assignments/papers more than 3 (three) days late will be accepted for grading in lieu of documented medical reasons.

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Course Schedule [weekly readings will average ~175pp., combining primary and secondary material; students are expected to complete the assigned readings for a given class meeting prior to attending the meeting]

KEY to readings:
[e-res] digital reserve reading available via course Blackboard site Course Reserves
[doc] primary document available via Blackboard site Content section
[web] reading linked via Blackboard site Content section

Week 1. 2/1 Introduction and Course Overview
Document
"Treaty with the Indians of Ohio, 1747" (handout)

Week 2. 2/8 What are Indian Treaties and (Why?) Do They Matter?
Studies
-Calloway, Pen and Ink Witchcraft, 1-48
-Akers, "Decolonizing the Master Narrative" [e-res]
-Allen, "Postcolonial Theory and the Discourse of Treaties" [e-res]
-Greer in Barr/Countryman, Contested Spaces of Early America [e-res]
-Drummond/Moody, "Indian Treaties: The First American Dramas" [e-res]
-Harmon, "Indian Treaty History: A Subject for Agile Minds" [e-res]
-Wroth, "Indian Treaty as Literature" [e-res]
-Wunder/Kinbacher, Reconfigurations of Native North America [e-res]
Week 3. 2/22  

*Precontact Aboriginal Agreements and Their Influence*

Studies
- Banner, *How the Indians Lost Their Land*, 1-48
- Bauerkamper/Stark, "The Trans/National Terrain of Anishinaabe Law" [e-res]
- Greer, "Commons and Enclosure" [e-res]
- Simpson, "Looking after Gdoo-naaganinaa" [e-res]
- Sioui/Labelle, "The Algonquian-Wendat Alliance" [e-res]

Week 4. 2/29  

*Northeast/New England*

Documents
- "Dummer's Treaties – 1725, 1726, 1727" [doc]

Studies
- Banner, *How the Indians Lost Their Land*, 49-84
- Ghere, "Mistranslations and Misinformation" [e-res]
- Grant, "The Treaty of Hartford (1638)" [e-res]
- Prins, "Crooked Path of Dummer's Treaty" [e-res]

Week 5. 3/7  

*New France/Iroquoia*

Documents
- "The Earliest Recorded Description" [doc]
- "A Treaty Between His Excellency the Honourable George Clinton and...the Six United Nations of Indians...Albany...1746" [doc]

Studies
- Cook, "Onontio Gives Birth" [e-res]
- Eccles, *Essays on New France* [e-res]
- Pomedli, "Eighteenth Century Iroquois Treaties" [e-res]
- Stevens, "Historiography of New France" [e-res]

Week 6. 3/14  

*Pennsylvania*

Documents
- "First Indian Deed to William Penn" [doc]

Studies
- Merrell, *The Lancaster Treaty of 1744*

Week 7. 3/21  

*Fort Stanwix, 1768*

Documents
- Treaty of Fort Stanwix, 1768 [in Calloway, 245-48]

Studies
- Banner, *How the Indians Lost Their Land*, 85-111
- Calloway, *Pen and Ink Witchcraft*, 49-95
- Travers in Hele, ed., *Nature of Empires* [e-res]

Week 8. 3/28  

*NO CLASS MEETING – SPRING BREAK*
Week 9. 4/4  
**The Revolutionary Era, 1778-1788**

Documents  
- Early National U.S. Policy Documents [doc]  
- Proceedings with the Overhill Cherokees, 1777 [doc]  
- United States Treaty with the Delawares, 1778 [doc]  
- Treaties at Fort Harmar, 1789 [doc]

Studies  
- Banner, *How the Indians Lost Their Land*, 112-149  
- Calloway, *Pen and Ink Witchcraft*, 96-120  
- Churchill, *Perversions of Justice* [e-res]

Week 10. 4/11  
**Canandaigua, 1794**

Documents  
- Constitutional Era U.S. Policy Documents [doc]

Studies  
- Oberg, *Peacemakers*

Week 11. 4/18  
**Removal Treaties**

Documents  
- Treaty of New Echota, 1835 [in Calloway, 248-63]  
- "The Chicago Treaty of 1833" [doc]

Studies  
- Banner, *How the Indians Lost Their Land*, 191-222  
- Calloway, *Pen and Ink Witchcraft*, 121-163

Week 12. 4/25  
**The Plains Wars and the End of Treatymaking**

Documents  
- Treaty of Medicine Lodge, 1867 [in Calloway, 264-83]  
- Report of the Commissioner of Indian Affairs, 1869 [doc]  
- Treaty of Fort Laramie, 1851 [doc]  
- Treaty with the Oto and Missouri Indians, 1854 [doc]  
- Peace Commission, 1867 [doc]

Studies  
- Banner, *How the Indians Lost Their Land*, 228-90  
- Calloway, *Pen and Ink Witchcraft*, 164-225  
- Jones, "Medicine Lodge Revisited" [e-res]  
- Wolfe, "After the Frontier: Separation and Absorption in U.S. Indian Policy" [e-res]

Week 13. 5/2  
**Treaties in Contemporary Canada and the United States**

Documents  
- Delgamuukw v. British Columbia [doc]

Studies  
- Asch, *On Being Here to Stay*, 3-133  
- Calloway, *Pen and Ink Witchcraft*, 226-44  
- Wrone, "Indian Treaties and the Democratic Idea" [e-res]
Week 14, 5/9

Should Treatymaking be Restored?

Documents
- Martinez, "Study on Treaties, Agreements, and Other Constructive Arrangements Between States and Indigenous Populations" (UN, 1997) [doc]
- "Trail of Broken Treaties Twenty Point Position Paper (1972)" [doc]

Studies
- Asch, On Being Here to Stay, 134-65
- Johansen, "The New Terminators" [e-res]
- Kannan, "Reinstating Treaty Making" [e-res]

**SCHEDULE OF ASSIGNMENTS AND DUE DATES**
*all assignments are due via email attachment by 5:00pm on the date indicated*

2/8    Document Analysis Paper 1
2/22   Research Essay Topic and Preliminary Bibliography
3/7    Research Essay Proposal
3/21   Document Analysis Paper 2
4/11   Case Study Paper
5/2    Research Essay First Draft
TBD    Research Essay Final Draft (after classes end)