COURSE DESCRIPTION
The idea behind the course is a simple one: people living in Canada, whether Indigenous or not, reside on lands that are the subject of treaty agreements. Some are more than 300 years old, others, like the Nisga’a Final Agreement of 2000, are much more recent. And for areas such as eastern Ontario between the Ottawa and Mattawa river watersheds for where there is currently no treaty, there are ongoing negotiations under the broader umbrella of prior agreements. These treaties have been used to legitimate the title of the Canadian state (precisely, Her Majesty the Queen in Right of Canada) to those lands, and by extension to the rest of us who live here.

“We are,” as the Saskatchewan Office of the Treaty Commissioner reminds us, “all treaty people.” The wealth of Canada today was built upon and continues to be derived from these foundational agreements, which set out rights and responsibilities for the parties. Treaties are constitutionally protected. And yet most non-Indigenous Canadians know very little about them, while Indigenous Canadians have found their understandings of treaty and alliance to be either ignored or set aside in favour of Western understandings of contract and law.

This intensive joint graduate/undergraduate research seminar provides opportunity for detailed study of the treaty processes between Indigenous peoples and newcomers in Canadian history, examining the shift from alliance treaties to land surrender agreements during the colonial period through to the signing of recent treaties including the Nunavut Land Claims Agreement and the Nisga’a Final Agreement. We will consider the history of Canada as a negotiated place, mapping the changing contexts of these agreements over more than four centuries through readings and seminar discussions and the implications for Canada’s future.

FACULTY:
Professor Heidi Bohaker  Email: heidi.bohaker@utoronto.ca
Office: SS2067  Office hours: M11-12  Office phone: 416-946-0978

Primary Activity: Two hours weekly seminar led by the professor.

Pre-Requisite: HIS263Y1/HIS264H1. Co-requisites: NONE; Exclusions: NONE
Breadth Requirement: Society & Its Institutions; Credits: 0.5 FCE.
Syllabus Contents

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REQUIRED TEXTBOOKS: (Available at the University of Toronto bookstore)
The third textbook is really for reference purposes. You won’t be reading the entire text! But you will likely find it useful for the primary source assignment. It is out of print and out of copyright and is available for download free of charge on our portal or as an e-book through the U of T e-library.


You may if you wish obtain a bound paper copy at the University of Toronto bookstore. The bookstore has a machine that produces bound books from pdf files. Additional paper copies can be found in the U of T and City of Toronto library systems.

**COURSE STRUCTURE:**

Class begin at 10 past the hour and last for two hours with a ten-minute break. HIS 419S is a joint graduate/undergraduate course, with a demanding reading and writing load in a seminar format. Graduate students enrolled in the course have additional course requirements to meet.

The first weeks will be devoted to an intensive study of more than four centuries of negotiated agreements between Indigenous peoples and newcomers to the lands that would become the Dominion of Canada. Readings will be supplemented with a trip to the Royal Ontario Museum.

For the major assignment, students will select a treaty to which they feel they have personal and/or family connections and conduct detailed research (guided by the professor). The assignments consist of a primary source analysis, seminar participation, research presentation and a research essay.

The final class will be devoted to a discussion of general themes, issues and problems raised during the course. Students will be invited to reflect upon what they have learned and where and how they can apply that knowledge moving forward.

**PARTICIPATION & CONDUCT**

A university classroom is a place of work, and students should conduct themselves accordingly to ensure a learning environment that is welcoming for all members. In both lectures and tutorials we will be studying and discussing issues that cause will distress to some and discomfort to others, including histories of sexual and racialized violence, discrimination and harassment. If course topics or what I am presenting in class or what other students are saying are making you uncomfortable enough that you would rather not be in class, or you feel unable to participate in discussion, for whatever reason, please come to see me so that we can work through the problem together. I have learned a great deal about different perspectives from many wonderful students over the years, from all walks of life, political perspectives, faith traditions who have taken the time to speak with me. In other cases, I have been able to refer students on to other services on campus where appropriate.

But *some* discomfort is a likely consequence of critical engagement with history, and especially if it is the history of the country in which you live. During this term we will be discussing the historical contexts of contemporary challenges in Indigenous-Crown relations within Canada. You will have classmates with whom you will agree, and others whose convictions on these issues will really upset you (regardless of where you would position yourself on the political spectrum). Conversations can easily get heated quickly, or people can shut down, turn off and decide to not participate in the conversation at all. And both responses are real problems.
One of the biggest challenges facing democracies today is the polarization of people into communities of like-minded opinions. For democracies to function, people with different convictions need to be able to talk to and more importantly, listen to, others with different opinions, and then to work together, and respect each other, even when they disagree. This is hard work, especially when you are convinced you are in the right.

So we will do our bit to shore up these foundational skills by focusing on learning how to make evidence-based arguments, by respectfully listening to one another, and by respecting the human dignity of everyone in our classroom. And when we have a class discussion – if you are usually someone who likes to talk, challenge yourself to engage in active listening. If you are someone who doesn’t usually speak up, challenge yourself to say more.

We won’t shy away from difficult topics or conversations. This is, after all, why you are in university – to learn to think deeply and analytically about hard questions and challenging problems.

Here’s the University of Toronto’s Statement of Purpose, to affirm the work we will do in this course, as we ask questions about Canada and its complex history. The University of Toronto is just one of the many institutions we’ll be examining this term, institutions that are part of, and continue to shape, Canadian society.

“The University of Toronto is dedicated to fostering an academic community in which the learning and scholarship of every member may flourish, with vigilant protection for individual human rights, and a resolute commitment to the principles of equal opportunity, equity and justice.

Within the unique university context, the most crucial of all human rights are the rights of freedom of speech, academic freedom, and freedom of research. And we affirm that these rights are meaningless unless they entail the right to raise deeply disturbing questions and provocative challenges to the cherished beliefs of society at large and of the university itself.

It is this human right to radical, critical teaching and research with which the University has a duty above all to be concerned; for there is no one else, no other institution and no other office, in our modern liberal democracy, which is the custodian of this most precious and vulnerable right of the liberated human spirit.”

So let’s roll up our sleeves and get to work.

**Online Communication:**

**Email Policy:** Always your utoronto email account, and be sure to give your full name as your signature. Use HIS1118 in the subject line of your emails about the course. I aim to respond to email in 24 hours—but not on weekends. I remember life before the Internet! If you haven’t heard from me after 48 hours (for mail sent on Friday, by Tuesday) please resend with importance set to high.

Remember that email at University is professional communication. My title is Professor (not ma’am or miss or my first name). Use language appropriate to a professional setting.

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If you are asking for a meeting because you cannot make the scheduled office hour, *please suggest at least three possible times for a meeting in your initial email.*

If you are asking for an accommodation, please be as specific as you can about what accommodation you are requesting (i.e., I am requesting another week on assignment #2 for a valid medically documented reason). *Note that email is not a secure form of communication, and you should never reveal private, medical, or mental health information in it. Medical documentation can be provided in confidence to your college registrar who will then advise us if your request is reasonable. Your professor does not need to know the details.* You can leave a confidential voice mail on my (Professor Bohaker’s) office phone if necessary, but preferably please contact your registrar.

Please note that Quercus has a built-in communication tool, called "Inbox". This is not the same as email.

I am generally faster responding to old-fashioned email. *Regardless of which you use, please do not send attachments!*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Requires Readings</th>
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</thead>
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### January 29

**04. The Numbered Treaties**


Morin, “Chapters 6&7” *Solemn Words and Foundational Documents*

### February 5

**05. Treaty-Making in the Twentieth Century**

Morin, “Chapter 8” *Solemn Words and Foundational Documents*

*Nisga’a Final Agreement.*

Read the Table of Contents, the Preamble, Chapters 1-2 and an assigned chapter (to be assigned 1 Feb) of this 251 page agreement. You will briefly summarize your assigned chapter for the class

Julie Jay, “Bargains Made in Bad Times,” *Right Relationship*, 105-148

### February 12

**06. Royal Ontario Museum Field Trip: Treaties Under Glass**


### February 19

Go Read!

### February 26

**07. Litigating Treaties**

All readings from *The Right Relationship*:


Allodi-Ross, “Who Calls the Shots?” 149-163


Stark, “Changing the Treaty Question,” 249-276


### March 4

**08. The Cost of Not Honoring Treaties**


### March 11

PRESENTATIONS.

### March 18

PRESENTATIONS

### March 25

PRESENTATIONS
April 1

12. We Are All Treaty People: Reflections on Canada as a Negotiated Place


**ASSESSMENT: Graded Work**

Assignment and assessment instructions will be posted on Quercus.

<table>
<thead>
<tr>
<th>Assessment Title</th>
<th>Length</th>
<th>Due Date</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Source Analysis of Treaty Document</td>
<td>3-4 pages</td>
<td>2020-01-29</td>
<td>10</td>
</tr>
<tr>
<td>Annotated Bibliography for Research Paper</td>
<td>3-4 pages</td>
<td>2020-02-26</td>
<td>10</td>
</tr>
<tr>
<td>Oral Presentation on Treaty</td>
<td>n/a</td>
<td>Weeks of March 11, 18, or 25</td>
<td>10</td>
</tr>
<tr>
<td>Treaty Presentation Slides</td>
<td>8-10 slides</td>
<td>With presentation</td>
<td>5</td>
</tr>
<tr>
<td>Engaged Participation</td>
<td>n/a</td>
<td>ongoing</td>
<td>20</td>
</tr>
<tr>
<td>Graduate Student Chairing of Undergraduate Presentations &amp; Provision of Feedback</td>
<td>3-4 pages</td>
<td>With &amp; following presentation grad student chairs</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>100%</td>
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**Assignment Submission Method(s)**

Students will submit their assignments electronically through Quercus and turnitin. Alternately, students may submit a paper copy to me in lecture or by signing the paper in at the front office of the History Department (#2074 Sidney Smith Hall, 100 St. George Street). A paper copy sent via the postal system is considered submitted by the date of the postmark. I do not accept assignments submitted by email.

**Turnitin.com**

Normally, students will be required to submit their course essays to Turnitin.com for review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com website.
Extensions & Late/Missed Assignments POLICY

Over the course of the term, you have THREE days of extensions on written assignments that you may use as you wish without needing to ask permission. Every portion of a 24 hour period counts as an entire day. Use extension days wisely. You may use all three on the first assignment, but then you will have no flexibility for later assignments. Weekends count as one day for this purpose, so you may hand each assignment as late as the Sunday at 5 pm following the due date over the term without penalty (in this example, that would use up one day per assignment). These extension days are to be used for things like minor illnesses (a cold or 24 hour stomach flu), minor personal challenges (other assignments due at the same time, car broke down, etc) and the usual curveballs that life always throws our way.

Beyond those extensions, following university policy, I will only accept late work in cases “where there are legitimate, documented reasons beyond a student’s control.” See Specific Medical Circumstances, Accommodation for Personal Reasons, and Religious Accommodation policies below. Failing to provide such a legitimated, documented reason will result in a grade of zero for the assignment. If you are experiencing a significant event, challenge or illness, notify me as soon as is reasonably possible for advice on how to proceed with department and faculty policies. You do not need to provide me with details. You will provide information and documentation to your college registrar, who will inform me if the reason is legitimate, thus protecting your privacy. There is help available! But the sooner we can address problems the better.

Specific Medical Circumstances (applies to both mental and physical illnesses)

If you become ill beyond a minor problem that can be handled by the extension days, and the illness affects your ability to do your academic work, consult me right away. Normally, I will ask you for medical documentation in support of your specific medical circumstances. The University’s Verification of Student Illness or Injury (VOI) form is recommended because it indicates the impact and severity of the illness while protecting your privacy about the details of the nature of the illness. You can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI. For more information, please see http://www.illnessverification.utoronto.ca. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Accommodation for Personal Reasons

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or accommodation. They may be able to provide you with a College Registrar's letter of support to give to your instructors, and importantly, connect you with other resources on campus for help with your situation.

Religious Accommodation

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not
captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

SUCCEEDING IN THIS COURSE

Attendance Policy
Did you know that regular attendance is a huge predictor of academic success? Unless you have some sort of awful bug, make a point of not skipping classes, even as assignment pressures mount later in term. Even half asleep – you’ll do better and absorb something – much more than if you skip. I promise to wake you up at 4.

Students with Disabilities or Accommodation Requirements
Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting http://www.studentlife.utoronto.ca/as/new-registration. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Recording Lectures (including for Accommodations)
Unless you have my express written permission and the written permission of every student in the class, you may not make audio or video recordings of any of our class time. Approval for audio recording only will however be given to those who need an accessibility accommodation and have the accommodation approved through Accessibility Services. The student and/or Accessibility Services must notify the instructor of the need for this accommodation, and the student must comply with all required undertakings, including deleting the recordings and providing for secure storage. Generally, the practice of making audio recordings of lectures isn’t helpful for success in this course. You need to be able to locate, summarize, and make use of historical evidence in arguments, not memorize verbatim what the professor says. Likewise your lecture notes should be summaries of my points, not verbatim transcriptions. You really don’t want to listen to me more than once!

Course Materials, including lecture notes
Course materials are provided for the exclusive use of enrolled students. Do not share them with others. I do not want to discover that a student has put any of my materials into the public domain, has sold my materials, or has given my materials to a person or company that is using them to earn money. The University will support me in asserting and pursuing my rights, and my copyrights, in such matters.
Cell Phones and Laptop Usage – Using Technology Wisely
Technology can support student learning, but it can also become a distraction. Research indicates that multi-tasking (texting or going online) during class time can have a negative impact on learning. Out of respect for your fellow students in this class, please refrain from using laptops or mobile phones for entertainment during class. Do not display any material on a laptop which may be distracting or offensive to your fellow students. Laptops may be used only for legitimate classroom purposes, such as taking notes, downloading course information from Quercus, or working on an assigned in-class exercise. Checking social media, email, texting, games, and other online activities are not legitimate classroom purposes. Such inappropriate laptop and mobile phone use is distracting to those seated around you. Also, please be aware that professors actually notice when you’re checking your phone on your lap. If your behaviour is disruptive to others, you will be asked to leave.

Harassment/Discrimination – not something to put up with
University polices on civil conduct, sexual harassment, prohibited discrimination and discriminatory harassment apply. Please consult the Human Resources and Equity website, especially the section on Workplace Conduct for further information. Please do come speak to the professor if you have any concerns.

ACADEMIC INTEGRITY
All students, faculty and staff are expected to follow the University's guidelines and policies on academic integrity. For students, this means following the standards of academic honesty when writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions. Speak to me for advice on anything that you find unclear. To learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at http://www.writing.utoronto.ca. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity and http://academicintegrity.utoronto.ca


SO, you must acknowledge fully the evidence you have found and the arguments (the ideas scholars advance based upon analysis of evidence) of others in your own work. To do this, cite your work!

Footnotes & Bibliographic Methods for HIS1118
Historians use the conventional method of footnoting. But for this course you can also use the author-date method. I will accept any formal citation method recognized by other departments in Arts & Science. However, in the readings you will be doing, you will see plenty of examples of footnotes and how historians use them. See Kate Turabian, A Manual for Writers of Term Papers, Theses and Dissertations, 5th edition, (Chicago: University of Chicago Press, 1987) for detailed instruction. (It is fine to use an earlier edition). You can also consult the Chicago
Manual of Style (online edition), the widely acknowledged standard for bibliographic referencing (https://www.chicagomanualofstyle.org/home.html)

Writing Support at the University of Toronto – Become a Better Writer!
Students can find information about college writing centres at https://writing.utoronto.ca/writing-centres/arts-and-science/.

The teaching approach of the college writing centres is described at https://writing.utoronto.ca/writing-centres/learning/.

The home page for the website "Writing at the University of Toronto" is http://writing.utoronto.ca. You can use the navigation bar or the search function to find pages relevant to your course.

See especially "How Not to Plagiarize" and other advice on documentation format and methods of integrating sources; these are listed in the section at http://advice.writing.utoronto.ca/using-sources/.

OTHER COURSE INFORMATION

Quercus Info
This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis. To access the course website, go to the U of T Quercus log-in page at https://q.utoronto.ca. Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for HIS1118. You may need to scroll through other cards to find this. Click on the HIS1118 link to open our course area, view the latest announcements and access your course resources. There are Quercus help guides for students that you can access by clicking on the "?” icon in the left side column. SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

Privacy/FIPPA Statement
Personal information is collected pursuant to section 2(14) of the University of Toronto Act, 1971 and at all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. Please note that this course requires presentations of one's work to the group. For more information, please refer to http://www.utoronto.ca/privacy.

End syllabus HIS1118H1S2020: Canada by Treaty