

HTST 443: The Métis People of Canada

Winter Term 2017-2018 (Tuesday, Thursday 12:30-1:45PM)

Instructor: Glenn Icton

Room: CHE 118

Office Location: SS 643

Office Hours: Wednesday 1:00-3:00PM

Email: glenn.iceton@ucalgary.ca

Course Calendar Description: An interdisciplinary study of the Métis people of Canada, with special emphasis on the historical, social, economic, and political factors influencing their emergence and continued survival as a distinct indigenous group in Canada.

Detailed Course Description: This course will introduce students to the historical processes that shaped Métis identity. Throughout this course, students will analyse Métis history through a variety of historical lenses, including those of ethnohistory, environmental history, political history, and legal history. This course will cover a variety of themes including Métissage, the North West Rebellion, and Métis political activism. The format of the course will combine lectures with seminar discussions. The first half of each class will consist of a lecture while the second half of each class will involve a seminar discussion. During the seminar component of class, students and the instructor will discuss readings related to the lecture topic. In addition to this, periodically during the lecture component of the class we will analyse primary source material as a class.

Course and Learning Objectives

This course is designed to help you:

- Develop and demonstrate a working knowledge of major themes and events in Métis history
- Demonstrate a knowledge of historical processes that shaped Métis identity and Métis rights
- Develop an understanding of recent historiographical trends in Métis history
- Analyse and effectively use primary and secondary historical sources in class, research, and writing
- Learn different approaches to studying history
- Develop and demonstrate oral communication skills by participating in class discussions
- Develop and demonstrate written communication skills through written assignments
- Develop critical reading skills by writing book reviews and analysing primary sources
- Identify, locate, evaluate, analyse, and effectively use a variety of forms of historical evidence, including sources available on the Internet, in digital or museum collections, in the University Library, and where applicable archival databases
- Employ evidence to develop their historical arguments

- Compare, contrast, and analyse historical arguments by examining journal articles and monographs and considering the different approaches and methods that historians have taken toward topics under study

Required Textbook:

Timothy P. Foran, *Defining Métis: Catholic Missionaries and the Idea of Civilization in Northwestern Saskatchewan, 1845-1898*, (Winnipeg: University of Manitoba Press, 2017). **This book is available at the university bookstore.**

All other readings are either available on reserve in the Taylor Family Digital Library (where specified) or can be located online through the library search databases. Please do not hesitate to contact me if you are having difficulties locating the readings.

Assignments and Evaluation

15% Participation

15% Primary Source Analysis (Due February 13th)

15% Book Review (Due February 27th)

30% Term Paper (Due March 22nd)

25% Final Exam

Participation (15%)

Each class will consist of a seminar component. During these seminars, students will be expected to participate in class discussions, which will comprise 15% of your final grade. These class discussions are designed to help students develop critical thinking and analytical skills. During each seminar the class will discuss the assigned readings the day. Participation grades will be assessed based on both the quality and quantity of contributions. No make-ups are allowed for the seminar component; you must be in attendance to receive grades for participation. In order to receive a passing grade for participation you must contribute. Please note that while I encourage class participation during lectures, your participation grade is strictly based on the seminars. Due to the size of the class, students will be divided into groups for seminar discussions. At the end of each seminar, you will be asked to evaluate each member of your groups as well as conduct a self-evaluation. These peer-evaluations will contribute to your overall participation grade.

Primary Source Analysis (15%)

Length: 4-5 pages double-spaced. 12 point font. **You must provide a title page and page numbers.** You will be expected to analyse Louis Riel's "List of rights published by Louis Riel's Provisional Government," supplemented by at least three secondary sources to contextualise and analyse the primary source. The primary source can be accessed through the following link:

<http://www.frontierlife.amdigital.co.uk.ezproxy.lib.ucalgary.ca/Documents/Details/NA-2929?SessionExpired=True> You should think about the meaning, context, and argument of the primary document and identify the exact things you wish to focus on during your analysis. This should be reflected in your thesis statement. Your paper must be in essay format with an introduction, thesis statement, argumentative body paragraphs and a conclusion. Websites may

not be used as secondary sources unless they are approved in advance by the instructor. **Due Tuesday, February 13th.**

Book Review (15%)

Length: 4-5 pages double-spaced. 12 point font. **You must provide a title page and page numbers.** Students are expected to write a book review of Timothy Foran's *Defining Métis*. Book reviews are expected to be handed in **before** the book is discussed in class. While a critical analysis of the book is expected, please note that a critical analysis does not necessarily mean a negative analysis of the book. Please be sure to discuss both the strengths and the weaknesses of each book. I will provide a tutorial on writing book reviews two weeks before the book review is due. **Due Tuesday, February 27th.**

Term Paper (30%)

Length: 12-15 pages double-spaced. 12 point font. **You must provide a title page and page numbers.** The paper must critically analyze a topic chosen by the student **and approved by the instructor by Thursday February 15th.** This will be a fully-researched paper that draws from both primary and secondary sources. Each paper is expected to use a minimum of three primary sources and ten secondary sources. **Due Tuesday, March 22nd.**

Late Policy: The penalty for late assignments is **-5% the first day late, with additional deductions of - 2% per day thereafter, including weekends.** You will receive the daily penalty at midnight each day. Assignments may be submitted by e-mail to stop the late clock, but a paper copy must be submitted by the next business day. Please use the red box outside the History Department's main office (Social Sciences 656) to pass in paper copies not submitted in class where it will be date-stamped. **Do not slide papers under my office door.**

Final Exam (30%)

The final examination will contain short answer and essay-style questions. It will examine both your knowledge of the material covered in the class and in the readings, your critical thinking skills, and your argumentation skills. **Final exam scheduled by the Registrar.**

Course Schedule and Readings

Week 1:

Tuesday, January 9th Introduction

Thursday, January 11th Overview of Fur Trade and Métis Studies

Readings: Frits Pannekoek, "Métis Studies: The Development of a Field in New Directions," in *From Rupert's Land to Canada: Essays in Honour of John E. Foster*, eds., Theodore Binnema, Gerhard J. Ens, and R.C. Macleod, (Edmonton: University of Alberta Press, 2001). **On reserve.**

Week 2:

Tuesday, January 16th The Fur Trade Before the Conquest of New France

Readings: Thomas Wien, "Exchange Patterns in the European Market for North American Furs and Skins, 1720-1760," in *The Fur Trade Revisited : Selected Papers of the Sixth North American Fur Trade Conference, Mackinac Island, Michigan 1991*, eds., Jennifer S. H. Brown, W. J. Eccles, Donald P. Heldman, Jo-Anne Fisk, and North American Fur Trade Conference Staff, (East Lansing, Michigan: Michigan State University Press, 2002).

Thursday, January 18th Marriage à la façon du pays

Readings: Susan Sleeper-Smith, "Women, Kin, and Catholicism: New Perspectives on the Fur Trade," *Ethnohistory* 47, no. 2 (Spring 2000): 423-452.

Jaqueline Peterson, "Many Roads to Red River: Métis Genesis in the Great Lakes Region, 1680-1815," in *The New Peoples: Being and Becoming Métis in North America*, eds., Jaqueline Peterson and Jennifer S.H. Brown, (Winnipeg: University of Manitoba Press, 1985).

Week 3:

Tuesday, January 23rd The North West Company, the Hudson's Bay Company and Fur Trade Marriages

Readings: Sylvia Van Kirk, "Women in Between: Indian Women in Fur Trade Society in Western Canada," *Canadian Historical Association Historical Papers* (1977): 30-47.

Heather Rollason Driscoll, "A Most Important Chain of Connection: Marriage in the Hudson's Bay Company," in *From Rupert's Land to Canada*, eds., Theodore Binnema, Gerhard Ens, and R.C. Macleod, 81-107, (Edmonton: University of Alberta Press, 2001). **On Reserve.**

Thursday, January 25th The Battle of Seven Oaks and the Emergent Métis Identity

Readings: Lyle Dick, "The Seven Oaks Incident and the Construction of Historical Tradition, 1816-1970," *Journal of the Canadian Historical Association* 2, no. 1 (1991): 91-113.

Michael Hughes, "Within the Grasp of Company Law: Land, Legitimacy, and the Racialization of the Métis, 1815-1821," *Ethnohistory* 63, no. 3 (July 2016): 519-540.

Week 4:

Tuesday, January 30th Métissage After 1821

Readings: Irene M. Spry, "The Métis and Mixed-Bloods of Rupert's Land before 1870," in *The New Peoples: Being and Becoming Métis in North America*, eds., Jaqueline Peterson and Jennifer S.H. Brown, (Winnipeg: University of Manitoba Press, 1985).

Thursday, February 1st Provisioning the HBC: Métis Bison Hunting After 1821

Readings: George Colpitts, "Provisioning the HBC: Market Economies in the British Buffalo Commons in the Early Nineteenth Century," *Western Historical Quarterly* 43, no. 2 (Summer 2012): 179-203.

G. Herman Sprenger, "The Métis Nation: Buffalo Hunting vs. Agriculture in the Red River Settlement," *Western Canadian Journal of Anthropology* 3 (1972) 158-178.

Week 5:

Tuesday, February 6th The Métis, Labour, and the HBC

Readings: Brenda Macdougall, "'The Comforts of Married Life': Metis Family Life, Labour, and the Hudson's Bay Company," *Labour/Le Travail* 61 (Spring 2008): 9-39.

Thursday, February 8th Métis Culture from 1821 to Confederation

Readings: Sherry Farrell Racette, "Sewing for a Living: The Commodification of Métis Women's Artistic Production," in *Contact Zones: Aboriginal and Settler Women in Canada's Colonial Past*, eds., Myra Rutherdale and Katie Pickles, (Vancouver: UBC Press, 2014).

Week 6:

Tuesday, February 13th Métis Politics on the Eve of Confederation

Readings: Max Hamon, "Contesting Civilization: Louis Riel's Defence of **Culture** at the Collège de Montréal," *Canadian Historical Review* 97, no. 1 (March 2016): 59-87.

PRIMARY SOURCE ANALYSIS DUE

Thursday, February 15th Red River Resistance

Readings: Gerhard Ens, "Prologue to the Red River Resistance: Pre-Liminal Politics and the Triumph of Riel," *Journal of the Canadian Historical Association* 5 (1994): 111-123.

Doug Owram, "Conspiracy and Treason: The Red River Resistance from an Expansionist Perspective," *Prairie Forum* 3, no. 2 (September 1978): 157-174.

Week 7:

READING WEEK – NO CLASS

Week 8:

Tuesday, February 27th Catholic Missionaries and Métis Identity

Readings: Timothy P. Foran, *Defining Métis: Catholic Missionaries and the Idea of Civilization in Northwestern Saskatchewan, 1845-1898*, (Winnipeg: University of Manitoba Press, 2017).

BOOK REVIEW DUE

Thursday, March 1st Scrip and Métis Diaspora

Readings: Allyson Stevenson, "'Men of Their Own Blood': Metis Intermediaries and the Numbered Treaties," *Native Studies Review* 18, no. 1 (2009): 67-90.

Gerald Friesen, "Homeland to Hinterland: Political Transition in Manitoba, 1870 to 1879," *Historical Papers* (1979): 33-47.

Week 9:

Tuesday, March 6th The North West Rebellion

Readings: Alan McCullough, "Parks Canada and the 1885 Rebellion/Uprising/Resistance," *Prairie Forum* (2002): 161-197.

Jennifer Reid, David Carrasco, and Charles Long, "Revolution, Identity, and Canada," in *Louis Riel and the Creation of Modern Canada : Mythic Discourse and the Postcolonial State*, (Albuquerque: University of New Mexico Press, 2008).

Thursday, March 8th Louis Riel's Trial

Readings: Sorouja Moll, "'Group of Rebel Leaders': Making Known the Sovereign and the Outlaw in the Speeches of Louis Riel," *Canadian Journal of Native Studies* 33, no. 2 (2013): 81-99.

Paul Groake, "The Trial and Execution of Louis Riel: Defending my Country the North West," *The Canadian Journal of Native Studies* 33, no. 2 (2013): 1-28.

Week 10:

Tuesday, March 13th The Aftermath of the Northwest Rebellion

Readings: Chris Anderson, "More than the Sum of Our Rebellions: Métis Histories beyond Batoche," *Ethnohistory* 61, no. 4 (Fall 2014): 619-633.

Thursday, March 15th Library day to work on term paper

Week 11:

Tuesday, March 20th Twentieth Century Métis Culture and Society

Readings: Judy M. Iseke and Leisa A. Desmoulins, "Critical Events: Métis Servicewomen's WWII Stories with Dorothy Chartrand," *The Canadian Journal of Native Studies* 33, no. 2 (2013): 29-54.

Karl Neuenfeldt, "First Nations and Metis Songs as Identity Narratives," *International Journal of Canadian Studies* 12 (September 1995): 201-220.

Thursday, March 22nd Métis in the Subarctic

Readings: K.S. Coates and W.R. Morrison, "More Than a Matter of Blood: The Federal Government, the Churches and the Mixed Blood Population of the Yukon and the Mackenzie River Valley, 1890-1950," in *1885 and After: Native Society in Transition*, eds. F. Laurie Barron and James B. Waldram, (Regina: Canadian Plains Research Center, 1986). **On reserve.**

Brenda MacDougall, "Wahkootowin: Family and Cultural Identity in Northwestern Saskatchewan Metis Communities," *The Canadian Historical Review* 87, no. 3 (2006) 431-462.

TERM PAPER DUE

Week 12:

Tuesday, March 27th Twentieth Century Métis Political Activism

Readings: Will Langford, "Jean Lagassé, Community Development, and the 'Indian and Métis Problem' in Manitoba in the 1950s-60s," *Canadian Historical Review* 97, no. 2 (September 2016): 347-376.

Joe Sawchuk, "Negotiating an Identity: Métis Political Organizations, the Canadian Government, and Competing Concepts of Aboriginality," *American Indian Quarterly* 25, no. 1 (Winter 2001): 73-92.

Thursday, March 29th The Métis, the Royal Commission on Aboriginal People, and Emerging Land Rights

Readings: John Borrows, "Domesticating Doctrines: Aboriginal Peoples After the Royal Commission," *McGill Law Journal* 46, no. 3 (May 2001). **Read the Introduction, Part IV: Metis Land and Resource Issues, and the Conclusion.**

Week 13:

Tuesday, April 3rd The Powley Decision

Readings: Kelly L. Saunders, "The Hunt for Justice: Métis Harvesting Rights and the Pursuit of Self-Government," *Canadian Journal of Native Studies* 31, no. 1 (2011): 161-185.

Sebastien Grammond and Lynne Groulx, "'Finding' Metis Communities," *Canadian Journal of Native Studies* 32, no. 1 (2012): 33-48.

Thursday, April 5th The Implications of the Powley Decision

Readings: Chris Anderson, "From Nation to Population: The Racialization of 'Métis' in the Canadian Census," *Nations and Nationalisms* 12, no. 2 (2008): 347-368.

Week 14:

Tuesday, April 10th Contemporary Métis Identity

Readings: Carole Leclair, "'Memory Alive': Race, Religion, and Metis Identities," *Essays on Canadian Writing* 75 (Winter 2002): 159-176.

Thursday, April 12th Exam Review

Important Departmental, Faculty, and University Information

Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.

Department Twitter @ucalgaryhist

Faculty of Arts Program Advising and Student Information Resources:

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email artsads@ucalgary.ca. For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

Writing:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

Writing Support:

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Red Box Policy:

Essays and other assignments may be handed in to the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: **1) course name and number, 2) instructor, 3) your name and 4) your student number.** Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

Departmental Grading System:

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.

Percentage	Letter Grade	Grade Point Value	Description
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook* (http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf), plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

Universal Student Ratings of Instruction (USRI):

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference. Please participate in USRI surveys.

Academic Accommodations (implemented July 1, 2015):

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Campus Resources for Mental Health:

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Other Useful Information:

- Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.
- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- Student Union Information: <http://www.su.ucalgary.ca/>.
- Graduate Student Association: <http://www.ucalgary.ca/gsa/>.
- Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

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