

THE UNIVERSITY OF MANITOBA  
FACULTY OF ARTS

**NATV 3270/HIST 3272: The Metis Nation: The Modern Era**  
**Departments of Native Studies and History – Winter 2021**

Time: MWF 9:30am-10:20am

Location: remote learning

Instructor: David Parent

Office: 209 Isbister

Email: [david.parent@umanitoba.ca](mailto:david.parent@umanitoba.ca)

Office Hours: by appointment

**Course Information**

**Prerequisite:** NATV 1200 [or NATV 1220 and NATV 1240]

**Course Description:**

A study of the dispossession of the Metis Nation after 1870, their resurgence in the 1950s and contemporary issues affecting Metis people in Canada.

**Objectives and Content:** This course takes a regional perspective to Metis history in the 20<sup>th</sup> century by following the development and governing of Metis society and politics. Using an Indigenous peoplehood framework, students will read accounts of Metis who lived in the 20<sup>th</sup> century alongside broader historical texts. The objectives of this course are:

- 1) gain an understanding of Metis peoplehood as a conceptual framework;
- 2) develop the ability to interpret Metis history from a peoplehood perspective across the Metis homeland during the twentieth century;
- 3) develop skills and an understanding of Metis history and society that contributes to Metis research by narrating the Metis Nation through primary Metis texts.

**Required Texts and Technologies:**

Andersen, Chris. 2014. [\*“Metis”: Race, Recognition, and the Struggle for Indigenous Peoplehood\*](#). UBC Press. (Limited availability online through the library or purchase online or at bookstore).

Belcourt, Herb. 2006. [\*“Walking in the Woods.”\*](#) (Available online through the UM library, or through bookstore, on amazon or through apple books as an ebook)

Dumont, Marilyn. 1996. [\*A Really Good Brown Girl\*](#). Brick Books. (Available digitally through the UM library in bookstore or as ebook online)

Campbell, Maria. *“Halfbreed”*. McClelland and Stewart. (audiobook is preferable or purchase hardcopy). \*CONTENT WARNING: *There are explicit scenes within the text including*

*accountings of sexual assault, physical violence, and substance use. If you at all feel uncomfortable send me an email and I can find you an alternative text.*

Dobbin, Murray. 1981. [\*The One-And-A-Half-Men\*](#). (Available through the Gabriel Dumont Institute).

Peters, Evelyn, Matthew Stock and Adrian Werner. 2018. [\*Rooster Town: The History of an Urban Metis Community, 1901-1961\*](#). (Available through UM Library or in bookstore).

Saunders, Kelly and Janique Dubois. 2019. [\*Metis Politics and Governance in Canada\*](#). UBC Press. (Limited availability online through the library or purchase online or at bookstore)

Stevenson, Allyson D. 2020. *Intimate Integration: A History of the Sixties Scoop and the Colonization of Indigenous Kinship*. **(Will be available through the library later in the semester and I will add the hyperlinks once it is available).**

Zeileg, Ken and Victoria Zeileg. 1987. [\*Ste. Madeleine: Community Without a Town\*](#). (Available on UM library website).

All other texts will be uploaded to UM Learn.

Students will require access to a computer that can run the Chrome browser and a steady internet connection. Students will also need access to a microphone or a device that can record audio (such as a laptop or cellphone).

### **Expectations and Policies:**

Remote Learning: This course will be predominantly delivered in a synchronous format, which means for each class we will meet on zoom for lectures and discussion. Some content will be delivered asynchronously (on a flexible timeframe) but students will be given advanced notice (e.g. we may watch videos or recorded lectures in lieu of class time). All scheduling and asynchronous activities will be posted to UM Learn ahead of time. The class schedule provides students directions and permalinks for accessing any necessary course materials. If students need to turn off video for bandwidth purposes during lecture, that is allowable, but I request that students do their best to connect with video during discussion periods.

Medical Notes: Students who are unable to meet a course requirement due to medical circumstances are currently not required to submit medical notes. However, students are required to contact their instructor or academic advisor by email to inform of the missed work and to make arrangements for extensions, deferrals, or make-up assignments. Please follow these guidelines if you are unable to meet an academic requirement for your courses.

- Contact your instructor for term work such as a class, quiz, midterm/test, assignment, lab;
- Contact an advisor in your faculty/college/school of registration for a missed final exam (scheduled in the final examination period);

- Inform your instructor/advisor as soon as possible do not delay. Note for final exams, students must contact within 48 hours of the date of the final exam; and
- Email your instructor/advisor from a U of M email address, and include your full name, student number, course number, and academic work that was missed.

Attendance: Students are expected to attend all classes. While there is no participation grade for this course in its current remote learning format, attending classes is integral to student success because I will not be recording lectures to post online. I will post my lecture slides (but not my lecture notes) to UM Learn. I understand that now, more than ever, many students will be juggling caregiving obligations with their class attendance and should feel comfortable to have their children with them during lectures if they need to.

Communication: I will do my best to respond to all emails within 24 hours (excluding late evenings and weekends). I am readily available for office hours via Zoom if you email me to schedule a meeting. Please use your U of M email account when emailing me and check your U of M email regularly for course related information.

Class environment: I expect all students to participate in creating a generative class environment that fosters respectful discussion and learning with each other.

Late assignment policy: Late assignments will be penalized 5% per day (not including weekends). If you need an extension on an assignment, please email me ahead of the deadline so I can accommodate and inform you of your options.

### **Class Communication:**

You are required to obtain and use your University of Manitoba email account for all communication between yourself and the university. All communication must comply with the Electronic Communication with Student Policy:

[http://umanitoba.ca/admin/governance/governing\\_documents/community/electronic\\_communication\\_with\\_students\\_policy.html](http://umanitoba.ca/admin/governance/governing_documents/community/electronic_communication_with_students_policy.html).

### **Academic Integrity:**

Each student in this course is expected to abide by the University of Manitoba [Academic Integrity principles](#). Always remember to reference the work of others that you have used. Also be advised that you are required to complete your assignments independently unless otherwise specified. If you are encouraged to work in a team, ensure that your project complies with the academic integrity regulations. You must do your own work during exams. Inappropriate collaborative behavior and violation of other Academic Integrity principles, will lead to the serious [disciplinary action](#). Visit the [Academic Calendar](#), [Student Advocacy](#), and [Academic Integrity](#) web pages for more information and support.

### **Recording and Copyright:**

No audio or video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without permission from the instructor. Course materials (both paper and digital) are for the participant's private study and research.

All students are required to respect copyright as per Canada's *Copyright Act*. Staff and students play a key role in the University's copyright compliance as we balance user rights for educational purposes with the rights of content creators from around the world. The Copyright Office provides copyright resources and support for all members of the University of Manitoba community. Visit <http://umanitoba.ca/copyright> for more information.

### **Student Accessibility Services:**

The University of Manitoba is committed to providing an accessible academic community. [Students Accessibility Services \(SAS\)](#) offers academic accommodation supports and services such as note-taking, interpreting, assistive technology and exam accommodations. Students who have, or think they may have, a disability (e.g. mental illness, learning, medical, hearing, injury-related, visual) are invited to contact SAS to arrange a confidential consultation.

Student Accessibility Services  
520 University Centre  
Phone: (204) 474-7423  
Email: [Student\\_accessibility@umanitoba.ca](mailto:Student_accessibility@umanitoba.ca)

### **Grade Distribution:**

A+	Exceptional	95-100
A	Excellent	85-94
B+	Very Good	75-84
B	Good	67-74
C+	Satisfactory	64-66
C	Adequate	57-63
D	Marginal	50-56
F	Fail	0-49

### **Method of Evaluation:**

**Assignment 1 Due February 12:** What is peoplehood and how does it differ from other methods of identifying the Metis Nation? **1000 words 10%**

Using the assigned readings from the first three weeks, synthesize what peoplehood is (according to the various authors), and speculate what applying a peoplehood approach to Metis history might uncover.

**Assignment 2 and 3: 2X 1500-word** reflection response on either *Walking in the Woods*, *Halfbreed*, *Rooster Town*, *Ste Madeleine*, or *A Really Good Brown Girl*. **Each is worth 25%**. Using one of the texts above write a response that situates experiences in that text to its temporal

(time) and spatial (space) contexts. Here you are to use other course texts to build context (or you may look to other sources outside of the course, although this is not required). As is clear in the syllabus, these texts each have their own regional contexts. In addition, draw out what this text teaches or fails to teach us about Metis peoplehood in the twentieth century. What is the significance of this text to Metis history and Canadian history more broadly. The point of this assignment is for you to think more deeply alongside these primary texts and consider what they teach us about Metis in the twentieth century and what they don't. \*Assignments are due one week after book discussion classes which are marked on the calendar with a \*.

**Narrating the Nation:** Using WeVideo software students will produce an approximately **3-5 minute digital story** using course materials to narrate Metis peoplehood in the 20<sup>th</sup> century. The first step of this project is to write a script on an expression of Metis peoplehood in the 20<sup>th</sup> century. In this case, I am asking you to engage rigorously with both the primary and secondary literature in the course. Therefore, **when you write your script it must include citations (Chicago Author-Date) and this is to be submitted to me along with your video (you should also include a credits section at the end of your video citing your sources)**. Given that this is a multimedia project, students will also need to collect music, videos, and images that help in communicating their story (we will discuss copyright issues in class). Visual media does not necessarily have to be documentary, and it can also take a more abstract or artistic tone and you are encouraged to think about how images and video help you narrate the story you are telling. Digital stories are meant to help us in communicating complex ideas using multi-media. Therefore, I do not expect you to be able to include all the sources in the course (that would be impossible). Rather, what I am encouraging you to do is to bring sources into conversation with each other and produce a digital story that communicates complex ideas that you gather from the course content. We will discuss this project extensively throughout the semester during our discussion classes. Discussion classes are a time for you to think together to decide on how course texts narrate the Metis Nation. I will also provide you access to WeVideo throughout the whole semester so that you can work on the video throughout the semester. In addition, the last two weeks in class will be dedicated to editing sessions where we will work together on the technical aspects of video editing. Therefore, you are encouraged to have as much of a 'first draft' of the video done as possible. I will also be available for office hours to help answer questions regarding digital stories. **10% for script and 30% for final video.**

\*\*\*For further information on digital storytelling in Indigenous contexts I highly recommend you access Poitras Pratt, Yvonne. *Digital Storytelling in Indigenous Education: a Decolonizing Journey for a Métis Community* New York, NY: Routledge, 2020, (available through the UManitoba library).

**Voluntary Withdraw:** An evaluation of work done prior to March 31<sup>st</sup> (the VW date) will be provided.

### **Schedule:**

**NOTE COURSE FORMAT: Discussion days are marked with an \*. On non-discussion days I will provide you with a synthesis of the materials but also expect that students will contribute to the interpretation of texts. The extra level of assigned reading represents the**

**fact that you are not required to do external research for this class and all assignments can be completed using assigned texts.**

<b>Week 1 – Introduction to Course and Metis Peoplehood and Racialization,</b>
January 18 <sup>th</sup> – Introduction to course
January 20 <sup>th</sup> – Saunders and Dubois – Chapter 1; Peters, Stock, and Werner – Chapter 1
January 22 <sup>nd</sup> – Andersen – Introduction
<b>Week 2 – Metis Peoplehood and Racialization Continued</b>
January 25 <sup>th</sup> – Andersen – Chapters 1 and 2
January 27 <sup>th</sup> – Andersen – Chapter 3
January 29 <sup>th</sup> – Andersen – Conclusion
<b>Week 3 – Metis Peoplehood and Racialization Continued and Beginning Metis in Alberta</b>
February 1 <sup>st</sup> – Gaudet, Cindy. 2019. <a href="#">“Keeoukaywin: The Visiting Way - Fostering an Indigenous Research Methodology.”</a> <i>aboriginal policy studies</i> 7 (2): 47-64.
Adese, Jennifer. 2016. <a href="#">“The New People: Reading for Peoplehood in Métis Literatures.”</a> <i>Studies in American Indian Literatures</i> 28 (4): 53–79.
February 3 – Andersen, Chris. 2014. <a href="#">“More than the Sum of Our Rebellions: Métis Histories beyond Batoche.”</a> <i>Ethnohistory</i> 61 (4): 619-633.
*This will be a discussion class
Feb 5 – Dobbin – Introduction and Part 1
– Start reading Belcourt <a href="#">“Walking in the Woods.”</a> and Dumont <a href="#">A Really Good Brown Girl</a> for discussion on February 24.
<b>Week 4 – Metis in Alberta</b>
Feb 8 – Dobbin – Part 2
Feb 12 – Dobbin – Part 3
<b>*Peoplehood Paper is due</b>
Feb 10 – Discussion Class and Final assignment discussion
<b>Week 5 Reading Week</b>
<b>Week 6 – Metis in Alberta and Saskatchewan</b>
Feb 22– Dobbin – Part 4; Dumont – A Really Good Brown Girl

Feb 24 – *Discussion on Dumont and Belcourt
Feb 26 – Stevenson Introduction and Ch 1
– Start reading or listening to Campbell for discussion on March 3.
<b>Week 7 – Metis in Saskatchewan/Manitoba</b>
Mar 1 — Stevenson Ch 3
Mar 3 – *Discussion on Halfbreed by Maria Campbell
Mar 5 – Jean Legasse. The People of Indian Ancestry, Vol 1. (Will be uploaded to UM Learn) <b>*Assignment 2 is due</b>
<b>Week 8 – Metis in Manitoba (Urban Experiences)</b>
March 8 – *Discussion on Report
March 10 – Peters, Stock, and Werner – 2, 3, 4, 5
March 12 – March 26 – Peters, Stock, and Werner – Conclusion; Toews, Owen. 2020. <a href="#">“Rooster Town World: Remapping the Suburbs.”</a> <i>aboriginal policy studies</i> 8 (2): 96-105.
*Discussion
<b>Week 9 – Metis in Manitoba (Rural Experiences)</b>
March 15 – Zeilig and Zeilig – Ste. Madeleine: Community Without a Town
March 17 – St Onge, Nicole. “Race, Class and Marginality in an Interlake Settlement: 1850-1950.” (Will be uploaded to UM Learn)
March 19 – *Discussion Class on Rural Metis in Manitoba
<b>Week 10 – Rebirth of Metis Nationalism and Contemporary Metis Issues</b>
March 22 – Saunders and Dubois – Chapter 2
March 24 – Saunders and Dubois – Chapter 3
March 26— *Discussion Class <b>Assignment 3 is due</b>
<b>Week 11 – Contemporary Metis</b>
March 29 – Saunders and Dubois – Chapter 4
March 31 – Saunders and Dubois – Chapter 5
April 2 – *Discussion Class
<b>Week 12 Contemporary Metis Issues and Narrating the Nation</b>
April 5 – Saunders and Dubois – Chapter 6
April 7 – Video Editing Session

April 9 – Video Editing Session
<b>Week 13— Narrating the Nation</b>
April 12 – Video Editing Session
April 14 – Video Editing Session
April 16 – Video Editing Session <b>*Digital Stories Due by 11:59pm</b> <b>Will arrange for a date to have a class viewing party during exam period.</b>

## University Support Offices and Policies

### **Writing and Learning Support**

The Academic Learning Centre (ALC) offers services that may be helpful to you throughout your academic program. Through the ALC, you can meet with a learning specialist to discuss concerns such as time management, learning strategies, and test-taking strategies. The ALC also offers peer supported study groups called Supplemental Instruction (SI) for certain courses that students have typically found difficult. In these study groups, students have opportunities to ask questions, compare notes, discuss content, solve practice problems, and develop new study strategies in a group-learning format.

You can also meet one-to-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. If you are interested in meeting with a writing tutor, reserve your appointment two to three days in advance of the time you would like to meet. Also, plan to meet with a writing tutor a few days before your paper is due so that you have time to work with the tutor's feedback.

These Academic Learning Centre services are free for U of M students. For more information, please visit the Academic Learning Centre website at:

<http://umanitoba.ca/student/academiclearning/>

You can also contact the Academic Learning Centre by calling 204-480-1481 or by visiting 205 Tier Building.

### **University of Manitoba Libraries (UML)**

As the primary contact for all research needs, your liaison librarian can play a vital role when completing academic papers and assignments. Liaisons can answer questions about managing citations, or locating appropriate resources, and will address any other concerns you may have, regarding the research process. Liaisons can be contacted by email or phone, and are also available to meet with you in-person. A complete list of



liaison librarians can be found by subject: <http://bit.ly/WcEbA1> or name: <http://bit.ly/1tJ0bB4>. In addition, general library assistance is provided in person at 19 University Libraries, located on both the Fort Garry and Bannatyne campuses, as well as in many Winnipeg hospitals. For a listing of all libraries, please consult the following: <http://bit.ly/1sXe6RA>. When working remotely, students can also receive help online, via the Ask-a-Librarian chat found on the Libraries' homepage: [www.umanitoba.ca/libraries](http://www.umanitoba.ca/libraries).

**For 24/7 mental health support, contact the Mobile Crisis Service at 204-940-1781.**

### **Student Counselling Centre**

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as individual, couple, and group counselling. *Student Counselling Centre:* <http://umanitoba.ca/student/counselling/index.html>  
474 University Centre or S207 Medical Services  
(204) 474-8592

### **Student Support Case Management**

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. *Student Support Intake Assistant* <http://umanitoba.ca/student/case-manager/index.html>  
520 University Centre  
(204) 474-7423

### **University Health Service**

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation. *University Health Service* <http://umanitoba.ca/student/health/>  
104 University Centre, Fort Garry Campus  
(204) 474-8411 (Business hours or after hours/urgent calls)

### **Health and Wellness**

Contact our Health and Wellness Educator if you are interested in information on a broad range of health topics, including physical and mental health concerns, alcohol and substance use harms, and sexual assault.

*Health and Wellness Educator* <https://umanitoba.ca/student/health-wellness/welcome-about.html>  
[britt.harvey@umanitoba.ca](mailto:britt.harvey@umanitoba.ca)

469 University Centre  
(204) 295-9032

**Live Well @ UofM**

For comprehensive information about the full range of health and wellness resources available on campus, visit the Live Well @ UofM site:

<http://umanitoba.ca/student/livewell/index.html>

## Your rights and responsibilities

As a student of the University of Manitoba you have rights and responsibilities. It is important for you to know what you can expect from the University as a student and to understand what the University expects from you. Become familiar with the policies and procedures of the University and the regulations that are specific to your faculty, college or school.

The [Academic Calendar](http://umanitoba.ca/student/records/academiccalendar.html) <http://umanitoba.ca/student/records/academiccalendar.html> is one important source of information. View the sections *University Policies and Procedures* and *General Academic Regulations*.

While all of the information contained in these two sections is important, the following information is highlighted.

- If you have questions about your grades, talk to your instructor. There is a process for term work and final **grade appeals**. Note that you have the right to access your final examination scripts. See the Registrar's Office website for more information including appeal deadline dates and the appeal form <http://umanitoba.ca/registrar/>
  - Appeals of Term Work: Students are asked to discuss their grounds for appeal on individual assignments or the overall grade with the instructor. The Department of Native Studies' policy is to work with students for resolution and minimize the cost to the student of a formal appeal. Term work grades may be appealed up to ten working days after the grades are made available to students. Please refer to the U of M Undergraduate Calendar for additional information. See the Registrar's Office website for more information including appeal deadline dates and the appeal form <http://umanitoba.ca/registrar/>
- You are expected to view the General Academic Regulation section within the Academic Calendar and specifically read the **Academic Integrity** regulation. Consult the course syllabus or ask your instructor for additional information about demonstrating academic integrity in your academic work. Visit the Academic Integrity Site for tools and support <http://umanitoba.ca/academicintegrity/> View the **Student Academic Misconduct** procedure for more information.
- The University is committed to a respectful work and learning environment. You have the right to be treated with respect and you are expected to conduct yourself in an appropriate respectful manner. Policies governing behavior include the:

### Respectful Work and Learning Environment

[http://umanitoba.ca/admin/governance/governing\\_documents/community/230.html](http://umanitoba.ca/admin/governance/governing_documents/community/230.html)

### **Student Discipline**

[http://umanitoba.ca/admin/governance/governing\\_documents/students/student\\_discipline.html](http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html) and,

### **Violent or Threatening Behaviour**

[http://umanitoba.ca/admin/governance/governing\\_documents/community/669.html](http://umanitoba.ca/admin/governance/governing_documents/community/669.html)

- If you experience **Sexual Assault** or know a member of the University community who has, it is important to know there is a policy that provides information about the supports available to those who disclose and outlines a process for reporting. The **Sexual Assault** policy may be found at:  
[http://umanitoba.ca/admin/governance/governing\\_documents/community/230.html](http://umanitoba.ca/admin/governance/governing_documents/community/230.html)  
More information and resources can be found by reviewing the Sexual Assault site <http://umanitoba.ca/student/sexual-assault/>

For information about rights and responsibilities regarding **Intellectual Property** view the policy:

[https://umanitoba.ca/admin/governance/governing\\_documents/community/235.html](https://umanitoba.ca/admin/governance/governing_documents/community/235.html)

For information on regulations that are specific to your academic program, read the section in the Academic Calendar and on the respective faculty/college/school web site <http://umanitoba.ca/faculties/>

Contact an **Academic Advisor** within our faculty/college or school for questions about your academic program and regulations <http://umanitoba.ca/academic-advisors/>

### **Student Advocacy**

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns.

<http://umanitoba.ca/student/advocacy/>

520 University Centre

204 474 7423

[student\\_advocacy@umanitoba.ca](mailto:student_advocacy@umanitoba.ca)