

Internal use 538416

Application for a Grant

Identification						
This page will be made available to selection committee members and external assessors.						
Funding opportunity Insight Grants						
Joint or special initiative						
Application title The Forgotten Era of "the Forgotten People": A Hidden History of Métis in Parkland, Saskatchewan, 1918-1965						
Applicant family name Andersen			Applicant given name Christian		Initials T	
Org. code 1480111	Full name of applicant's organization and department University of Alberta Faculty of Native Studies					
Org. code 1480111	Full name of administrative organization and department University of Alberta Faculty of Native Studies					
Scholar type	Regular <input checked="" type="radio"/>	New <input type="radio"/>	Research Group			
If New, specify category	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	435-1	
Does your proposal require a multidisciplinary evaluation?						Yes <input type="radio"/> No <input checked="" type="radio"/>
Does your proposal involve human beings as research subjects? If "Yes", consult the <i>Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans</i> and submit your proposal to your organization's Research Ethics Board.						Yes <input checked="" type="radio"/> No <input type="radio"/>
Does your proposal involve activity that requires a permit, licence, or approval under any federal statute; or physical interaction with the environment? If 'Yes', complete Appendices A and B.						Yes <input type="radio"/> No <input checked="" type="radio"/>
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Total funds requested from SSHRC (from page 9)	<u>60,015</u>	<u>55,495</u>	<u>55,495</u>	<u>20,250</u>	<u>0</u>	<u>191,255</u>

Family name, Given name

Andersen, Christian

Participants

List names of your team members (co-applicants and collaborators) who will take part in the intellectual direction of the research. Do not include assistants, students or consultants.

Role

Co-applicant

Collaborator

Family name

Given name

Initials

Org. code

Full organization name

Department/Division name

Role

Co-applicant

Collaborator

Family name

Given name

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Research Activity

The information provided in this section refers to your research proposal.

Keywords

List keywords that best describe your proposed research or research activity. Separate keywords with a semicolon.

Metis history; 20th century history; social history; social field analysis

Priority Areas - Priority area(s) most relevant to your proposal.

1. Aboriginal Research
2. Northern Communities: Towards Social and Economic Prosperity

Disciplines - Indicate and rank up to 3 disciplines that best correspond to your activity.

Rank	Code	Discipline	If "Other", specify
1	51028	Social History	
2	51099	Other History	Native Studies
3			

Areas of Research

Indicate and rank up to 3 areas of research related to your proposal.

Rank	Code	Area
1	240	Indigenous peoples
2		
3		

Temporal Periods

If applicable, indicate up to 2 historical periods covered by your proposal.

From	To																		
<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">BC</td> <td style="text-align: center;">AD</td> </tr> <tr> <td style="text-align: center;">1918</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> </tr> <tr> <td style="text-align: center;">1946</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> </tr> </table>	Year	BC	AD	1918	<input type="radio"/>	<input checked="" type="radio"/>	1946	<input type="radio"/>	<input checked="" type="radio"/>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">BC</td> <td style="text-align: center;">AD</td> </tr> <tr> <td style="text-align: center;">1945</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> </tr> <tr> <td style="text-align: center;">1965</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> </tr> </table>	Year	BC	AD	1945	<input type="radio"/>	<input checked="" type="radio"/>	1965	<input type="radio"/>	<input checked="" type="radio"/>
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1945	<input type="radio"/>	<input checked="" type="radio"/>																	
1965	<input type="radio"/>	<input checked="" type="radio"/>																	

Family name, Given name
Andersen, Christian

Research Activity (cont'd)

Geographical Regions

If applicable, indicate and rank up to 3 geographical regions covered by or related to your proposal. Duplicate entries are not permitted.

Rank	Code	Region
1	1130	Western Canada
2		
3		

Countries

If applicable, indicate and rank up to 5 countries covered by or related to your proposal. Duplicate entries are not permitted.

Rank	Code	Country	Prov./ State
1	1100	CANADA	SK
2			
3			
4			
5			

Priority Areas - Statement of Alignment

This project sits firmly within one – and possibly two – of the Insight grant priority areas: Aboriginal research and northern areas. Regarding the Aboriginal research component, this project speaks specifically to the “improved equity and inclusivity of support to aboriginal research; encouragement and advancement of aboriginal scholars’ research careers; improved flow of research benefits to aboriginal communities, with funded projects embracing cultural, regional, disciplinary diversity”. Aside from advancing my career as an Aboriginal scholar (which honestly doesn’t, in itself, seem like a valid reason to undertake research under these auspices), this project seeks to improve the flow of research benefits to the Aboriginal community in question, in particular the production of plain language publications to flow back to the community, as well as the creation of DVDs for their use. The creation of a website, however, is probably the most important aspect of the project’s “improved flow of research benefits”. It is important to understand that with the exception of the Metis Settlements in Alberta, Metis communities are not like First Nations (i.e. reserve communities) – they have little institutional backbone (like a band office), nor do they receive funding from the federal government (i.e. Indian and Northern Affairs Canada) in the same way as First Nations do. Instead, these communities tend to be more diffuse and as such, creating a centralized, digitized point of access provides an easy and efficient means of disseminating knowledge on this research area (especially given the surprising number of people who own computers with access to the internet. Even for those who do not, their children do). Likewise, the project explicitly seeks to produce a depiction of Metis life and community contextualized by the regionality of living in the parkland region – as such, I think it explicitly embraces – both empirically and analytically – “cultural, regional and disciplinary diversity”.

Regarding the “northern areas” priority area, the project sits right at the fringe of what would be considered the boreal forest region of Saskatchewan. If you look on a map, the parkland region is not particularly “northern” (it roughly bisects the province in the lower middle). Socio-geographically, however, Prince Albert (an hour south of the research region) has always been considered “the gateway to the north” (it is the city’s motto, in fact) and anyone who lived in Saskatchewan would understand it as “northern” Saskatchewan. Additionally, it sits at the lower level of the boreal forest region, possesses relatively low population density and while people have historically engaged in a mixed economy of farming and forestry, for many of the Metis, the region has offered a “single industry” occupation, that of logging. I leave it up to the committee to decide whether it fits what the intended “northern” guidelines were meant to capture.

Family name, Given name

Andersen, Christian

Response to Previous Critiques - maximum one page

Applicants may, if they wish, address criticisms and suggestions offered by adjudication committees and external assessors who have reviewed previous applications.

The review summary provided four critiques of my previous program of research. First, they found methodological disconnects, although they did not specify what those were. Regardless, I lengthened the explanation of my methodological approach and explained more clearly how it links into the literature being used and the kinds of information I wish to collect. Second, and perhaps more relevant to the revised program of research, the review committee suggested that the project relied too heavily on government archival resources (despite my deliberate use of Gabriel Dumont Institute materials as a counter to the Parks Canada archives). This project has been explicitly constructed around information to be gained from interviews with Metis informants, as well as additional information that can be found at the Gabriel Dumont Institute (which, lest there be any confusion, is a Metis created and Metis staffed learning institution). A third critique suggested that my understanding of Metis identity was not in line with the current thinking on Metis identity in Canada, despite the fact that the project was specifically positioned to critique dominant thinking on Metis identity in Canada. Since it wasn't explained what that thinking was or how my project failed to follow it, I simply spent more time explaining what I find problematic about current Metis historiography and how I will attempt to complicate and deepen it. Finally, the committee suggested that completing this program of research required the ability to read, write and speak French. This is a mistake of fact: all Metis in the parkland region of Saskatchewan are completely fluent in English, even those in their 80s. Many can also speak French (and Cree, Dene, Saulteaux and even Ukrainian) but under no circumstances would I need to speak French to undertake this project. In any case, both the student researchers I have in mind for this project are fluent in French, if it comes to that.

Regarding the individual reviewers' critiques that remain relevant given the change in my program of research, one reviewer suggested that I under-theorized notion of "the subject" in explaining the complex relationship between agency and structure -- in the theoretical section of this updated program of research I explain in more detail how I am attempted to elide that debate through my use of social field approach, to historically contextualize my notion of subjectivity within its contemporaneous social relations. A second reviewer suggested that I focused too much on the poverty of mid-century Metis communities and as such, did not focus enough on those who became successful capitalists. Whether or not I agree with the accuracy of this characterization, I have used more neutral terminology to let the research informants themselves describe the region and era (the "successful" example provided by the reviewer was not from the parkland region of Saskatchewan). Additionally, this reviewer suggested that I missed out on many Metis community histories -- I hired a research assistant who found four Metis community histories I failed to include in last year's research program. They have been added.

Family name, Given name

Andersen, Christian

Summary of Proposed Research

The summary of your research proposal should indicate clearly the problem or issue to be addressed, the potential contribution of the research both in terms of the advancement of knowledge and of the wider social benefit, etc.

Metis historiography in Canada has largely concerned itself with the exploration of nineteenth century Metis society, a trend more recently extended further back into its 18th century fur trade roots. The little historical research that has examined 20th century issues - fueled in particular by the recent spate of Metis rights court cases - has tended to rehearse a "loss and recovery" narrative, in which Metis communities are positioned as having lived through racism, dispossession and dislocation at the end of the 19th and into the 20th century that caused us to hide our identity, only to experience a resurgence in identity and community pride in the post-1960s era of civil rights and multiculturalism (more recent evidence of which is contained in their fight for harvesting rights). Moreover, Metis historiographers have often found it difficult to resist framing these experiences and communities in theoretical discussions in terms of our (apparently obvious) "hybridity". Similarly, "Metis again" communities have made rhetorical use of 19th century events and experiences in narrating their Metis-ness, rather than those of 20th century.

While perhaps legitimate research in its own right, these historiographical trends have nonetheless produced an overly simplified and disembodied depiction of Metis society in which "ordinary" Metis and twentieth century experiences have little part to play. Instead, contemporary Metis communities are tacitly positioned as the effects of an increased marginalization in the changing political economies of the Canadian state. By exploring one Metis community and by emphasizing the "lived histories" of its post WWI era, this project seeks instead to explore the density of everyday life as its members actively adapted to (and became increasingly embedded in) changing global, national, provincial and regional political economies. This project is undertaken, then, with the explicit goal of recovering, and embodying in social and historical context, the agency of "ordinary" Metis experiences.

Contextualizing dominant Metis historiographical trends with 20th century social history allows for the exploration of a number of important issues: empirically, which elements of "Metisness" are emphasized in dominant historical narratives (i.e. what does this history seem to emphasize and when does it end?), and which are marginalized? More vernacularly, what elements of Metis identity and community do individuals raised in the post WWI era remember about their "lived" histories and what do these discrepancies reveal about how the Canadian historians "remember" Métis history? More theoretically, how does an examination of twentieth century social relations complicate the notions of subjectivity and agency that anchor much of Metis history and equally, how does it incorporate the dynamics of human interaction and experience in ways that respect structural contexts without turning actors into the puppets of these structures?

The "near" (or "nearer", anyway) history undertaken in this project thus possesses important policy implications. Perhaps most importantly, it seeks to demonstrate what more recent, vernacular history may reveal about the simplistic correlations often drawn between historical events and contemporary Métis issues. Few scholars would attempt to explain contemporary Canadian issues without reference to the massive changes of the twentieth century. Yet, scholarship on the Métis is dominated by just such correlations (inside the discipline of history as well as out). This project directly challenges such thinking and in doing so, it seeks to disseminate this information not only among non-university educators (school teachers, etc.) but among the members of the Metis community as well.

Program of Research:

The Forgotten Era of “the Forgotten People”:
A Hidden History of Métis in Parkland, Saskatchewan, 1918-1965

Objectives

The idea for this project began four years ago in the days following the funerals of *nemama* (my mother) and *kokum* (my grandmother), both of whom passed away within the span of several days. What you need to know about both of them is that they were unrepentant packrats. And, as we sorted through their numerous bags, boxes, cans, pails, suitcases and file folders, we came across two items that were at once poignant and fascinating. Digging through a large tobacco tin while in the living room of my *kokum*'s three-room farmhouse, I found a series of photographic negatives taken during the late 1940s and early 1950s that (upon their development) revealed a complex – but largely hidden – world of Métis social life in the parkland region of Saskatchewan (located north of Prince Albert, SK, the parkland is a broad boreal “forest fringe” region characterized by a mixed landscape of farmland and small forest tracts). These photographs mainly – though importantly, not only – focused on our own family, the Arcands. Similarly, while sorting through *nemama*'s mass of papers, I came across hundreds of typed pages of stories she had written about her childhood growing up in this same region and era. Yet, though these words and images complexly depict Métis life and community – this part of the Parkland region is, after all, the childhood home of celebrated Métis author and playwright Maria Campbell and “Master of the Métis Fiddle” John Arcand – little of the social or material density of this region or era has found its way into the dominant narratives of Canadian historiography, whether pertaining to Métis history specifically or to social or regional history more generally. When it has bothered to explore the twentieth century at all, Métis historiography has enacted an unwitting rehearsal of a Foucauldian repression hypothesis (Foucault 1980) which positions Métis as “free” during our heyday in the mid-nineteenth century, repressed in the wake of the growth and inculcation of the Canadian state's power, only to rise again on the rising global tide of 1960s civil rights struggles.

Such narratives no doubt provide ammunition to those (legitimately) seeking to denaturalize the Canadian nation-state's unitary claims to territory and to tolerance, but they have produced a troubling historiography that unnecessarily abstracts and thus simplifies historical Métis social relations, in three key ways. *First*, they position “Metis” as ontologically discrete from the economic and cultural power of Canadian state forms. This has produced a narrative in which we continue to identify as Metis *in spite* of state powers, rather than analyzing the constitutive power of state forms (see Bourdieu 1996; Corrigan and Sayer 1985; Joseph and Nugent 1994) in shaping Metis self-identification and community through the complex set of social domains experienced variously by residents of the parkland region and of Saskatchewan and Canada more generally. Equally, such ontological discreteness produces historical accounts that fail to situate the powerful ways in which local residents (in this case, Métis), subverted official authority for their own purposes. *Second*, conventional historiography produces unnecessarily abstracted (and thus disembodied) narratives about Metis identity, culture and community. Specifically, it fails to account for the powerful social and ecological weight of “place”, and the associated administrative specificity of official attempts to govern “place” that together encourage an enduring *regionality* to all identity, Métis included. Third, it fails to situate the actual *meanings and practices* of everyday life, identity and community *experienced* by “ordinary” parkland Metis in the era between 1885 and the mid-1960s, focusing instead on legal or political expressions of Metis identity. Despite the powerful social forces that swept over this region and these eras, Metis historiography that discusses the twentieth century Metis communities at all largely grounds them as effects of nineteenth century dispossession. The violence of such historical abstraction (see Sayer and the tendency of political and legal histories to emphasize narratives that link nineteenth century events to contemporary social relations, then, have conspired to create a historical “black hole” that, with several notable exceptions (see Devine 2004; Kermaoal 1998; Payment 2009 and, despite himself, Giraud 1986[1945]), spans nearly

half a century. This research has otherwise largely ignored the “hidden history” of a complex story about the constitutive power of state forms: their *specific* impact on “place”, the regionalization of Métis resistance and cooptation, and its impact on the density of lived Métis experiences that necessarily contextualizes any discussion of such agency in localized social and material conditions.

In the context of these three analytical signposts and in the interest of expanding the scope and depth of the analysis of Métis history, this project thus seeks to carry out a study of Métis identity and community in the tradition of “history from below” scholarship (see Thompson 1963; Hobsbawm 1997; Kranz 1988; Linebaugh and Rediker 2000) by engaging in a “history in between”, in two distinct senses. First, and perhaps most obviously, it seeks to explore the social history of a Métis community in the parkland region of northern Saskatchewan, *between* the end of WWI, when a majority of Métis moved into the area of the parkland region under investigation, and the upsurge of Aboriginal politics in the mid-1960s. The project relies principally on oral history interviews with Métis and non-Métis residents of this region, augmented with photographic cues, to undertake a “thick description” (see Geertz 2000) that captures the otherwise hidden everyday experiences that comprised Métis “parkland” identity and community. Second, we use archival sources to contextualize the distinctive ecological context of parkland life, as well as various attempts to govern it. These played a crucial part in engendering a specific structural context that bore witness to distinctive notions of Métis identity and community differing from those of the (more) “northern” Métis living in the boreal forest and those of “southern” Métis living primarily wage-based lifestyles on the fringes of a predominantly agrarian economy. Métis life in the parkland region both invigorated and was ensconced in specific social, economic and political trajectories that deeply shaped the life courses of its residents in a manner that complicates our ability (in a necessary way) to abstract to broader unspecified concepts like “colonialism”.

In pursuit of these two goals, the project begins in what is perhaps an unorthodox place: namely, with my kokum’s and nemama’s photographs and stories, respectfully. I use them not to establish a “truth” about what went on in that era and region (as though that were possible) but rather, to extend, complicate and deepen conventional narratives about Métis history. The northern parkland region depicted in these images and texts bore witness to the growth of complex and distinctive forms of Métis identity community that emerged from and were rooted in the changing political economy of the Canadian state and the changing place of Saskatchewan in it (see Quiring 2004). Yet, while broadly anchored in the same nineteenth century diasporic experiences conventionally emphasized in broader historical narratives, these histories share little in common with them. These issues are explored through a series of semi-structured interviews with local residents (Métis and non-) born and raised during these time spans (i.e. the interwar and immediate post-WWII eras) to investigate what Opp and Walsh (2010) have termed the “home”, “work” and “play” aspects of social history. That is, the project will explore social organization and family life, customs and traditions, social issues, religion, relations with First Nations and “whites”, labour opportunities, women’s positions and “culture”, to name but a few (see Payment 2009). Ultimately, the project seeks to understand the complex impact of *subsequent modernities* – both Canada’s and our own – as these families adapted to/became embedded in/resisted the changing economic and cultural “pitch” of Canadian society. What did it mean to be Métis in this region and these eras? What comprised their everyday experiences? What practices, strategies and material culture shaped “self” and “other” integral to their articulations of identity? How were broader government policies – and “softer” cultural forms (like popular culture) – manifested in the various domains of social life and how were these incorporated and/or resisted by Métis living in this region?

Context

This project’s key objectives and significance are positioned in light of four specific contexts: (1) the dearth of scholarly Canadian literature on post WWI “lived” Métis history; (2) the relevance of this research to previous and on-going research interests; and (3) anticipated contribution to knowledge; and (4) the theoretical framework employed.

(1) Existing Literature

While the focus of this project necessitates dipping into a number of literatures, I embed it in three in particular: Métis scholarship; twentieth century Canadian social history; and relatedly, local or “place based” historical approaches. Regarding the first, despite the massive literature on Métis history, little has explored with any complexity the social histories of Métis people in a post WWI context (though see Kermoal 1998; Laliberte 2006; MacDougall 2010; Payment 2009; Quiring 2004; St-Onge 1999-2000). Instead, the bulk of Métis history has focused on the nineteenth century, examining our origins and role in the fur trade, including the central role of women (see Brown 1980, 1983; Devine 2004; Dickason 1985; Foster 1985; Giraud 1986[1945]; Peterson 1985; Peterson and Brown 1985; Ray 1974; Van Kirk 1980); our economic niche (Bourgeault 1992; Ens 1996; Tough 1996); the causes and impact of the “Riel Rebellion” and “North West Uprising” toward the end of the nineteenth century (Adams 1975, 1994; McLean 1985; Siggins 1994; Sprague 1988; Stanley 1992; Woodcock 2003); their aftermath (Adams 1975; Barron and Waldram 1986; Dobbin 1981; Métis Association of Alberta *et. al.* 1981; Payment 2009) and, perhaps inevitably, whether or not Louis Riel (a Métis leader) was insane (see Flanagan 1996). Similarly, while scholars have explored twentieth century aspects of Métis politics (see Daniels 1979; Dobbin 1981; MAA *et. al.* 1981; Sawchuk 1978, 1998; Weinstein 2007), little of this has embedded such political discourse in the everyday lives of Métis politicians and communities (though see Dobbin 1981). In fact, the little literature that focuses on twentieth century “everyday life” tends to take the form of personal narrative and reminiscence (Belcourt 2006; Bird and Sutherland 1990; Campbell 2005; Campbell 1973, 1995; Dorion 1997; Dumont 1996; Elizabeth Métis Settlement 1970; Evans 1999; Federation of Métis Settlements 1979; Keenan 2009; Mayer 2007; Riviere 2008; Scofield 1999a, 1999b; Stasbourg 1998; Stewart 1993; Zeilig and Zeilig 1987) or government-sponsored socio-economic surveys (Buckley 1962, 1963; Card *et al.* 1963; Lagassé 1959; Valentine 1953, 1955). While fascinating, both literatures fail to embed subjective experiences in their structural contexts. This project thus seeks to re-theorize and embed this literature in an exploration of a Métis social history in one community in the parkland region of Saskatchewan to explore the dynamics of an “integrative” colonialism through which state officials attempted – and Métis resisted – the governance of Métis life.

While some of the vast research exploring the impact of colonialism on First Nations has documented its social effects (as a small sample, see Brownlie 2003, 2008; McCallum 2008; Sangster 2006; Shewell 2004), little of this has extended to Métis issues and that which has, largely reproduces the repression-based analyses indicated above (e.g. Lischke and McNab 2007). As I will explain below, abstracted arguments about “colonialism” do little to reveal the complex contexts within which agency and structure were played out by geographical and socio-political context. In light of this limitation, this research seeks to embed the experiences of one Métis community in the post-War I world by situating it in light of broad macro-structural changes occurring globally, nationally, provincially and regionally, in both the interwar and post WWII eras. Certainly, Aboriginal people and “whites”, and Métis and First Nations, experienced these disruptions and continuities differently. Nonetheless, all were embedded, in ways distinctive to place and time, in the same political economies of an evolving Canadian nation-state. This is as true for the first half of the twentieth century (e.g. Berger 1970; Brown and Cook 1974; Burnet and Palmer 1988; Granatstein and Morton 1989; Smith 1982; Thompson 1978; Ward 2002) as it was for the post WWII era (e.g. Angus 1997; Axelrod 1982; Christie and Gauvreau 2003; Keshen 2004; Korinek 2000; Kuffert 2003; Owsram 1997; Palmer 2009; Parr 1999, 1991; Prentice *et al.* 1988; Rutherford 1990; Rutherford 2004; Swyripa 1993; Vance 1997, 2009).

Finally, this project will make use of “local” or “place-based” scholarship (Abel 2006; Amato 2002; Wardhaugh 2001) as a means of understanding the importance of *local context* in mediating the presence of global, national and regional trends and the experiences of everyday life. Ultimately, taking place-based scholarship seriously complicates conventional Aboriginal scholarship that tends to position case studies as individual *reflections* of larger colonial processes. This project seeks instead to situate

these physical, social and temporal contexts as complex *refractions* of larger categories of analysis like colonialism in ways that vastly complicate our ability to abstract in such a manner. Moreover, what this study region in particular lacks in population it makes up for in the density of its history and its position as a constantly evolving socio-economic “middle ground”. In particular, it sits at the geographical and conceptual crossroads of a number of enduring features of (western) Canada, including regionalization, industrialization and resource extraction, tourism, farming, racism and social inequality, and migration.

(2) *Previous and on-going research*

While this research marks a significant empirical departure from my previous SSHRC research (which analyzed the power relations involved in the creation, collection and dissemination of official Aboriginal census categories), it retains several of its key theoretical insights. First, like my previous research, this research seeks to interrupt seemingly familiar colonial narratives and their associated meanings of Aboriginal identity by emphasizing their historical and geographical contextuality. Second, it builds on my previous use of Pierre Bourdieu’s social field analysis to examine both the broad strokes and the vernacularity of Canadian colonialism (I previously explored the specificities of Canadian colonialism as it relates to struggles distinctive to the Canadian statistical field). Finally, this research represents a deliberate attempt to move away from examining Métis identity in terms of the “mixedness” or “hybridity” that marks a vast bulk of Canadian historiography pertaining to the Métis. In exploring the density and complexity of “everyday” day of historical Métis community, this project seeks to juxtapose this (always/already) emerging “Métis modernity” by presupposing the Metisness of these communities and exploring their contours and boundaries, rather than pre-supposing their “hybridity” and searching for evidence of it. My previous findings – which explored the power of racialization and the power of state forms to shape what Pierre Bourdieu (1996) called the “visions and divisions” of the social world – will continue to inform the theoretical context of this research project.

(3) *Significance and Contributions*

The core strength of this project lies in the originality of its theoretical and empirical scope and its methodological interdisciplinarity, a hallmark of Native Studies research. In utilizing theoretical and methodological insights from Métis history, social history and Bourdieuvian based social field scholarship, this project seeks to examine the contours of Métis history formation in the context of Canada’s apparently inclusive nationhood and in doing so, makes three important interventions: (1) by interviewing key Métis research informants about their everyday experiences from early to mid twentieth, it offers an important source of “subjugated knowledge” (Foucault, 1980) of Métis community and identity; (2) rather than attempting to examine “everyday” Metis life in *juxtaposition* to more dominant Metis historical narratives, the project offers a *relational* account that emphasizes both the structural- and “micro-histories” crucial to identity creation process in this region. In doing so, it seeks to contextualize historically debates about structure and agency; (3) insofar as the project seeks to explore the density of a Metis *community*, it will likewise move Metis history – increasingly dominated by juridical logics in the context of on-going court cases – out of the settlement-based analyses produced according to such logics, and place it in the extended kinship networks that more accurately capture the distinctiveness of Metis communities in this region; (4) it offers a public history to the community itself.

(4) *Theoretical Framework*

Drawing on my own and others’ existing research, this project’s theoretical framework represents an intersection of three theoretical traditions. The first consists of scholarship on Métis issues which, despite its earlier-mentioned shortcomings, can be re-theorized and repositioned to assist in three key contexts: (1) its historical relevance to a Canadian nation-state building that dispossessed the Métis of their political and economic power at the end of the nineteenth century, setting the stage for the *diaspora* that followed; (2) a *racialization* that positions Métis identity and history in terms of its apparent primitiveness and/or hybridity/mixedness – this provides an important conceptual topography

for understanding the contemporary misrecognition of Métis identity that reproduces the unifying narratives of the Canadian state and much of the existing Canadian historiography (conveniently forgetting, as they do, the destruction of the Métis nation necessary for Canada's expansion and subsequent racialization of Métis identity); and (3) the disassociation of scholarship on Métis identity from the everyday realities of this more recent history. This third context is particularly important for exploring "thick descriptions" (Geertz 2000) of Métis identity that, while rooted in the nineteenth century events, equally emphasize the constitutive power of *subsequently* emerging political economies.

Second, this project positions the social history traditions (including "history from below", "micro-history" and "history of everyday life") in the theoretical oeuvre of Pierre Bourdieu (1992a, 1992b, 1993; Swartz 1997). In particular, I will situate these literatures in (and indeed, several of them have explicitly positioned themselves in ways broadly analogous to) the context of a *social field* approach as a way to more complexly situate our understanding of human experience and action. Despite its flaws, Bourdieu's theoretical framework offers useful possibilities for the historical contextualization and social embodiment of human agency – in particular, his notion of "habitus" (Bourdieu 1977) acts as an important mediatory point between the large structures of, for example, *Annales* social history (i.e. Braudel 1981) and the everyday practices of social life. Likewise, he offers avenues for thinking outside the seemingly interminable "structure/ agency" debates, stressing as he does the relationality of everyday life and society. This theoretical tack allows for a more complex discussion of identity, one embedded in the social and material aspects of time and space, rather than reproducing tired narratives about the supposed "hybridity" of Metis identity (as though First Nations collectivities ensconced in the same political economies were not equally hybrid). Toward this goal, the project will, finally, embed its theoretical framework in a discussion of social complexity or *density* (Andersen 2010; Kelley 2005) in an attempt to embed Métis history in the same temporal and special modernities as those experienced (albeit differentially) by adjacent residents.

Methodology

Bearing in mind the project's reliance on Pierre Bourdieu's relational ontology, the research is undertaken using three distinct methodological approaches that seek to situate and thus contextualize the experiences of everyday Metis life in the changing national and regional political economies of Saskatchewan through the use of: (1) archival research; (2) interviews; and (3) photographs.

Archival research: In the interests of contextualizing the everyday experiencing of broad social factors, this project utilizes three major venues of historical documents to get a handle on the policy environment in the study region within which Metis lived: (a) provincial government discussions around historical attempts to govern – *as it was practiced* – in the parkland region of Saskatchewan that impinged on Métis lifestyles (including, in particular, labour and educational and hunting and fishing policies); (b) local "community" histories written by non-Aboriginal community members (including the settlement-specific histories located at www.ourroots.ca and the Saskatchewan History and Folklore archives); and (3) the Gabriel Dumont Institute archives, located in Saskatoon, SK, which possesses a rich archive of interviews undertaken with Metis people during the 1970s and 1980s.

Oral History Interviews: The second methodological element consists of interviews with ninety key informants of the parkland region, both Métis and non- (including, with respect to the Métis families, the Arcands Caplettes, Dumaises, Gaudrys, Grimards, Isbisters, Morins, Morrisettes, Scotts, Shorts, St. Denises, Vandales and Villeneuves). Oral history has become a mainstay of many "history from below" projects as a means of recovering otherwise hidden memories and experiences because it allows them to express their histories in their own words. Here, these interviews represent the primary means through which information is gathered regarding: (1) research informant memories of the timeframe in question; (2) everyday life in such contexts as social organization and family life, customs and traditions, social issues, labour, women's positions, educational experiences and popular culture; (3) relations with First

Nations and “whites” and in particular, discussions around sexism and racism; and (4) their views (if any) on their experiences with (and views of) Métis from other locales. I treat these oral histories not as “fact-checkers” (though they will be used in this context as well) but rather, as Cruikshank (1990: 347) suggests, as “a window on the ways in which the past is culturally constituted and discussed in different contexts” – how do these informants “imbue place with meaning through story”?

Photographs: Various material culture scholars have demonstrated the central importance of material culture – like that found in historical photographs – to unraveling the complexities of identity (see Harvey 2009; Miller 2005, 2008, 2010; Pounds 1989). This project seeks more modestly to align its use of historical photographs (those in my position and others I find in the Gabriel Dumont Institute’s collection) to the theoretical and methodological concerns emphasized in Brown and Peers’ (2006) photographic project with the Blackfoot of southern Alberta. That is, I will use the photographs as visual cues to prompt a richer discussion of the density of everyday life in the research timeframe and in doing so, I hope to broaden and deepen their (and our) discussions.

In carrying out this project, I will begin (as is proper) with my own family (the Arcands) and, using a snowball sample, move outward to contact other families. Given that I am “from” the region but grew up outside it (in Prince Albert, SK), I am ideally situated as an “insider-outsider” in that I am removed from the few conflicts existing between families yet am “known” to most of those I will interview. All interviewees will be asked to provide written or oral consent and their confidentiality will be respected.

Research Questions

Based on the insights provided by these theoretical and methodological tacks, this research is carried out using specific research questions relating to a number of facets key to understanding this research area as a social field. It is important to note, with Brubaker and Cooper (2000), the gaps that often exist between the categories of analysis employed by academics (in this case, “colonialism”, “racism”, “relationality”, etc.) and the categories of practice through which people living in those social relations make sense of them. Thus, I will ask questions that will allow me to make the analytical links in this context, including information on:

origins: how do the research informants “imagine” their community origins? when did the various extended families move into the Parkland region and why? What motivated their migration and what experiences do they remember once they arrived? What did “community” mean and, for that matter, what did it mean to be Métis? What official, material and ecological conditions shaped their notions of identity and community and what changes and continuities mark their memories?

internal dynamics: while I obviously cannot ask them “how they conceive of their identity relationally”, a broad spectrum of questions will seek information on relational interfaces, including: work, home life, educational experiences, “fun”, culture, interactions between families, living on the land, etc. How did broad changes in the political economy of the region – to provide one example, the growth of the mechanized logging industry into the 1950s – translate into everyday realities? In what ways did their sense of “place” impact their notions of everyday life? What kinds of relationships existed between the families, what intra-community sources of tension (if any) and broad collaborations marked their lives?

External dynamics: “internal” and “external” elements of community are not divisible in a “lived” context yet we can nevertheless make analytical distinctions between them. What kinds of relations characterized the everyday life of Metis living in this region: with whom did they work? With whom did they attend school? What kinds of relationships did they have with First Nations and whites in the various contexts discussed above and in particular, what kinds of relationships did they have with various administrative officials (policing, criminal justice system, natural resources/hunting and fishing, etc.). How did they react to these interactions and what impacts, if any, did it have on their understanding of who they were and the community they were part of?

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Knowledge mobilization plan

Research results will be disseminated in through two major strategies: textually and visually. Textually, they will be communicated to the academic community in the typical fashion through participation in academic conferences, including the Congress of Social Sciences and Humanities and the Native American and Indigenous Studies Association. Second, they will be converted into journal articles and/or solicited book chapters and, given the lack of literature on the juxtaposition of pre- and post-“rebellion” history pertaining to Métis, it should be possible to publish the research in book form with an academic press. Third and most importantly, the research results will, with permission, be produced in a series of “plain reading” booklets and stories that will ensure a wider dissemination outside of just academic audiences – these will be pdfed and stored on the Faculty of Native Studies website at the University of Alberta for free, open-access downloading. Additionally, they will also be distributed at various festivals in Saskatchewan including, but not limited to, the annual Batoche Days and the Annual General Meeting of the Metis Nation-Saskatchewan. Along these lines, I will also send the information to Saskatchewan Education to send out to their teachers (for those who might wish to add this to their teaching resources). Finally, I will use the information I collect from this research to teach the students of my Metis history class to think in terms of twentieth century social history (in the form of “social biography” assignments in class). This offers the opportunity not so much for the mobilization of empirical knowledge about the project as the theoretical tools that the empirical information allows them the change to practice with.

Visually, we will also be creating DVDs from the digitally recorded interviews. These are created for the primary purpose of giving them to the research informants themselves (and we will bring a DVD burner if they wish multiple copies – most older Metis living in this region have children who own computers) but we plan to apply for additional resource in the coming years and to connect with experts on these kinds of issues, to look into creating documentaries from the footage we tape here, along the lines of the National Film Board of Canada’s “Growing Up Canadian” series (<http://onf-nfb.gc.ca/eng/collection/film/?id=51508>) produced several years ago. For the moment, however, the Faculty of Native Studies possesses the technology, through our internet backbone and our IT personnel, to create a website that allows for even broader dissemination of both visual and written material, in terms of a widely accessible archive. Permission from the research informants will of course be gained prior to undertaking these activities and anyone who wishes not to have their information spread so widely will be removed from the databases.

Family name, Given name Andersen, Christian
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Intended Outcomes of Proposed Activities

Elaborate on the potential benefits and/or outcomes of your proposed research and/or related activities.

Scholarly Benefits

Indicate and rank up to 3 scholarly benefits relevant to your proposal.

Rank	Benefit	If "Other", specify
1	Enhanced research methods	
2	Knowledge creation/intellectual outcomes	
3	Student training/skill development	

Social Benefits

Indicate and rank up to 3 social benefits relevant to your proposal.

Rank	Benefit	If "Other", specify
1	Enriched public discourse	
2	Cultural outcomes	
3	Social outcomes	

Audiences

Indicate and rank up to 5 potential target audiences relevant to your proposal.

Rank	Audience	If "Other", specify
1	Aboriginal Peoples	
2	Provincial/territorial government	
3	Academic sector/peers, including scholarly associations	
4		
5		

Family name, Given name

Andersen, Christian

Expected Outcomes Summary

Describe the potential benefits/outcomes (e.g., evolution, effects, potential learning, implications) that could emerge from the proposed research and/or other partnership activities.

The proposed research is hoping for four potential benefits/outcomes in particular. First, I seek to make an intervention into the Canadian Metis historiography that has privileged eighteenth and nineteenth century experiences at the cost of twentieth century experiences, and political histories at the cost of social ones. Though my research informants comprise on a small community, it is a community and a region that sits at the crossroads of a number of important social processes, historically and contemporarily. In particular, I hope to give pause to scholars who continue to reproduce "Metis as mixed" tropes and who continue to use nineteenth century events (and their immediate aftermath) to make sense of twenty-first century claims, despite the massive shifts in social relations in the four generations between them that I would argue possess an equally constitutive impact on contemporary social relations with respect to Metis community and identity.

Second, I seek to make a methodological intervention that seeks to complicate the abstracted and disembodied notions of colonialism that have gained currency since the 1990s. I am not suggesting that "no such thing as colonialism exists" but rather, and more complexly, that any sophisticated understanding of its impact must account for the investments of those that comprise the raw materials of power and history through which it is enacted. In other words, I wish to demonstrate that "case studies" like this one cannot merely be understood to reflect a larger set of structures of power (i.e. colonialism) but rather, must be attended to analytically in a more nuanced fashion that accounts for their complex local refractions. This requires a methodological relationalism that seeks to collect information on primary experience and then make an epistemological break to contextualize it in the larger sets of social structures within which it exists. This is not a straightforward task, certainly, but it is nonetheless vital if we are to understand the complex relationship between structure and agency and complicate such tropes as "hegemony" or "false consciousness".

Third, I hope that the plain language publications produced in this project will be useful non-academic venues. In addition to its uses in academic contexts, the information we will gather and the analyses we will undertake will have a far more profound effect if they are picked up by individuals and institutions with investments that diverge from those of academic (primary, secondary and post-secondary institutions, for example). I'm under no illusions that this research will change anything significantly in the short term. Nonetheless, if it can serve as a purpose to produce a more complex rendering of Metis history (and thus identity) than that which exists in many public venues (such as schools and even universities), then perhaps we can at least begin a conversation which will lead to further research in regions and in eras that remain, as many social historians would term it, "hidden from history". I have some experience in writing plain language publications and have gotten at least as much satisfaction in conversations they generated as my academic publications. Therefore, a public impact beyond the university boundaries would be the highest honour that could be bestowed upon this project.

Finally, I hope that this research will allow me to build a relationship of trust with Metis-run educational institutions (such as the Gabriel Dumont Institute in Saskatoon, SK) so as to collaborate more closely with them in future research projects. In fact, I will use this proposal to approach them for a co-application to the Community Partnership Grant in February.

Research Team, Student Training and Previous Output

B. Description of proposed student training strategies

The distinctiveness of this project's empirical focus and the interdisciplinarity of its methodology will provide students a wealth of opportunities to gain first-hand experience in the research process. The project's methodological diversity reflects the discipline of Native Studies' commitment to integrating older disciplinary research methodologies into new empirical locales – at the Faculty of Native Studies (FNS), for example, upper year students are given the opportunity to gain skills and competency in archival research, ethnographic interviewing skills (in both Native and non-Native settings) and quantitative analysis relating to questionnaire design. Although the Faculty does not yet have a fully operational graduate program (our M.A. has been certified by the Province of Alberta's Quality Council and we begin accepting graduate students in September, 2012), our faculty members have relied heavily in upper year undergraduate students, and to good effect. Additionally, FNS faculty members have employed numerous undergraduate and graduate students from inside and outside the Faculty of Native Studies at any given time to work on various projects. These students gained extensive experience working in an archival setting and were given travel opportunities to present at academic and community settings and to establish publication protocols – from my last SSHRC, for example, I was able to fund a student to present SSHRC-related research at an international conference in Tucson, Arizona (at *NAISA*, the Native American and Indigenous Studies Association Annual Meetings).

I mention these examples to point out that the Faculty already possesses a long tradition of integrating undergraduate students into major research projects; this project will extend that tradition in a number of ways. First, because the Faculty of Native Studies has produced numerous competently trained students who have gone on to work in other professional research settings and because I am Métis myself and take seriously the specific mentoring of Native Studies students in a research setting, this project will serve as an opportunity to train such students in a number of different methodologies. These students will be directly involved in the early stages of the research project in that they will be given responsibility for conducting extensive searches of academic databases for information pertaining to global discussions of twentieth century Indigenous social history in general and Métis social history in particular. This will include books, articles, book chapters but also media reports, Aboriginal organizational publications and a host of “grey literature” produced by the Canadian government on Métis history from the early twentieth century onward. As well, they will be taught to use the Saskatchewan Archives Board (located in Saskatoon, SK) finding aid system for information on mid-century government policies (as well as associated discussion) pertaining to the parkland region of Saskatchewan, and Metis in particular. Additionally, I will secure access to the Gabriel Dumont Institute's archival interview collection (also located in Saskatoon, SK), as well as their Metis “virtual museum” archives (<http://www.metismuseum.ca/>). Their research efforts in this area will look for photographic information from the era and region (which exists, although it is scattered). Additionally, some of their interviews of Metis informants from the 1970s can also be found on the virtual museum website.

Finally, the students will play a direct role in portions the interview portion of the project, an opportunity reflected in the higher than normal hourly rate of payment for undergraduate students, listed below (though I note that their interviews will take place in city areas rather than the back roads of northern Saskatchewan – some interview locales are not easy to find for those who are not locals). Under my supervision, upper year undergraduate students have competently carried out interviews in previous SSHRC-funded research projects at the Faculty of Native Studies. Thus, students will be given responsibility for transcribing and coding data gained from interviews and in some cases will be given opportunities to carry out the interviews themselves (especially in the context of the locale-based information). Students undertaking this portion of the project will be encouraged to enroll in *Native Studies 490: Community Research Methods* and *NS 403/503 – Archival and Historical Research*

Methods Relating to Treaty and Aboriginal Rights. Research materials from this project will also be made available for students who wish to include their research efforts in relevant class projects and honor's papers and, if of sufficient quality, will be given the opportunity to present at academic conferences and to establish a publishing record. Under my supervision, two undergraduate students will be employed over the course of the project. During this time they will be exposed to most facets of the research project and will be encouraged to develop and offer their own insights into its design and execution. In doing so, they will be investigating a virtually untapped area of sociological and historical inquiry, one that holds the potential to offer exciting future academic opportunities and that produces a complex and largely unrecorded history from the post WWI era.

C. Description of previous and ongoing research results

While I have been a faculty member at the Faculty of Native Studies for eleven years, the first five of these competed with the completing of a PhD in sociology, which initially limited my research production. The last five years, however (and the last two in particular) I have massively increased both the number of publications and the prestige of the journals in which they have been published. In addition to a non peer-reviewed statistics "booklet" I wrote for Aboriginal social service deliverers in the city of Edmonton (on its second printing; the first printing was 1000 copies), I published four peer-reviewed articles (with another two submitted) from my last SSHRC project. Three of the publications are in edited collections (UBC Press, the University of Otago Press and the University of Alberta Press) and one was published as an article in *Nations and Nationalism*. The fifth is included as in an edited collection being submitted to University of Minnesota Press (and a sixth to a collection for which a publisher has not yet been selected). Additionally, last year I signed a contract with Left Coast Press (Australia) to co-author a book titled *Using Indigenous Quantitative Methodologies*, written with Dr. Maggie Walter (Department of Sociology, University of Tasmania). Three of the book chapters and the article are directly *theoretically* related to this project insofar as they explore the dynamics of dominant Canadian thinking on Aboriginal "identity". The previous SSHRC project examined the dynamics of producing "public" census categories, while this project seeks to complicate the meaning of Aboriginal categories – in this case, Metis – that are otherwise largely taken for granted. This current project additionally extends my previous theoretical work by examining "the other side" – the vernacular histories that do not fit neatly into conventional frameworks like those which can fairly be said to characterize Canadian and American "Metis" historiography.

In addition to this SSHRC related research, I have also had an article accepted for publication in *Ethnohistory*. The article directly explores the power of racialization in ethnohistorical academic constructions of "Métis" identity in the Upper Great Lakes region of the nineteenth century. The theorizing in this article is directly applicable to this SSHRC project, particularly in exploring how Métis history has emphasized the "mixedness" of Métis identity, rather than the density of lived experiences. Additionally, I am co-editing a peer-reviewed UBC Press volume titled *Urban Indigeneity in International Contexts* with Dr. Evelyn Peters (CRC, Department of Geography, University of Winnipeg). Many of the chapters in this volume, including my own, deal with the complexity and density of Aboriginal identities in urban areas in ways that bear a striking theoretical similarity to the research undertaken in this project (i.e. how are urban Aboriginals "officially" positioned in conventional scholarship and how does this limit their ability to produce distinctive identities in urban areas). Finally, I am the editor of a new on-line, peer-reviewed journal titled *aboriginal policy studies*, mandated to publish research on Metis, non-status Indian and urban Aboriginal policy issues (including those of urban and rural locales). While I obviously will not publish my own work in this journal, it nevertheless underscores my commitment to increasing research in areas directly applicable to the present research.

Family name, Given name
Andersen, Christian

Funds Requested from SSHRC

For each budget year, estimate as accurately as possible the research costs that you are asking SSHRC to fund through a grant. For each Personnel costs category, enter the number of individuals to be hired and specify the total amount required. For each of the other categories, enter the total amount required.

Personnel costs	Year 1		Year 2		Year 3		Year 4		Year 5	
	No.	Amount	No.	Amount	No.	Amount	No.	Amount	No.	Amount
Student salaries and benefits/Stipends										
Undergraduate	2	37,800	2	37,800	2	37,800	2	12,600	0	0
Masters										
Doctorate										
Non-student salaries and benefits/Stipends										
Postdoctoral										
Other										
Travel and subsistence costs										
	Year 1		Year 2		Year 3		Year 4		Year 5	
Applicant/Team member(s)										
Canadian travel	1,780		3,240		3,240		1,460		0	
Foreign travel	0		1,790		1,790		1,790		0	
Students										
Canadian travel	8,655		11,465		11,465		3,800		0	
Foreign travel										
Other expenses										
Professional/Technical services										
Supplies	1,000		0		0		0		0	
Non-disposable equipment										
Computer hardware	7,350		0		0		0		0	
Other	2,230		0		0		0		0	
Other expenses (specify)										
Aboriginal informants' gifts	600		600		600		0		0	
Community feasts	600		600		600		600		0	
Total	60,015		55,495		55,495		20,250		0	

Budget Justification (\$191,255)

(Student costs – including employment, training and travel – comprise 83% of the overall budget.)

Student Employment and training (65% of the budget): \$126,000

Two undergraduate students will be hired to work on this research project throughout the first three years at a University of Alberta “step 7” rate of \$22.50/hour (10 hrs/week for 28 weeks/year), including benefits (the higher-than-usual rate reflects their involvement in the interview elements of the project). For the first three years, the students will work 10 hours per week (\$6,300 per two terms, each) and full time over the summer (\$12,600 each – 16 weeks@35 hours/week) and 10 hours per week each for the last year. During the school year, the students will be responsible for literature searches, “grey” literature produced by the Saskatchewan government and other organizations on twentieth century Métis social relations and as well, setting up interviews, gaining permission for archival searches in government and Aboriginal organizations and transcribing the recorded interviews. During the summer, students will travel to Saskatoon to engage in primary archival research (at the Saskatchewan Archives Board and at Gabriel Dumont Institute) and as well, will be involved in aspects of the interview process for the research informants who live in Saskatoon and Prince Albert. In the final year, two students will work 10 hours/week (@\$22.50/hour) to produce “plain language” materials and to present at conferences.

Student Travel and Subsistence Costs: \$35,385 (18% of the budget)

The calculations below are based on three weeks of field research per year for the first three years (plus one yearly academic conference to disseminate results), and one community presentation per year (in Debden, SK). The hotel will consist of a three-bedroom suite (@\$200/night); vehicle rental will cost \$60 a day (for 21 days); fuel will require two tanks per week (@60/tank) and the per diem will cost \$45/day (@21 days). The proximity of the hotel suite (which is quite inexpensive for three of us) to the two archival sites necessitates the need for a vehicle (as well, the Gabriel Dumont Institute is not in the nicest part of Saskatoon, so I am not comfortable with them taking the bus).

Student Research (years 1-3)

Year	Trip	Duration	Hotel	Travel	Fuel	Per Diem	Total
1	Saskatoon	21 days	4200	1260	315	1890	7665
2	Saskatoon	21 days	4200	1260	315	1890	7665
3	<u>Saskatoon</u>	<u>21 days</u>	<u>4200</u>	<u>1260</u>	<u>315</u>	<u>1890</u>	<u>7665</u>
			12600	3780	945	5670	\$22,995

Student Knowledge Dissemination (\$8,430) - *Conference* (years 2-3-4): Return airfare to conference locale (2 students@ \$700.00 each) x 3 years = \$4200; three nights of hotel @\$150.00/night x 2 students: \$900 x 3 years = \$2700; per diem – 8 total days @\$45/day: \$360.00 x 3 years = \$1080; Estimated conference registration fees (\$75 x 2): \$150 x 3 years = \$450

Community presentations (years 1-2-3-4): (3 days per year: 3 nights hotel, vehicle rental and fuel, per diem = \$990 x 4 years = \$3960).

Principle Investigator - Travel and Subsistence Costs: \$15,090

Research: (\$5,340) During the third week of field research, I will drive to the Parkland region to conduct interviews. Expenses are for vehicle rental, fuel and per diem (note that the per diem amount is for all 24 days – all other expenses are specific to the 7 days of independent field travel). I will stay with family.

Year	Trip	Duration	Accom.	Travel	Fuel	Per Diem	Total
1	Parkland	7 days	0	450	250	1080	1780
2	Parkland	7 days	0	450	250	1080	1780
3	<u>Parkland</u>	<u>7 days</u>	<u>0</u>	<u>450</u>	<u>250</u>	<u>1080</u>	<u>1780</u>
			0	1350	750	3240	\$5,340

Knowledge Dissemination (years 2-3-4): \$9,750

Communication – Canada: One Academic Conference: $(\$1460 \times 3) = \$4,380$

Return Airfare to Canadian city: $(\$700 \times 3 \text{ years}) = \$2,100$

Three night hotel stay in Canadian city @\$150/night: $(\$450 \times 3 \text{ years}) = \$1,350$

Ground transportation: $(\$130.00 \times 3 \text{ years}) = \390

Conference Registration: $(\$100 \times 3 \text{ years}) = \300

Per diem: $\$45/\text{day} \times 4 \text{ days}: (\$180.00 \times 3 \text{ years}) = \540

Communication – U.S.: One Academic Conference: $(\$1,790 \times 3) = \$5,370$

Return Airfare to one U.S. city: $(\$900.00 \times 3) = \$2,700$

Three-night hotel stay in American city @ \$160/night: $(\$480.00 \times 3) = \$1,440$

Ground transportation: $(\$130 \times 3) = \390

Conference Registration: $(\$100 \times 3 \text{ years}) = \300

Per diem: $\$45.00 \times 4 \text{ days}: (\$180 \times 3) = \$540$

Communication – Public Presentation (years 1-4): Parkland, Saskatchewan (village of Debden, SK)
(covered in above expense details)

Other Expenses - \$14,780

Supplies: \$1,000

\$1,000 has been set aside for blank DVDs and binding services for the “plain language” booklets.

Non-disposable Equipment – Computer Hardware: \$7350

Various pieces of computer equipment are required to undertake this research. This includes notebook computers for student use in collecting archival research in Saskatoon. The principal investigator already owns a computer and laptop and so does not require funds to purchase another. However, the students will require a monitor to attach their laptops to for use while at the Faculty of Native Studies. The Faculty’s IT person has advised the purchase of Mac (as opposed to PC) computer equipment (as our server “backbone” is Mac-based). Additionally, funds have been allocated for an inexpensive laser printer to print tabloid-sized paper (i.e. 11x17).

2 MacPro laptops with Apple monitors and accessories: \$6600.00

1 Printer: \$750.00

Non-disposable Other: \$2230

Non-disposable costs include the purchase of a digital audio recorder with internal memory, to be used for interviewing purposes. Likewise, the project will also require the purchase of a digital videorecorder, as we plan to videotape as many of the “vernacular” informants as possible (i.e. those who will permit it) as a gift to give to their families. Finally, \$1200 has been allocated to buy 60 CDs of old-time Métis fiddle music as gifts for interview informants’ time.

1. 2 Digital Voice Recorders – Olympus WS-320M: $\$360 \times 2 = \720 (includes tax)

2. 1 Digital Video Recorder – Sony Camcorder HDR-CX 150: \$580.00 (includes tax)

3. Adobe CS 5.5 design standard suite: \$330 (includes media and sales tax)

4. Adobe InDesign Training Course: \$600 ($\300×2 students)

Other expenses: \$4200

Gifts for interview informants (an “old time” fiddling CD) – $(90 \times \$20.00 \text{ each}): \1800.00

Hosting: \$2400 (providing feast as part of research presentation in Parkland, SK [probably Debden, SK]) $\$600 \text{ per year} \times 4 \text{ years}$.

Funds from Other Sources

You must include all other sources of funding for the proposed research. Indicate whether these funds have been confirmed or not. Where applicable, include (a) the partners' material contributions (e.g. cash and in-kind), and (b) funds you have requested from other sources for proposed research related to this application.

Full organization name Contribution type	Confirmed	Year 1 Year 5	Year 2	Year 3	Year 4
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
Total funds from other sources		0	0	0	0
		0			

Family name, Given name

Andersen, Christian

Suggested Assessors - List up to 3 Canadian or foreign specialists whom SSHRC may ask to assess your proposal. List keywords that best describe the assessor's areas of research expertise. Please refer to the Suggested Assessors section of the detailed instructions for more information on conflicts of interest.

Family name Devine		Given name Heather		Initials	Title Dr.
Org. code	Full organization name University of Calgary		Keywords Native history; western history; Metis history		
Department/Division name Department of History			Address Department of History SS656, 2500 University Dr. N.W. 618 Campus Place N.W.		
Country code		Area code	Number	Extension	City/Municipality
Telephone number		1	403	2203894	Calgary
Fax number		Prov./State AB			
		Postal/Zip code T2N1N4			
Country CANADA					
E-mail hdevine@ucalgary.ca					
Family name Brownlie		Given name Robin		Initials	Title Dr.
Org. code	Full organization name University of Manitoba		Keywords 20th century Aboriginal history; oral history; colonialism and race		
Department/Division name Department of History			Address University of Manitoba 403 Fletcher Argue Building Winnipeg, MB		
Country code		Area code	Number	Extension	City/Municipality
Telephone number		1	204	4749101	Winnipeg
Fax number		Prov./State MB			
		Postal/Zip code R3T2N2			
Country CANADA					
E-mail brownlie@ms.umanitoba.ca					
Family name Perry		Given name Adele		Initials	Title Dr.
Org. code	Full organization name University of Manitoba		Keywords western Canadian social history; colonialism; transnationalism; migration; gender; sexuality		
Department/Division name Department of History			Address University of Manitoba 403 Fletcher Argue Building Winnipeg, MB		
Country code		Area code	Number	Extension	City/Municipality
Telephone number		1	204	4748107	Winnipeg
Fax number		Prov./State MB			
		Postal/Zip code R3T2N2			
Country CANADA					
E-mail Adele_Perry@umanitoba.ca					

Personal information will be stored in the Personal Information Bank for the appropriate program.

Application WEB

Exclusion (Assessors)

David T. McNab
Faculty of Liberal Arts & Professional Studies
York University

I wrote an article last year for submission to *Ethnohistory*. One of the assessors called my work “specious, racist and unscholarly”. In his comments, he made reference to a critique I wrote of one of his graduate students (I didn’t realize she was a graduate student – once I found out, I removed the critique from the final draft of the paper, as it wasn’t essential to the argument I was making). Curious about what would move someone to react so strongly to my argument, I looked up the graduate student and read that David McNab was her supervisor (and, by deduction, the likely reviewer of my article). I do not mind spirited debate about these issues but I doubt he would provide a fair assessment of this project, given how closely it relates to the issues I discuss in the *Ethnohistory* article and given his previous assessment of that piece.

Do not photocopy this page.

Internal use	CID (if known)
703531	76651

Identification
Only the information in the Name section will be made available to selection committee members and external assessors. Citizenship and Statistical and Administrative Information will be used by SSHRC for administrative and statistical purposes only. Filling out the statistical and Administrative Information section is optional.

Name			
Family name	Given name	Initials	Title
Andersen	Christian	T	Professor

Citizenship - Applicants and co-applicants must indicate their citizenship status by checking and answering the applicable questions.

Citizenship status	<input checked="" type="radio"/> Canadian	<input type="radio"/> Permanent resident since (yyyy/mm/dd)	<input type="radio"/> Other (country)	Have you applied for permanent residency?
		_____	_____	<input type="radio"/> Yes <input type="radio"/> No

Statistical and Administrative Information

Birth year	Gender	Permanent postal code in Canada (i.e. K2P1G4)	Correspondence language	Previous contact with SSHRC? (i.e. applicant, assessor, etc.)
1973	<input type="radio"/> F <input checked="" type="radio"/> M	T6G2H8	<input checked="" type="radio"/> English <input type="radio"/> French	<input checked="" type="radio"/> Yes <input type="radio"/> No

Full name used during previous contact, if different from above
Christian Trevor Andersen

Contact Information
The following information will help us to contact you more rapidly. Secondary information will not be released by SSHRC without your express consent.

Primary telephone number				Secondary telephone number			
Country code	Area code	Number	Extension	Country code	Area code	Number	Extension
	780	492-4814					
Primary fax number				Secondary fax number			
Country code	Area code	Number	Extension	Country code	Area code	Number	Extension
	780	492-0527					
Primary E-mail chris.andersen@ualberta.ca							
Secondary E-mail cta1@ualberta.ca							

Checked
Web CV
2011/10/14

Personal information will be stored in the Personal Information Bank for the appropriate program.

Do not photocopy this page.

Family name, Given name

Andersen, Christian

Current Address Use only if you are not affiliated with a department at a Canadian university. (If you are affiliated with a department at a Canadian university, the department's mailing address will be used.) If you wish to use another address, specify it under the Correspondence Address.			Correspondence Address Complete this section if you wish your correspondence to be sent to an address other than your current address.		
Address			Address		
City/Municipality	Prov. / State	Postal/Zip code	City/Municipality	Prov. / State	Postal/Zip code
Country			Country		
Temporary Address If providing a temporary address, phone number and/or E-mail, ensure that you enter the effective dates.			Permanent Address in CANADA		
Address			Address		
City/Municipality	Prov./ State		City/Municipality	Prov./ State	Postal/Zip code
Country			Country		
Start date (yyyy/mm/dd)	End date (yyyy/mm/dd)	Temporary telephone/fax number			
		Country code	Area code	Number	Extension
Temporary E-mail					

Family name, Given name
Andersen, Christian

Research Expertise (optional)

The information provided in this section refers to your own research expertise, not to a research proposal. Filling out the following 4 sections is optional. This page will not be seen by selection committee members and external assessors. This section will be used for planning and evaluating programs, producing statistics, and selecting external assessors and committee members.

Areas of Research

Indicate and rank up to 3 areas of research that best correspond to your research interests as well as areas where your research interests would apply. Duplicate entries are not permitted.

Rank	Code	Area
1	240	Indigenous peoples
2	270	Leisure, recreation and tourism
3	350	Social development and welfare

Temporal Periods

If applicable, indicate up to 2 historical periods covered by your research interests.

From	To
<p>Year</p> <p>1918 BC AD <input type="radio"/> <input checked="" type="radio"/></p> <p>1946 <input type="radio"/> <input checked="" type="radio"/></p>	<p>Year</p> <p>1945 BC AD <input type="radio"/> <input checked="" type="radio"/></p> <p>2010 <input type="radio"/> <input checked="" type="radio"/></p>

Geographical Regions

If applicable, indicate and rank up to 3 geographical regions covered by your research interests. Duplicate entries are not permitted.

Rank	Code	Region
1	1130	Western Canada
2	1120	Central Canada
3	7000	Oceania

Countries

If applicable, indicate and rank up to 5 countries covered by your research interests. Duplicate entries are not permitted.

Rank	Code	Countries	Prov./ State
1	1100	CANADA	
2	1200	UNITED STATES	
3	7200	NEW ZEALAND	
4	5407	SOUTH AFRICA	
5	7100	AUSTRALIA	

Family name, Given name

Andersen, Christian

Curriculum Vitae

Language Proficiency

	Read	Write	Speak	Comprehend aurally	Other languages
English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Work Experience

List the positions, academic and non-academic, you have held beginning with the current position and all previous positions in reverse chronological order, based on the start year.

Current position	Start date (yyyy/mm)
Associate Dean	2011/7

Org. code	Full organization name
1480111	University of Alberta

Department/Division name
Faculty of Native Studies

Position type	<input checked="" type="radio"/> Tenured <input type="radio"/> Non-tenure <input type="radio"/> Tenure-track <input type="radio"/> Non-academic	Employment status	<input checked="" type="radio"/> Full-time <input type="radio"/> Part-time <input type="radio"/> Non-salaried <input type="radio"/> Leave of absence
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Position	Start date (yyyy/mm)	End date (yyyy/mm)
Visiting Professor	2004/1	2004/12

Org. code	Full organization name
1350211	Carleton University

Department/Division name
School of Canadian Studies

Position	Start date (yyyy/mm)	End date (yyyy/mm)
Associate Professor	2000/7	

Org. code	Full organization name
1480111	University of Alberta

Department/division name
Faculty of Native Studies

Position	Start date (yyyy/mm)	End date (yyyy/mm)

Org. code	Full organization name

Department/Division name

Family name, Given name

Andersen, Christian

Academic Background

List up to 5 degrees, beginning with the highest degree first and all others in reverse chronological order, based on the start date.

Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Doctorate	Doctor of Philosophy	1996/09		2005/06
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
63400	Sociology	<input checked="" type="radio"/> Yes <input type="radio"/> No		
Org. code	Organization			
1480111	University of Alberta			
Country CANADA				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Master's	Master of Arts	1994/09		1996/11
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
63400	Sociology	<input type="radio"/> Yes <input checked="" type="radio"/> No		
Org. code	Organization			
1350811	Queen's University			
Country CANADA				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
BA Hon.	B.A. (Honors)	1990/09		1994/06
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
63400	Sociology	<input type="radio"/> Yes <input checked="" type="radio"/> No		
Org. code	Organization			
1350811	Queen's University			
Country CANADA				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
		<input type="radio"/> Yes <input type="radio"/> No		
Org. code	Organization			
Country				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
		<input type="radio"/> Yes <input type="radio"/> No		
Org. code	Organization			
Country				

Family name, Given name

Andersen, Christian

Credentials

List up to 6 licences, professional designations, awards and distinctions you have received and feel would be the most pertinent to the adjudication of your application. List them in reverse chronological order, based on the year awarded.

Category	Name	Source or Country	Duration (Months)	Value / Year awarded
Academic Prize	HBC Chair in Metis Studies - Carleton University	CANADA		2003
Academic Prize	Metis National Youth Role Model Award (Academic)	CANADA		2003
Graduate Scholarship	SSHRC funding	CANADA		1999

Research Expertise

The information provided in this section refers to your own research expertise, not to a research proposal.

Keywords

List keywords that best describe your areas of research expertise. Separate keywords with a semicolon.

Metis history; Aboriginal census categories; social field analysis; forms of state governance; public history

Disciplines

Indicate and rank up to 5 disciplines that best correspond to your research interests. Duplicate entries are not permitted.

Rank	Code	Discipline	If Other, specify
1	51028	Social History	
2	63400	Sociology	
3	63499	Other Sociology	Native Studies
4	70000	Interdisciplinary Studies	
5			

Family name, Given name

Andersen, Christian

Funded Research

List up to 8 grants or contracts you have received from SSHRC or other sources. List them in reverse chronological order, based on the year awarded. If you are not the applicant (principal investigator), specify that persons' name.

Org. code 1	Full name of funding organization University of Alberta, VP Research	Year awarded (yyyy) 2011	Total amount (CAN\$) \$7,500
Role Applicant		Completion status <input type="checkbox"/> Complete	
Project title 4A SSHRC FUNDS			
Applicant's family name		Applicant's given name	
Applicant's family name		Applicant's given name	
Org. code 1	Full name of funding organization Office of the Federal Interlocutor for Metis and Non-Status Indians	Year awarded (yyyy) 2010	Total amount (CAN\$) \$132,000
Role Applicant		Completion status <input type="checkbox"/> Complete	
Project title aboriginal policy studies			
Applicant's family name		Applicant's given name	
Applicant's family name		Applicant's given name	
Org. code 3010325	Full name of funding organization Social Sciences and Humanities Research Council of Canada	Year awarded (yyyy) 2006	Total amount (CAN\$) \$61,000
Role Applicant		Completion status <input checked="" type="checkbox"/> Complete	
Project title A Calculating People? The Rise of Aboriginal 'Numeracy' in the Colonial Rule of Contemporary Canada			
Applicant's family name		Applicant's given name	
Applicant's family name		Applicant's given name	
Org. code 3010325	Full name of funding organization Social Sciences and Humanities Research Council of Canada	Year awarded (yyyy) 2004	Total amount (CAN\$) \$2,484,650
Role Collaborator		Completion status <input type="checkbox"/> Complete	
Project title Multilevel Governance and Public Policy in Canadian Municipalities			
Applicant's family name Young		Applicant's given name Robert	
Applicant's family name		Applicant's given name	

Personal information will be stored in the Personal Information Bank for the appropriate program.

Web CV

Family name, Given name

Andersen, Christian

Funded Research (cont'd)

Org. code 3010325	Full name of funding organization Social Sciences and Humanities Research Council of Canada	Year awarded (yyyy) 2002	Total amount (CAN\$) \$24,000
Role Research Assistant		Completion status <input checked="" type="checkbox"/> Complete	
Project title Urban Aboriginal Communities Project			
Applicant's family name Peters		Applicant's given name Evelyn	
Initials			
Org. code 1	Full name of funding organization University of Alberta, Small Faculties Research Grant	Year awarded (yyyy) 2001	Total amount (CAN\$) \$4,894
Role Applicant		Completion status <input checked="" type="checkbox"/> Complete	
Project title Establishing the Long Arm of the Law: Effective Sovereignty and the Metis in Canada's Northwest			
Applicant's family name		Applicant's given name	
Initials			
Org. code 1	Full name of funding organization University of Alberta, Vice President (Academic) New Faculty Equipment Grant	Year awarded (yyyy) 2000	Total amount (CAN\$) \$4,005
Role Applicant		Completion status <input checked="" type="checkbox"/> Complete	
Project title Digitization of Native Studies Materials			
Applicant's family name		Applicant's given name	
Initials			
Org. code 1	Full name of funding organization University of Alberta, Social Sciences Research Operation Grant	Year awarded (yyyy) 2000	Total amount (CAN\$) \$6,492
Role Co-applicant		Completion status <input checked="" type="checkbox"/> Complete	
Project title Metis Scrip and the Deregulation of a Crown Asset			
Applicant's family name Tough		Applicant's given name Frank	
Initials			

Research Contributions over the Past Six Years (2005-2011)

Refereed Contributions

Books

R Brendan Hokowhitu, Nathalie Kermoal, Chris Andersen, Anna Petersen, Michael Reilly, Isabel Altamirano-Jiménez and Poia Rewi (eds.) *Indigenous Identity and Resistance: Researching the Diversity of Knowledge*. Dunedin, NZ: University of Otago Press. (30% contribution)

Book Chapters

R* in press (with Jenna Strachan) 'urban aboriginal policy in a coordination vacuum: the Alberta (dis)advantage' in Peters, Evelyn (ed.). *Fields of Governance 2: Making Urban Aboriginal Policy in Canadian Municipalities*. McGill-Queen's University Press. 127-159 (90% contribution).

R* 2010. 'Mixed Ancestry or Métis?' *Indigenous Identity and Resistance*. Dunedin, NZ: University of Otago Press. 23-36.

R* 2005. 'Residual Tensions of Empire: Contemporary Métis Communities and the Canadian Judicial Imagination', in M. Murphy, (ed.), *Reconfiguring Aboriginal-State Relations. Canada. The State of the Federation, 2003*, Montreal and Kingston, McGill-Queen's University Press. 295-325.

Articles

R 2011 'moya 'tipimsook ('the people who aren't their own bosses'): racialization and the misrecognition of Métis in upper Great Lakes ethnohistory'. *Ethnohistory*. 58(1): 37-63.

R 2010. 'Critical indigenous studies: from difference to density', *Cultural Studies Review*. 15(2): 97-115.

R* 2008. 'From nation to population: the racialization of 'Métis' in the Canadian census', *Nations and Nationalism*, 14(2): 347-368.

R 2007. with Brendan Hokowhitu. 'Whiteness: naivety, void and control', *Junctures: the Journal for Thematic Dialogue*. 8(June): 39-49.

Other refereed contributions

2010 'population as an act of white sovereignty: the misrecognition of Aboriginal identity in the Canadian census'. *NAISA annual meetings*. University of Arizona, Tucson, Arizona. May 20-22nd.

2009 'critical indigenous studies: from difference to density'. *NAISA annual meetings*. University of Minnesota, Minneapolis, Minnesota. May 19th-21st.

2008 'Métis-as-mixed-as-doxa in Canadian jurisprudence: troubling critical race theory narratives'. *Conditions of Settler Colonialism*. University of Chicago, Chicago, IL. April 25-26th.

2008 'Pierre Bourdieu Meets Critical Indigenous Studies: how to have safe text', *Native American and Indigenous Studies (NAISA) Conference: Who Are We? Where Are We Going?* University of Georgia, Athens, Georgia. April 10-12th.

2007 'reductio ad absurdum: The analytical poverty of Canadian critical race theory', *Law and Society Association Annual Meeting*. Humboldt University, Berlin, Germany. July 25-28th.

2007 'Aboriginal Gangs as a Distinctive Form of Urban Indigeneity', *Canadian Indigenous Native Studies Association*. University of Saskatchewan, Saskatoon Saskatchewan. May 27-30th.

2007 'Native Studies in the Classroom: Some thoughts on 'denturalizing' the local using primary evidence', *What's Next for Native American Studies?* University of Oklahoma, Norman Oklahoma. May 3-5th.

Non-refereed contributions:

2011. "I'm Métis: what's your excuse?": on the optics and the ethics of the misrecognition of Métis in Canada". *aboriginal policy studies*. 1(2): 161-165.

2010. *Aboriginal Edmonton: a statistical story*. City of Edmonton: Aboriginal Relations.

2008. Da Gupta, Tania, Carl James, Roger Maaka, Chris Andersen and Grace-Edward Galabuzi (co-editors) *Race and Racialization: Essential Readings*. Toronto: Canadian Scholar's Press.

2006. Roger Maaka and Chris Andersen (co-editors). *The indigenous experience: global perspectives*. Toronto: Canadian Scholars' Press.

Forthcoming contributions:

R* (accepted) 'From ethnic to categorical mobility: challenging conventional demographic explanations of Métis population growth' In Trovato, Frank and Anatole Romaniuc (eds.) *Aboriginal Demography in Transition*. 9,400 words.

R* (submitted) 'urban Aboriginal planning: towards a transformative statistical praxis' in Walker, Ryan and David Natcher (eds.) *Walking Backwards into the Future: Indigenous Planning in the 21st Century* (no publisher selected yet). 8,200 words.

R* (submitted) 'settling for community? juridical visions of historical Métis collectivity in and after *R. v. Powley*' in St.-Onge, Nicole, Carolyn Podruchny and Brenda MacDougall (eds.) *Contours of Metis Landscapes: Family, Mobility and History in Northwestern North America*. SUNY Press. 8,500 words.

R* (submitted) 'urban Aboriginality as distinctive, in twelve parts' in Peters, Evelyn and Chris Andersen (eds.) *Indigenizing Modernity: International perspectives on urban Indigeneity*. UBC Press. 7,800 words.

R (submitted, first author with Michael Evans, Devin Dietrich, Carrie Bourassa, Caroline Tait, Tricia Logan and Judy Hughes) 'funding and ethics in Aboriginal community based research: the complications of a contemporary context'. Submitted to *Journal of Aboriginal Health*.

Other Research Contributions

In addition to my academic research, I believe I contribute to the advancement of knowledge in three key forms:

- (1) As editor of *aboriginal policy studies*, an online, peer reviewed and fully open access journal mandated to explore off-reserve and urban Aboriginal policy issues. Although new, I believe the journal fills a niche between scholarly and practitioner requirements relating to off-reserve Aboriginal policy issues: not only are authors asked to write in less technical prose but 25% of the editorial board members are practitioners with long experience in the Aboriginal policy world;
- (2) As a member of the Research Advisory Circle for the *Office of the Federal Interlocutor for Métis and Non-status Indians* (a branch of *Indian and Northern Affairs Canada*): this advisory circle is mandated with assisting OFI in setting priorities according to its mandate for off-reserve

Aboriginal issues – in addition to convincing them to turn their previous research series into a peer-reviewed journal (#1), we have made significant progress in opening up new avenues for research through a series of workshops that bring together scholars and practitioners on a host of issues relating to off-reserve Aboriginal policy;

- (3) Co-chair of the Research Action Circle for *Wichitowin – Circle of Shared Responsibility* for in the city of Edmonton. The federal government’s Urban Aboriginal Strategy has included the creation of a number of processes for facilitating urban Aboriginal policy coordination and delivery. Edmonton’s has been constructed around a number of Action Circles – I am the chair of the Research circle and we are currently attempting to secure money from all three levels of government to digitize the massive amount of “grey literature” held by individual service deliverers and store it in a central, publicly accessible location.

3. Most Significant Career Research Contributions

For a number of reasons, my most significant research contribution to date is my *Ethnohistory* publication – it challenges much of the conventional academic wisdom on historical Métis identities, will introduce my work to a much wider audience than my previous publications and will inject a theoretical discussion of nationalism and peoplehood sorely lacking from the literature on historical Métis issues. Additionally, the statistical booklet I wrote for the Aboriginal Relations Office for the City of Edmonton has had a notable impact within the city of Edmonton’s urban Aboriginal community. It stemmed directly from my previous SSHRC research but more importantly, forced me to “translate” the very technical language often used in statistical discussions into a “plain language” document for distribution and use by the Aboriginal social service deliverers in Edmonton. It has already exhausted its first run of 1,000 copies and has been taken by visiting service deliverers back to their own cities. It is my first experienced seeing the “concrete” impact of my research and was very gratifying. Finally, my editorship of *aboriginal policy studies* will allow me to offer a contribution to shaping how we think and write about Aboriginality “off-reserve” as both a distinctive identity and as a distinctive object of official governance.

4. Career Interruptions and Special Circumstances

None.

5. Contributions to Training

In addition to my thesis supervision and committee membership, my contributions to training have included funding and supervising their archival research and interview recording and transcription activities. As well, I have used grant money to purchase Library and Archives Canada and Provincial Archives of Ontario microfilm reels, microfilm readers and interview recording and transcription hardware.

Graduate Student Supervision

The lack of a graduate studies program in the Faculty of Native Studies has not prevented me from engaging in graduate student research. I supervise, co-supervise and sit as an external member for a dozen graduate students in six different academic units on campus (and one in Alaska).

PhD Committees

Co-supervisor (with Keavy Martin): Tracy Bearcoon. Faculty of Native Studies and Department of English and Film Studies. Interdisciplinary PhD. (3rd year, in progress).

External to Department Member: Aloys Fleischmann. Department of English and Film Studies. Dissertation in progress (has completed candidacy)

External to the Department Member: Nancy Van Styvendale. Department of English and Film Studies. Successful defense (March 22nd, 2010).

External to Department Member: Brendan Smyth. Department of English and Film Studies. Dissertation in progress (has completed candidacy).

M.A. Committees

External to the department member: Daniel Sims (Master of Arts) Department of History, Faculty of Arts. 'Tse Keh Nay-European Relations and the Politics of Ethnicity 1790s-2009'. Successful Defense (October 19th, 2009).

Thesis supervisor: Katy Dillon (Master of Arts in Northern Studies, University of Alaska-Fairbanks). "Comparative analysis of the public policy decisions regarding the Métis people of western Canada" (part time, in progress).

External to the department member: Kristine Wray (Masters of Science, Rural Sociology Program) Department of Rural Economy. 'Knowledge networks of Gwich'in caribou hunters: traditional knowledge, orality and organizations' (in progress, has completed first draft).

2006 Isabel Altamirano-Jiménez. "The Politics of Tradition: Aboriginal Nationalism and Women. Mexico and Canada in Comparative Perspective". Department of Political Science. (PhD defense: External to the Department Member).

2005 Ken Caine "The construction of community-based natural resource management: Social perception and cognition in the development of new resource management institutions in Délane, Northwest Territories". Department of Rural Sociology, University of Alberta. (Candidacy Defense: External to the Department Member).

Honor's Supervision

2009. Kolopenuk, Jessica "The New Face of Colonialism is the One in the Mirror: (Mis)Recognizing Discourses of Race, Patriarchy, and Kinship in Peguis First Nation Membership". Faculty of Native Studies.

2006 Ewan, Lara "Just Another Indian: Racism in Canada's Criminal Justice System and its Detrimental Effect on Aboriginal People". Department of Sociology.

Student Involvement in research activities

Partly because the Faculty of Native Studies lacks a graduate program, undergraduate student training has played a large role in my research career to date. I have received more than \$250,000 in grants, much of which has been used to hire and train students to engage in archival and interview research. I have funded student travel to Ottawa to undertake research at Library and Archives Canada; as well, students have undertaken research at provincial and municipal archives in Alberta under the auspices of my grants. Moreover, I have trained undergraduate students to use technical equipment relating to interviews and have given them opportunities to hone their interviewing skills. From a hardware standpoint, I have been successfully awarded grant money to purchase interviewing equipment (such as digital audio recorders and transcribing equipment), which has since been used by other faculty members and students for their own research projects.