

**Lakehead University
Department of Sociology
Sociology 3818 SDE
Women in the North**

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**Spring Semester: 2020
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I will be online often reading posts. Should you need any assistance or have a question I am only an email away and happy to help/answer questions.

Course Description

This course examines the interplay of gender, race, ethnicity, and class on the macro, meso, and micro levels to reveal the complexity and often overlooked richness of northern women's lives. We will examine the past and present lives of women in the north. Substantive areas to explore will include: Indigenous women pre-colonization, during colonization and after colonization; women in the Arctic and their sisters in other countries; women Pioneers who settled the North; women in the gold rush; women in education; what women have brought to community, and past and present opportunities for women. Included in the discussions we will consider social class, good women (those who "knew their roles" and lived by socially accepted standards) versus bad women (the "Diamond Lils", those who stepped outside traditional roles), gender, sexuality, prevailing social norms that dictated and continue to dictate the role of women in the north, Indigenous styles of governance, and economics. Social location is an important component of our discussion of Women in the North.

Learning Outcomes

Explore the complexity of life in the North
Examine how intersections of race, class, gender, gender identity, ethnicity, and class impact women in the North
Understand ideology and its effect on determining social standards and values
Investigate the strength and resilience of women in the North
Meet many of the remarkable women who helped shape communities and this country
Explore the Pioneer women who paved the way for future generations
Understand the impact of colonialism and colonization
Use your sociological imagination to investigate the social world and how the social world shaped the lives of women and how women adapted/challenged/changed the social world
Enjoy the stories of the lives of women in the North
Attain an understanding of the richness of the lives of women in the North.

Required Text

Kechnie Margaret and Marge Reitsma-Street. 1996. *Changing Lives Women in Northern Ontario*. Toronto: Dundurn Press.

All other readings are posted in our D2L site.

Course Requirements

Students are expected to regularly check the D2L site and actively participate in class discussions. As well, reading assignments are to be completed for the date they are assigned. The reading list is attached to this syllabus. This class is designed to be interactive and group discussion is a central component of the course.

This is a compressed course and we are covering in 3 weeks what we would normally cover in 3 months. If this was a face-to-face course, on campus during the spring semester, we would spend 10 hours a week in class; not including daily readings and assignments. This course is designed so that you spend 10 hours a week working on lectures, links and videos in the lectures, and answering discussion posts. The 10 hours does not include the assignment and all of the readings; some time has been allotted in the 10 hours a week to cover some of the readings.

All times for this course are Thunder Bay time, Eastern Daylight Time.

<u>Evaluation</u>	<u>Marks</u>	<u>Due Dates</u>
Midterm Examination	15%	May 8, 2020
Research Project	30%	May 14, 2020
Participation	35%	Throughout the Course
Final Examination	<u>20%</u>	May 23, 2020
	100%	

Examinations

The midterm examination date is May 8, 2020 and is held online. The final examination date is set by the registrar and will be held online on May 23, 2020. Both the midterm and final examinations are held at 6.00 pm Thunder Bay time, Eastern Daylight Time. Please note these times on your calendar as they are the only time the examinations are available. Everyone will write the exam at the same time. These are individual examinations and you are not to answer examination questions with another person. Answers to examination questions are to be based on your knowledge, using your words; you are not to google answers, copy lecture material, or other sources. You can increase your chances of doing well by reading the textbook, readings in D2L, reading the links in the lectures, watching the videos in the lectures, carefully reading the lecture material, actively engaging in online discussion with your group, and understand the material.

Examinations will incorporate lectures (including links and videos), discussions, research assignments and assigned readings.

Research Project

Each of you will choose one Northern woman to examine in-depth. You will create a poster highlighting biographical information about the woman, what her

accomplishments were, how she coped with the intersections of class, gender, race, ethnicity, and the importance of social location. You can include interesting and fun facts. You are to reference your sources and attach a bibliography to your poster. If you find it easier to assign a number to each citation and add a page of references you are welcome to do so. All sources in the poster are to be fully cited; not just direct quotes.

For this assignment, you can make use of the Chancellor Paterson Library's Northern Resource Centre, by accessing their holdings online. You need to use a minimum of 6 sources for your assignment and simply finding 6 sources on the internet is not sufficient. As this is a research project make use of research skills and find your information from a variety of sources; books on the woman, books that include information on her, newspaper articles, local histories, etc. Posted on the D2L site for this course is a library handout prepared specifically for Women in the North, by Librarian Trudy Russo.

There are to be no duplication of posters. Be sure to note your choice of the woman you will research in the forum allocated for this purpose. Choice is based on whoever posts the name first.

The research projects will be posted for the entire class to read. There will be time devoted to reading the posters, posing questions, and answering questions. Research Projects are to be posted by 9.00 am on May 14, 2020. Posters posted after 9.00 am May 14 and before 9.00 am on May 15, 2020 will be docked 5 late marks. Should you submit your poster anytime after 9.00 am and before 6.00 pm on May 15, 2020 you will be docked 10 late marks. No posters will be accepted after 6.00 pm on May 15, 2020.

There will be a forum set up to post your poster. Classmates can ask questions or make comments simply by hitting reply under your posting and you can make your response in the same way. Responding in this way keeps all questions/comments/responses in one place, which makes it easier for all concerned. You can post your poster beginning May 12 at 8.00 am. Comments to posters can begin on May 14 at any time. Questions/comments must be made prior to Wednesday, May 20, 2020 at 8.00 pm.

Google has a number of sites that tell you how to design a poster. Type in academic posters and you will find a number of examples. If you were handing in a hardcopy of the poster it would be on standard Bristol board, which is 22 X 28 inches; this is the size your poster is to be. If you type in how to make a poster online it will bring you to sites that you can use for free.

Remember to post your poster in the open poster forum specifically designed for posters. You also need to post your poster in assignments. The poster will be graded in the assignment folder and only you can see the comments and grade in the assignment folder. Should you choose not to submit your poster in the assignment folder, on or before 6.00 pm on May 15, 2020, no comments will be made on your poster, your grade will appear in myinfo.

Participation

Participation is a significant part of your overall mark. Your participation mark is based on your contribution to group discussions and asking questions/making comments and answering questions/comments on the poster assignment. This entails fulsome responses to group discussions/poster questions/comments; stating “I agree” or “I disagree” without adding why you agree or disagree is not considered a fulsome discussion. Repeating what a group member has said in discussion posts/questions/comments is not a fulsome discussion. Participation means engaging with the material. You are to answer each discussion question in each lecture. While you certainly can agree or disagree with a post, you need to outline your rationale for doing so. Critical thinking is not about opinions. Critical thinking is rational, unbiased, evidence based thought.

If you are concerned you will be repeating what a group member has posted you might want to answer the question offline, cut and paste it into the discussion forum, and then comment on what your group members have said.

Each of you was randomly assigned to a discussion group forum and will work with your group throughout the course. Discussion forums can only be viewed by the members of the group and me. Respectfulness of answers is to be practiced. You do not have to agree with your classmates, you can respectfully disagree. Academia is about discourse and critical thought.

Each question, in each lecture and the questions/comments on posters will be marked out of 4 possible marks, following the list below. Your answers should not only reflect that you have read the material/watched the videos in question, but have thought about and further analyzed it. Additionally, you should read the responses of your peers to avoid repeating or copying their answers, as well as to further your group discussion regarding that question.

- 0 Marks: No answer or answer reveals a fundamental misunderstanding of the question or content being asked about.
- 1 Mark: Answer reveals you have read the relevant material and provided an answer.
- 2 Marks: Answer shows an understanding of the material being asked about and appropriately addresses the question.
- 3 Marks: Answer illustrates a full understanding of the material and the question, as well as the capacity to engage with the discussion beyond merely answering the question.
- 4 Marks: Answer proves that you have not only understood the material and question, but are able to deeply discuss the sociological relevance provoked by the question and the material.

Discussions are not marked for length, only for content.

Discussion posts for lectures open at 8.00 am on Friday. The last posts for discussion questions need to be made by 8.00 pm on Thursday. The discussion posts will stay

open until 11.30 for those who want to read the last postings. **To be clear, no participation marks will be assigned after 8.00 pm on Thursdays.**

While you are to read all the posters, you are to select 15 of your classmates' poster assignments to read in-depth and ask questions/make comments on these. As well, you are to answer questions/comments asked of your poster. Please ask questions/make comments of the posters of your group members before examining the posters of those in other groups. Doing so ensures everyone has questions/comments to address and everyone's work is read in-depth by some classmates. Respectfulness is expected when asking questions/making comments or responding to questions/comments. Questions/comments/responses are to be fulsome. Saying nice colours is not a fulsome comment.

American Sociological Association (ASA)

All assignments in the Department of Sociology are to follow the ASA (American Sociological Association) style guide. The guide can be accessed on the web. Google ASA Style Guide and a number of examples will be available for you to choose from.

Plagiarism

Plagiarism is unacceptable and subject to various sanctions. Please see the university regulations section on academic dishonesty in the Lakehead University Calendar.

Medical or Compassionate Consideration

Should you require academic consideration for medical or compassionate reasons, you will need a note from a physician or counselor. Please refer to the current Lakehead University Calendar for detailed information.

Please use Lakehead Email to converse with me lforbes@lakeheadu.ca . Any notices I send will be through your Lakehead Email account.

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Lecture and Reading Schedule Spring Semester 2020

Week 1: May 1 to May 7

Let's Get Started

Introduce yourself to your group members

Learn to navigate the D2L online system and how to post discussions within your group forum

Lecture 1: What is the North?

Reading: Bone, Robert *Northern Perceptions* (17 Pages)

Reading: Chapter 2 (14 Pages) Kechnie and Reitsma-Street

Reading: Chapter 7 (11 Pages) Kechnie and Reitsma-Street

Lecture 2: Indigenous Women Pre-colonization and During Colonization

Reading: Chapter 3 (12 Pages) Kechnie and Reitsma-Street

Reading: Tooker, Elizabeth *Women in Iroquois Society* (14 Pages)

Reading: Van Kirk, Sylvia *The Role of Native Women in the Fur Trade Society of Western Canada, 1670-1830* (5 Pages)

Reading: Anderson, Karen *As Gentle As Lambs: Images of Huron and Montagnais-Naskapi Women in the Writings of the 17th Century Jesuits* (17 Pages)

Lecture 3: Indigenous Women After Colonization

Reading: Bothwell, Nora *The Life of a Chief* (5 Pages)

Reading: Mzinegizhigo-Kwe Bedard, Renee E. *Role Model An Anishinaabe-kwe Perspective* (5 Pages)

Reading: Chapter 14 Kechnie and Reitsma-Street (7 Pages)

Discussion forum for week 1 will open Friday, May 1 at 8.00 am and you can post until 8.00 pm on Thursday, May 7; the discussion forum will be open until 11.30 pm for those who would like to read the posts.

Remember the Midterm is May 8, 2020 at 6.00 pm Thunder Bay time.

Week 2: May 8 to May 14

Lecture 4: Women in the Arctic and their sisters in other countries

Reading: Pitsiulak, Saa *The Impact of Relocation on My Family and My Identity as an Inuk Educational Leader* (14 Pages)

Reading: Kupecek, Linda *Tookoolito (1838-1876)* (6 Pages)

Lecture 5: Women Pioneers

Reading: Littlefield, Loraine *Women Traders in the Maritime Fur Trade* (13 Pages)

Reading: Downie, Mary Alice, Barbara Robertson, and Elizabeth Jane Errington. *Charlotte Salinas Bombas* (13 Pages)

Reading: Chapters 4 (13 Pages), 5 (11 Pages), 6 (3 Pages), and 8 (16 Pages) Kechnie and Reitsma-Street

Lecture 6: Women in the Gold Rush

Reading: Chapters 11 (15 Pages), 10 (16 Pages), 16 (14 Pages) Kechnie and Reitsma-Street

Discussion forum for week 2 will open Friday, May 9 at 8.00 am and you can post until 8.00 pm on Thursday, May 14; the discussion forum will be open until 11.30 pm for those who would like to read the posts.

Week 3: May 15 to May 21

Lecture 7: Women in the North Education, What Women Have Brought and Continue to Bring to Community, and Past and Present Opportunities for Northern Women

Reading: Chapters 9 (8 Pages), 15 (5 Pages) Kechnie and Reitsma-Street

Reading: Kirkness, Verna *My Family* (15 Pages)

Reading: Chapters 19 (13 Pages), 20 (7 Pages), 21 (11 Pages) Kechnie and Reitsma-Street

Reading: Anderson, Karen *Our Human Relations* (23 Pages)

Read the Projects and ask and answer questions on the projects

Poster Forum will open on Tuesday, May 12, at 8.00 am. You can post questions until Wednesday, May 20 at 8.00 pm. The discussion forum will be open until 11.30 pm for those who would like to read the posts.

Discussion forum for week 3 will open Friday, May 15 at 8.00 am and you can post until 8.00 pm on Thursday, May 21; the discussion forum will be open until 11.30 pm for those who would like to read the posts.