Lakehead University
Department of Sociology

<u>Sociology 4113</u>
<u>Social Change in the Canadian North</u>

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Office Hours
By appointment

Course Objective:
This course is designed to provide students with advanced knowledge of the sociological characteristics and social issues relating to change in the Canadian North. Participants will first engage in a discussion of the general environmental and social characteristics of the region followed by an in-depth examination of the major social challenges facing Northern communities. These challenges include political empowerment, gender relations, health and housing disparities, food security, and resource development.

Learning Outcomes:
Upon completion of this course, students should be able to:
1. Explain the specific sociological characteristics and social issues associated with change in the Canadian North and the main social processes at work in the region
2. List and describe the main types of communities in the Circumpolar North and the main socio-historic processes behind their development
3. Describe and explain recent changes that these communities are experiencing.
4. Describe the Canadian North's main economic activities as well as explain how and why changes in these activities are currently impacting northern communities
5. Describe the major social challenges that Northern communities face and explain their origins
6. Collect and evaluate both secondary sources and primary sources in order to address issues and questions related to the Canadian North.

Texts:
There will be no required texts. Students will be required to read articles to be downloaded off the internet. There should be no costs associated with any material required for this course outside of normal general university costs.

Basis of Evaluation:
        Mid-term Assignment................................25%
        Research Proposal………………………..10%
        Participation..15%
        Presentation………………………………10%

Research Paper...40%

Mid-term Assignment: Participants will be given a take home assignment on Oct. 6 to be completed and handed in by Oct. 20. The assignment will be comprised of a list of short essay questions relating to material dealt with in the first part of the course.

Research Proposal: One of the main requirements of this course is to prepare a research paper on a key question relating to the socio-economic challenges facing northern communities. The paper itself is described below but to ensure that you are prepared to write this paper you will be required to hand in a 4 page, 1000 word proposal on Oct 20. This proposal should contain a section with a background section explaining why the topic you chose is important (why you chose it), a section containing a clear hypothesis/research question, a section describing how you will examine your hypothesis/research question (ie a road map of the paper), and a suggested bibliography with at least 6 key sources.

Participation: This course will be run as a seminar. For this reason, it is important that all participants are actively involved in the discussions. This means that readings should be completed before each session and that participants arrive with questions and points of interest to discuss. Participation marks will be based on attendance, level and quality of participation in discussions, and level of preparedness for each session. The more a participant contributes to creating an interesting, informative, and supportive leaning environment during the seminar the higher the participation mark.

Presentation: During the last weeks of the course you will be required to present the finding of your research paper. Presentations should be 20 minutes long followed by 15 minutes of questions.

Research Paper: Participants will be required to write a 15-20 page (4000 to 5000 word) research paper on a contemporary northern social issue. Topics should be chosen in consultation with the professor. The completed paper is due on Dec. 8, 2025. Research papers should use the manuscript format suggested by the American Sociological Association.

Please note that plagiarism is unacceptable and subject to various sanctions. Please see the university regulations section on academic dishonesty in the Calendar. For advice to avoid plagiarism please see http://www.northwestern.edu/uacc/plagiar.html

Soc 4113 FA Course Structure and Readings

Part One: Concepts and basic structures

Session 1 Introduction to the course/ Defining the North: the Social Construction of a Region

Wonders, W. C. 1984. "The Canadian North: Its Nature and Prospects." *Journal of Geography* 83(5): 226-233.

McNiven, C. and Puderer, H. 2000. "Delineation of Canada's North: An Examination of the North–South Relationship in Canada." *Statistics Canada Geography Working Paper Series* No. 2000-3. Accessible at http://www5.statcan.gc.ca/olc-cel/olc.action?objId=92F0138M2000003&objType=46&lang=en&limit=0

Session 2 The Historical Development of Northern Communities

Southcott, C. 2010. "Migration in the Canadian North: An Introduction. In L. Huskey & C. Southcott (Eds.), *Migration in the Circumpolar North: Issues and Contexts* (pp. 35-56). Edmontion: CCI Press.

Bone, R. 2012. "Chapter 3: The Historical Background." Pp. 62-103 in *The Canadian North: Issues and Challenges*. Don Mills: Oxford University Press, 4th Edition.

Session 3 Changing Indigenous Communities

Saku, J. C. and R. M. Bone. 2000. "Looking for solutions in the Canadian North: Modern treaties as a new strategy." *Canadian Geographer/Le Géographe canadien* 44(3): 259-270.

Rodon, T., & Schott, S. 2014. Towards a sustainable future for Nunavik. *Polar Record, 50*(3), 260-276. doi:10.1017/s0032247413000132

Session 4 Changing Resource Dependent Communities

Hayter, R. 2000. "Single Industry Resource Towns." In E. Sheppard & T. Barnes (Eds.), A companion to economic geography (pp. 290-307). Oxford UK: Blackwell.

Storey, K. 2018. "From 'new town' to 'no town' to 'source', 'host' and 'hub' communities: The evolution of the resource community in an era of increased labour mobility." *Journal of Rural and Community Development*, 13(3), 92-114.

Session 5 Service Communities

Searles, E. 2010. "Placing identity: Town, land, and authenticity in Nunavut, Canada." *Acta Borealia* **27**(2): 151-166.

Christensen, J. 2012. ""They want a different life": Rural northern settlement dynamics and pathways to homelessness in Yellowknife and Inuvik, Northwest Territories." *Canadian Geographer* 56(4): 419-438.

Part Two: Major Challenges

Session 6 Gender in the North

Billson, J. M. 2006. "Shifting gender regimes: The complexities of domestic violence among Canada's Inuit." *Études Inuit Studies, 30*(1): 69-88.

Quintal-Marineau, M. 2017. The new work regime in Nunavut: A gender perspective. *Canadian Geographer-Geographe Canadien, 61*(3), 334-345. doi:10.1111/cag.12387

Session 7 Health Challenges in Northern Communities

Kral, M. J. 2013. "'The Weight on Our Shoulders Is Too Much, and We Are Falling' Suicide among Inuit Male Youth in Nunavut, Canada." *Medical Anthropology Quarterly, 27*(1): 63-83

Young, T. K., et al. 2019. "The north is not all the same: comparing health system performance in 18 northern regions of Canada." International Journal of Circumpolar Health 78(1).

Session 8 Food Security Issues and the Canadian North

Trott, N. and M. E. Mulrennan 2024. ""Part of Who We Are…": A Review of the Literature Addressing the Sociocultural Role of Traditional Foods in Food Security for Indigenous People in Northern Canada." *Societies* 14(3): 21.

Daley, A., et al. 2024. "From the Food Mail Program to Nutrition North Canada: The impact on food insecurity among Indigenous and non-Indigenous families with children." Canadian Journal of Economics-Revue Canadienne D Economique 57(1): 27-54.

Session 9 Housing and Homelessness

Pugsley, A., et al. 2025. ""Home has always been at the heart of our self-government": Housing, home and Indigenous self-determination in Fort Good Hope, Canada." *Political Geography* 118: 10.

Perreault, K., et al. 2020. "Overcrowding and sense of home in the Canadian Arctic." Housing Studies 35(2): 353-375.

Session 10 Resource Development and the North

Bernauer, W. 2019. "The limits to extraction: mining and colonialism in Nunavut." *Canadian Journal of Development Studies-Revue Canadienne D Etudes Du Developpeme*nt 40(3): 404-422.

Huskey, L. 2018. "An Arctic development strategy? The North Slope Inupiat and the resource curse." Canadian Journal of Development Studies / Revue canadienne d'études du développement, 39(1), 89-100

Session 11 Presentations

Session 12 Presentations and Review

Students with Special Needs
Students with special needs may request accommodations in accordance with the Senate Policy on Students with Disabilities. Such students should at the earliest opportunity advise the Student Accessibility Services (formerly the Learning Assistance Centre) and the instructor of such needs so that appropriate arrangements can be made to accommodate their needs. Those who encounter extenuating circumstances which may interfere with the successful completion of the course should, as soon as possible, discuss these circumstances with the instructor and the Student Accessibility Services.

Lakehead Policy on Academic Dishonesty
As academic integrity is crucial to the pursuit of university education, students are expected to uphold the academic honour code at all times and are advised to familiarise themselves with the university's policy on academic dishonesty, especially in relation, but not limited, to plagiarism, cheating, impersonation etc. In order to make sure that a degree awarded by Lakehead University is a reflection of the honest efforts and individual academic achievement of each student, Lakehead University treats cases of academic dishonesty very seriously and severely penalises those caught in violation of the university's policy on academic honesty.

LAKEHEAD RESOURCES

If you find yourself having difficulty with the course material or any other difficulties in your student life, don't hesitate to ask for help! If it is about an issue beyond this class, please contact your academic advisors, or get help from any number of other support services on campus, including:

The Student Success Centre has many programs and support services in place to help you achieve your academic and personal goals while studying at Lakehead University. They provide academic support through tutoring services, career exploration, co-operative opportunities and leadership development. More information is available here https://www.lakeheadu.ca/current-students/student-success-centre.

The Lakehead Library provides access to resources, study rooms, and research support both online via chat and in person with more details available here https://library.lakeheadu.ca/.

Public Computer Labs are available on campus where you may write and/or print out your work. For more details go to https://www.lakeheadu.ca/faculty-and-staff/departments/services/helpdesk/computer-labs.

Student Life and Services offers health and wellness resources both on and off campus, as well as opportunities for involvement in health and wellness activities. More information is available here https://www.lakeheadu.ca/current-students/student-services/or.

Office of Human Rights and Equity. You have the right to an education that is free from any form of discrimination. A wide variety of resources are available here https://www.lakeheadu.ca/faculty-and-staff/departments/services/human-rights-and-equity/resources.

Use of AI. Generative artificial intelligence (Generative AI or GenAI) is a category of AI systems capable of generating text, images, or other media in response to prompts. These systems include ChatGPT and its variant Bing (built by OpenAI) and Bard (built by Google) among several others. Other generative AI models include artificial intelligence art systems such as Stable Diffusion, Midjourney, and DALL-E.

GenAI tools can provide valuable assistance and support in academic work. However, it is essential to use them responsibly and ethically. The following information and guidelines apply to the use of AI-based tools in this course:

a. **Student Responsibility** – It is the responsibility of the student to understand the limitations of AI-based tools. While these tools can provide suggestions and insights, final decisions and critical thinking should come from the student's own understanding and effort. Before submitting, review your work with this in mind. If you don't understand what type of GenAI usage is appropriate, ask the course instructor for clarification.

b. **Formative Usage** – In this class, you may use GenAI for formative, but not summative, work. That means it can be used as a "possibility engine" (brainstorm tool), a "study buddy," a "collaboration coach," a "guide on the side," a "personal tutor," a "co-designer," etc. to help you learn course content, but it cannot be used as the primary vehicle for any work that is submitted for marks or evaluation. (See UNESCO's "ChatGPT and Artificial Intelligence in Higher Education Quick Start Guide," page 9, for explanations and examples of these and other roles GenAI can productively serve in a formative capacity.)

c. **Error & Bias** – AI content is created by computer algorithms that have been trained using large amounts of data. The AI learns from patterns and examples in the data to generate new content that resembles what it has been trained on. If the training data used to train the AI model is biased or limited in scope, the AI may reproduce content that is inaccurate, incomplete, offensive, and/or biased. Students should weigh this as they consider material produced by AI.

d. **Trustworthiness** – Generative AI can be vulnerable to manipulation and misuse. It can be used to generate fake news, misinformation, or deepfake content, which can have harmful consequences. Students should check AI generated content against reputable sources.

e. **Plagiarism** – Since [writing and critical thinking ability] are learning outcomes of this course, all work submitted for evaluation must be the student's original work. Using the work of others (including content curated/generated by AI) without proper citation is considered plagiarism. See "Citing Artificial Intelligence" for assistance with correct documentation.

f. **Citation of Sources** – If you use material generated by an AI program for an assignment in this course, it must be cited like any other source (with due consideration for the quality of the source, which may be judged as poor). Failure to do so will be considered a violation of academic integrity. See Student Code of Conduct – Academic Integrity.