

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

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Winter Semester: 2019

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Office Hours: Tues. and Thurs. 12.00 to 1.00

Meeting with students: If you are unable to meet during the above office hours please send me an email lforbes@lakeheadu.ca and we will find a convenient time to meet, either in person or via telephone.

Course Description

This course examines the complexity and often overlooked richness of northern women's lives, through the interplay of gender, race, ethnicity, and class on the macro, meso, and micro levels. 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

Through our online discussions we will 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 Texts

Kechnie Margaret and Marge Reitsma-Street. 1996. *Changing Lives Women in Northern Ontario*. Toronto: Dundurn Press. This can be purchased as an e-book.

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.

We would spend 3 hours a week in class, not including the weekly readings if this were an in-class course. The expectation is that you spend 3 hours a week reading the online modules (lectures) and responding to the discussion questions and links to other sources as well as doing the weekly readings.

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

Evaluation

Mid-term Examination
Research Project
Participation
Final Examination

Marks

20%
30%
35%
15%
100%

Due Dates

February 11, 2019
March 11, 2019
Throughout the Course
April 13, 2019

Examinations

The midterm examination date is listed above and is held online. The date and time for the midterm is firm; everyone will write at the same time and on the same day, 6.00 pm, February 11, 2019. The final examination date is also firm and is held on April 13, 2019, at 6.00 pm. The final examination will be online.

These are individual examinations and you are not to answer examination questions with another person. 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 engage 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 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 cited. Posters without citations throughout the poster will be assigned a grade of zero.

For this assignment you can make use of the Northern Resource Centre, located on the 5th floor of the library; you will find good resources there. If you are not in Thunder Bay you can access resources by contacting the library. You need to use a minimum of 6 sources 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. As there will be no duplication of topics within the class, as soon as you have chosen the woman you will conduct research on, please be sure to post her name in the poster choice forum. 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 March 11, 2019. Posters posted after 9.00 am March 11, 2019 are late and will be docked 5 marks. Late projects are penalized at the rate of 5 marks a day, including weekends and holidays. No projects will be accepted 7 days after the due date.

Google has a number of sites that tell you how to design a poster.

Remember to post your poster in the open 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. Not posting your poster in assignments indicates your choice not to receive comments, only the grade for your poster.

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 is 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.

Discussion posts for lectures open each week at 8.00 am on Monday. The last posts for discussion questions need to be made each week by 8.00 pm on Sunday. The discussion posts will stay open each week until 11.30 for those who want to read the last postings. **To be clear, no participation marks will be assigned for posts made after 8.00 pm on Sunday.** The only exception is the last week of classes. The last week will include two short lectures and will be available from Monday, April 01 at 8.00 am to Friday, April 05, at 8.00 pm.

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.

While you are to read all the posters, you are to select 16 of your classmates' poster assignments to read in-depth and ask questions/make comments on these. You are to ask questions/make comments on at least 8 posters in week 10 of the poster presentation dates. You will do the same for week 11. 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. Posting you like the layout of a poster or the colours used without discussing content is not a fulsome post.

There will be a discussion forum set up to post your assignment. 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. Posters are available for discussion from March 11, 9.00 am to March 24, at 8.00 pm.

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

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.

Lecture and Reading Schedule Winter Semester 2019

Week 1: Jan. 07 to Jan. 13

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: 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

Week 2: Jan. 14 to Jan. 20

Lecture: 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)

Week 3: Jan. 21 to Jan. 27

Lecture: 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)

Week 4: Jan. 28 to Feb. 03

Lecture: Women in the Arctic
Reading: Gombay, Nicole *The Political Economy of Nunavik and the Commodification of Country Food* (15 Pages)
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)

Week 5: Feb. 04 to Feb. 10

Lecture: Women Pioneers
Reading: Littlefield, Loraine *Women Traders in the Maritime Fur Trade* (13 Pages)
Reading: Stonehouse, Frederick *Into the Deep* (11 Pages)

Midterm Examination Monday, Feb. 11 at 6.00 pm

Week 6: Feb. 11 to Feb. 17

Lecture: Women Pioneers
Reading: Downie, Mary Alice, Barbara Robertson, and Elizabeth Jane Errington. *Charlotte Salinas Bombas* (13Pages)
Reading: Lucas, Rex *Marriage and Migration of Youth* (35 Pages)
Reading: Luxton, Meg *Domestic Labour in Flin Flon: An Overview of the Study* (19 Pages)

Week 7: Family Day and Winter Study Break February 18 to February 22: No classes are held during this time.

Week 8: Feb. 25 to Mar. 03

Lecture: Women in the Gold Rush and women in Single-industries today
Reading: Chapter 11 (15 Pages),
Reading: Chapters 10 (16 Pages), 16 (14 Pages) Kechnie and Reitsma-Street

Week 9: Mar. 04 to Mar. 10

Lecture: Immigrant Women in the North

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

Week 10: Mar. 11 to Mar. 17

Read the Projects for all members in your group

Ask and answer questions on the projects

Please note: you must ask questions of at least 8 posters this week.

Week 11: Mar. 18 to Mar. 24

Read the Projects for all members in your group

Ask and answer questions on the projects

Please note: you must ask questions of at least 8 posters this week.

Week 12: Mar. 25 to Mar. 31

Lecture: Women and Education

Reading: Chapters 9 (8 Pages), 15 (5 Pages), 27 (8 Pages), Kechnie and Reitsma-Street

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

Week 13: Apr. 01 to Apr. 05

Lecture: What women have brought to and continue to bring to Community in the North

Reading: Chapters 13 (12 Pages), 19 (13 Pages), 20 (7 Pages), 21 (11 Pages), and 22 (13 Pages) Kechnie and Reitsma-Street

Lecture: Past and Present Opportunities for Women

Reading: Chapters 23 (12 Pages), 24 (6 Pages), and 29 (10 Pages) Kechnie and Reitsma-Street

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