

Faculty of Liberal Arts & Professional Studies
SU 2021

SOCI 1010 6.0 Introduction to Sociology: Now Streaming Sociological Imagination¹



Creative Commons

Course Format: Remote & Blended, Primarily Synchronous
Class start date: May 11, 2021

Course credit exclusion: GL/SOCI 2510 6.00
Class end date: Aug. 10, 2021

Course Instructor: Professor Deborah Davidson
For email contact, please use email me at: myyorkcourses@gmail.com

Tuesdays and Thursdays, 11:30 am - 2:30 pm

Six of the 24 classes will be asynchronous. The work for the asynchronous classes must be completed by the class that follows.

This course will be offered through remote/online delivery and will have primarily synchronous sessions during the day and time noted. Part of each class will be devoted to organized small group work.

If you have an LOA, please make sure you submit to me as early as possible so that I can accommodate you as early as possible.

Please refer to our eClass site for instructions about our Zoom classes.

The course text and all required resources are free and available online!

We will spend time watching free streaming films to learn how to understand them sociologically, and to understand sociology through films!

Expanded Course Description

Our key concept for this course, and one that is fundamental to sociology, is the sociological imagination. In this course, students are invited to think about their experiences and place within society. We will unpack taken-for-granted ideas about and experiences in everyday life from a sociological perspective. Specifically, students will be introduced to a systemic understanding of the world. We will focus on the theories and methods of sociology. We will explore major social processes socialization and cultural change. We will emphasize how social interactions shape and are shaped by social institutions like the family or economy. Our objective is to have you understand yourself and your place in the world differently, that is - sociologically.

More specifically, in this course, we will develop our sociological imaginations by looking at social relationships, social meanings, and social issues through Canadian film and TV documentaries, dramas, and comedies selected for you, all of which stream free online. We'll look at social role development across the life course in a family comedy, social aspects of crime and deviance in a courtroom drama, humans and the environment in a news documentary, and much more. We'll build sociological knowledge and skills we can use to understand, engage, challenge, and change worlds around us in our educations, careers, and lives.

Here are some useful links for student computing information, resources, and help:

[Student Guide to EClass](#)
[Zoom@YorkU Best Practices](#)
[Zoom@YorkU User Reference Guide](#)
[Computing for Students Website](#)
[Student Guide to eLearning at York University](#)

Please read this syllabus very carefully.

¹ The syllabus is subject to change.

Organization of this Remotely Delivered Course

This course will be offered through remote/online delivery and will have *primarily* synchronous sessions during the day and time noted. Six of the 24 classes will be asynchronous.

Course Objectives

Brief statement of the purpose:

The purpose of this course is to engage students in developing their knowledge of sociology, and to think critically about the world around them, using sociological theories and concepts including their sociological imaginations, as well as to develop their academic skill set.

Specific learning outcomes of the course, are to:

- Develop an understanding of key sociological theoretical paradigms, methods, and concepts
- Develop and understanding of yourselves and our social world
- Think critically about how individuals are socialized to be part of society
- Understand how individual actions are tied to social institutions in the larger social structure
- Apply a sociological imagination to events and social issues
- Follow academic conventions when researching, writing, presenting, and sharing knowledge
- Love sociology!

Course Texts

The course text is free and available online at our eClass site. Little, W. (2016). *Introduction to Sociology: 2nd Canadian Edition*. Retrieved from <https://opentextbc.ca/introductiontosociology2ndedition/>

Required Canadian film and TV documentaries, dramas, and comedies stream online for free; see eClass.

Additional short readings may be assigned or recommended during the course.

Evaluation

Assessment	Date Due	Value (% of final grade)
Four Scheduled Quizzes	May 27, June 10	2 x 10% each = 20%
	July 15, August 10	2 x 10% each = 20%
Writing Assignment 1	June 8 to Turnitin by 3:00 pm	10%
Writing Assignment 2	July 29 Turnitin by 3:00 pm	20%
Class Work - includes attendance, oral and written contributions, oral and written individual and group work, and pop quizzes	Term 1, 10%	2 x 10% each = 20%
	Term 2, 10%	
Confirmation & Pledge	1% for each, May 13	2%
4 Learning Skills Modules	100% at completion is required, May 25, by 3:00 pm	8%
		100%

Four Scheduled Quizzes

The dates for these tests are provided in the chart above, the schedule below and on eClass. All quizzes will be completed on eClass. You will answer 20 questions per quiz, and these will be multiple-choice, T/F, etc. (things that a computer can score). You will have a generous time window in which you can access the quiz, but once you open it you must complete it within one hour. I have provided everyone with a generous completion time that will accommodate students with exam anxiety, including those who are registered with Student Accessibility Services (SAS).²

Learning Skills Modules

Sociology librarian, Kalina Grewal, has prepared a series of modules on the importance of developing research skills and how to use library and other online resources. You must complete all modules by the end of the fall term. Link to the modules is contained on the course eClass. You will need to follow the timeline for completion.

Writing Assignments

You will complete two writing assignments, one in the first term (10%) and one in the second term (20%). Total Value: 30%. The assignments will assess your comprehension of the course approach and foundational ideas. Details of each assignment will be noted on eClass at prior to their due date.

Late assignments may be accepted, but at a cost of 5% each day they are late; this includes holidays and weekends. To be accepted, late assignments must be received *no later than one week* after the original due date.

The writing assignments will be uploaded through Turnitin, which we will explain well in advance of the first due date. Please review assignment submission through Turnitin very carefully.

<https://uit.yorku.ca/student-services/technology-used-in-courses/assignment-submission-turn-it-in/>

Class Work: individual and group

- Completion of all requirements.
- Direct engagement with the weekly readings and eClass postings.
- An analytic and thoughtful approach to the topic under discussion.
- Clarity in expressing ideas and questions, and the ability to stay on topic.
- Avoidance of unsubstantiated personal opinion; that is, you must use course content to substantiate.
- You must pitch in! I want to see you make solid contributions to shared, collaborative outcomes.
- You must speak up! If you are reluctant to speak in a group, write down your ideas and questions first, and then read them aloud. Remember that speaking up usually gets easier over time.
- You must be collegial! What do you do to support the efforts of your peers? Can you offer comment and critique in a way that moves discussion and analysis forward, rather than shutting it down and precluding important conversations? This is a skill! Let's practice it.
- Please read the guide to 'Netiquette' provided on the course eClass page.

Your participation is an essential component of this course. Small group work will provide you with the opportunity to think through ideas collectively and to challenge yourself. I encourage your *informed* participation, and I am more concerned with the quality of your verbal participation than the quantity. 'Informed participation' means that your comments and questions will demonstrate that you have undertaken course requirements (readings and online postings) for that day.

When you do not attend class, you cannot participate, and you will be unable to complete your written assignments with a good grade. Chronic late arrivals and early departures from the online environment will be noted. That said, you are strongly advised not to attempt this course if you face a scheduling conflict or have difficulty accessing live meetings.

² If you have a temporary or permanent disability, you may benefit from the services of SAS:
<https://accessibility.students.yorku.ca>

The Buddy System

We expect you to have at least two course 'buddies' with whom you can share information about what you may have missed. It is *not* the responsibility of your CD to review what you may have missed when you were absent. Do *not* ask me if you missed anything if you were not in attendance! Of course, you did! Find out what that was from our eClass site and from your buddies.

Small groups are workspaces for active learning. You will think, talk and write, a lot. Most classes you will be given a specific exercise related to that topic and be provided the space (typically a Zoom break out room) to work on that exercise. Some classes or parts of classes will be asynchronous.

Absent, Late, Unhappy?

University level testing must be regarded with the seriousness that is their due, and every effort must be made to attend a test/exam at the scheduled time. Please be aware that students do *not* have an automatic right to sit a make-up test/exam. The provision of a make-up will be decided at the discretion of the Course Director (CD), and only under exceptional circumstances. This decision is dependent on the circumstances that resulted in the missed test/exam. *Vacations, minor illnesses such as coughs or colds, your paid work schedule, scheduling conflicts with other courses, or having more than one exam on the same day are examples of rationales which will not be considered.* The requests of chronically absent students will also not be considered.

Unless you find yourself in an emergency situation (e.g. sudden unanticipated family emergency, automobile accident) it is your responsibility to notify your CD **prior** to the scheduled beginning of the test/exam. **Later requests will be automatically denied** and a grade of 0 allocated for the missed quiz/test/exam.

Please contact your CD by email prior to the quiz/test/exam, and include the following:

1. Your name (the name that you are registered by at York, with the name that you are known by in brackets).
2. Your student number, course, and section.
3. The phone number and email address where you can be reached.
4. The reason why you are unable to sit the test/exam at the scheduled time.

As soon as possible, you are required to provide appropriate documentation. Depending on circumstances, this will include:

1. Medical Circumstances: An Attending Physician's Statement or Counsellor's Statement (downloadable forms) are available from the York University Registrar's website. Professors can require the physician or counsellor to support a student's medical claims. <https://currentstudents.yorku.ca/student-forms>. The statement must include the contact information for the physician, and (while respecting students' privacy rights) an indication that the illness has seriously impeded the student's ability to prepare for and sit the test/exam.
2. Non-medical circumstances: Appropriate documentation includes death certificates, obituary notices, automobile accident reports, receipts for emergency travel (with date of purchase and travel dates clearly indicated).

The Course Director will examine the documentation and make the final decision to approve or deny the make-up work. Student attendance and performance records may be requested by the Course Director.

Should a make-up quiz be approved, the timing will be at the discretion of the CD, as long as it does not conflict with the student's previously scheduled courses and tests/exams. While the content of the make-up will address the same course material as the regularly scheduled quiz, the format and questions may be different.

Unhappy with a grade?

First, give your careful consideration to the evaluation/comments. Be aware that 'working really hard' at something is not sufficient grounds for a good grade. Be honest with yourself. Did you follow all instructions carefully? Did you give yourself sufficient time to study or to complete a project? Did you complete readings and attend/view classes consistently? Do you have good comprehension of the course content? Are you able to convey your ideas in writing, clearly and effectively?

Should you wish to contest a grade, you must first attempt to resolve your concerns with your CD. Should the outcome of our meeting be unsatisfactory to you, you have the right to request a reappraisal of your final course grade. Please note that only written work can be re-evaluated. Oral presentations and attendance and participation grades can be evaluated by your CD only. See: <https://myacademicrecord.students.yorku.ca/grade-reappraisal-policy>.

York's Grading Scheme

The overall grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.) (For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.registrar.yorku.ca/2010-2011/academic/index.htm>)

Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option see Alternative Grading Option in the (LAPS) section of the Undergraduate Calendar - <https://myacademicrecord.students.yorku.ca/pass-fail-option>

Grading Criteria for Written Assignments: For your success!

The use of grading criteria means that consistent assessment variables will be used to mark your assignments. After you have completed an assignment, check it against this list.

- Have you followed assignment instructions and requisites?
- Is there sufficient attention to grammar, sentence structure, paragraphing, spelling, vocabulary, and style? Proper grammar and spelling are fundamental to clear communication and to a good grade.
- Is your work well organized? See notes for writing essay style assignments. Is there a proper introduction? Is there a game plan that is followed? Is there effective use of relevant material/evidence from course content?
- Is there a good balance of description and analysis using course materials and concepts?
- Evidence of a critical/thoughtful/reflective perspective is required.
- Originality and creativity in ideas and/or content and/or presentation are considered.
- Direct relevance of the content to the assignment is necessary.
- You are required to use relevant course concepts and terms where appropriate.
- If appropriate to the assignment, what is the quality of the relevant literature used?
- Citation and referencing (APA as instructed), need to be accurate and complete.

Citation and Referencing Requirement for This Course

You are required to use the American Psychological Association (APA) citation and referencing. You will learn about this class. We will base our instruction on what is found at: [https://www.library.yorku.ca/spark/creating_bibliographies/APA%20Style%20Overview%20\(Oct2,2013\)final.pdf](https://www.library.yorku.ca/spark/creating_bibliographies/APA%20Style%20Overview%20(Oct2,2013)final.pdf)

You might think citation and referencing using is tedious! It may be; however, it is a necessary and useful skill to avoid the risk of plagiarism, another topic we will take up in the course. Think of it as the very careful following of a detailed recipe or chemical formula! Once you have the hang of it, it gets easier and it is part of your path to success at university!

IMPORTANT COURSE INFORMATION FOR STUDENTS

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) - <https://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012-.pdf>

- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

Course Participation Grading

Grading scale for class participation includes attendance, and class oral and written contributions.

Exceptional 9-10	<ul style="list-style-type: none">- voluntarily participates <i>frequently</i> <u>with obvious signs of digesting the readings</u>- makes contributions of a high quality (are well researched, insightful, or beneficial to the group)- offers new ideas and responds to others' ideas in a positive manner
Excellent 8-8.5	<ul style="list-style-type: none">- voluntarily offers <i>consistently</i> relevant contributions <u>with obvious signs of digesting the readings</u>- offers new ideas and responds to others' ideas in a positive manner- makes information available to others
Very Good 7-7.5	<ul style="list-style-type: none">- voluntarily offers relevant contributions <u>with obvious signs of digesting the readings</u>- offers some new ideas and responds to others ideas- contributes information
Average 6-6.5	<ul style="list-style-type: none">- voluntarily makes some relevant contributions <u>with obvious signs of digesting the readings</u>- occasionally offers ideas and responds to others ideas- contributes some information to group
Poor/Below Average 5-5.5	<ul style="list-style-type: none">- voluntarily contributions are inconsistent <u>with little or no obvious signs of digesting the readings</u>- doesn't offer new ideas and responds to others ideas only when asked to do so- contributes information only after it has been requested- OR is monopolizing discussion without listening to others' contributions
Very poor/Failing 4-4.5	<ul style="list-style-type: none">- provides passive or reluctant interaction with others <u>with little or no obvious signs of digesting the readings</u>- offers little participation- has difficulty understanding content- is contributing little information
OOPS! 0-3.5	<ul style="list-style-type: none">- ignores responses of others or is disagreeable when participating- participates little in discussions- contributes information only when insisted upon, or- doesn't contribute information

Schedule

Please see our eClass site for further details.

Term 1

Class 1: May 11 Welcome & Course Introduction!

I look forward to meeting you and telling you about the course, and learning a bit about you!

Class 2: May 13 The Promise of Sociology, Synchronous Class

Thought for today, from The Promise of Sociology, Chapter 1 of The Sociological Imagination:

"The sociological imagination enables us to grasp history and biography and the relations between the two within society. That is its task and its promise...."

Perhaps the most fruitful distinction with which [the sociological imagination](#) works is between 'the **personal troubles** of milieu' and 'the **public issues of social structure.**' This distinction is an essential tool of [the sociological imagination](#) and a feature of all classic work in social science."

(Mills, 1959, pp. 6 & 8; highlight is mine) APA note citation! It is attributed to Mills.

Be prepared for Class 3 by reading Chapter 1 of our course text: *An Introduction to Sociology*. Come prepared with notes and questions!

Class 3: May 18 Introducing You to the Discipline of Sociology, Synchronous Class

Confirmation & Pledge due today by 11:30 am, 2%.

Thought for today: "[I]f private troubles are widely shared with others they indicate that there is a common social problem that has its source in the way social life is structured. At this level, the issues are not adequately understood as simply private troubles. They are best addressed as public issues that require a collective response to resolve (Little, 2016, p.5)." [Note this is cited in APA format.]

Note that all readings should be completed prior to each class.

Required reading: Chapter 1 of our course text: An Introduction to Sociology

Class 4: May 20 What's social interaction got to do with it? Synchronous Class

Thought for today: From Shakespeare's As You Like It, "all the world's a stage, and all the men and women merely players".

Required reading: Chapter 22. Social Interaction

Streaming today: *Stationary* (0:05, 2004 animated comedy-drama, NFB)
An office worker, voiced by Sandra Oh, needs paper clips before her report is due.

Class 5: May 25 How do sociologists *do* it? Asynchronous Class

Skills Modules Due today by 3:00 pm, 8%.

Moving forward, the thought of the day for each class will be noted at the beginning of Lecture.

Required reading: Chapter 2. Sociological Research

And you are required to watch the following streamed movie and comment on the Forum for Class 6.

Streaming: *New Waterford Girl* (1:37, 1999 comedy-drama, Encore+)
<https://www.youtube.com/watch?v=WOloWNRy0UA>

(Note that all movie content is subject to testing on the quizzes!)

Mooney and Lou are independent-minded teenage girls stuck in a small town in Nova Scotia. Mooney's talent for writing wins her a scholarship to an arts school in New York City, but her parents won't let her go. Mooney and Lou can think of one other way to get Mooney out of town – but it would mean changing what everyone thinks about her. Meanwhile Lou's unusual, highly selective gift for fighting leads her to the boxing ring.

Class 6: May 27 Synchronous Class

The first quiz is during class today, 10%.

Get your grade off to a solid start!
No required readings today.

Class 7: June 1 Society & 'Modern' Life, Asynchronous Class

Required reading: Chapter 4. Society and Modern Life

Streaming today: *The Bassinet* (0:06, 2019 microsocial documentary, NFB)
Toronto filmmaker Tiffany Hsiung owns a family heirloom baby bassinet – it's not a crib! She keeps lending it out to friends as her engagement drags on and she navigates her life, her partnership, and her family relationships. <https://www.nfb.ca/film/bassinet/>

Class 8: June 3 Culture, Synchronous Class

The first written assignment is due next Lecture class, no later than 3:00 pm.

Required reading: Chapter 3. Culture

Streaming today: *Mon oncle Antoine* (1:44, 1971 drama, NFB)
Benoît is growing up and growing into more adult understanding and responsibilities. Benoît works for his uncle Antoine who, besides operating a general store, is also the town undertaker. A sensitive portrait of rural Quebec in the 1940s just before massive modernization and change, *Mon oncle Antoine* is often named the greatest Canadian film of all time. https://www.nfb.ca/film/mon_oncle_antoine_en/

Class 9: June 8 Socialization, Asynchronous Class

The first Writing Assignment is due to Turnitin, NO LATER than 3:00 pm today, 10%.

Required reading: Chapter 5. Socialization

Streaming today: *New Waterford Girl* (1:37, 1999 comedy-drama, Encore+)
<https://www.youtube.com/watch?v=WOloWNRy0UA>

(Note that all movie content is subject to testing on the quizzes!)

Mooney and Lou are independent-minded teenage girls stuck in a small town in Nova Scotia. Mooney's talent for writing wins her a scholarship to an arts school in New York City, but her parents won't let her go. Mooney and Lou can think of one other way to get Mooney out of town – but it would mean changing what everyone thinks about her. Meanwhile Lou's unusual, highly selective gift for fighting leads her to the boxing ring.

Class 10: June 10 Education, Synchronous Class

Required reading: Chapter 16. Education

Streaming today: *Summerhill* (0:28, 1966 microsocial documentary, NFB)

Summerhill School could be the most unusual school in the world. Some critics even question whether the word “school” describes it. Students ages 6 to 18 “learn if they want to learn, play when they want to play, and make their own rules about living.” Emotional development comes first, in the belief intellectual development will follow. The word lesson isn’t used. At school self-governing meetings, votes from children can overturn votes from their teachers. We visit Summerhill, seeing this school in action and meeting A.S. Neill, who founded Summerhill in 1924. Neill believes that either schools should be abolished, or every school should be like Summerhill.

<https://www.nfb.ca/film/summerhill/>

Class 11: June 15 Media and Technology, Synchronous Class

Note that the second quiz will be during next class.

Required reading: Chapter 8. Media and Technology

Streaming today: *Social Me* (0:23, 2015 microsocial documentary, NFB)

Nya, a graduating high school senior in Toronto, has become a skilled social media creator. Her mother loves and supports Nya, though she might not support everything Nya posts. Especially some of the pictures. As she grows up, Nya rethinks and recalibrates how she uses social media, and how she engages with her friends. As she gets ready to start university, she rethinks something else about herself. https://www.nfb.ca/film/social_me/

Class 12: June 17 The second quiz is during class today. Synchronous Class

The second quiz is during class today, 10%.

No required readings today.

Can you believe we are one-half way through the course?

READING WEEK: June 22-25

Term 2

Class 13: June 29 Groups and Organizations, Asynchronous Class

Required reading: Chapter 6. Groups and Organizations

Streaming today: *Paperland: The Bureaucrat Observed* (0:58, 1979 comedic documentary, NFB)

Join filmmaker Donald Brittain, the biting, satirical narrative voice of this unconventional point-of-view documentary about bureaucrats and bureaucratic office work. Brittain takes on bureaucrats from Canada to the Caribbean to Europe, from environmental lab to immigration office to church, and to the highest levels of government.

<https://www.nfb.ca/film/paperland/>

July 1, Canada Day, no class.

Class 14: July 6 Deviance, Crime, and Social Control, Synchronous Class

Required reading: Chapter 7. Deviance, Crime, and Social Control

Streaming today: Season 2 Episode 1 of *This is Wonderland* (0:45, 2005 comedy-drama, Encore+)

Alice, Anil, Elliot, James, and Nancy are defence lawyers in the criminal and mental-health courts at Old City Hall in Toronto. Alice defends a Black homeowner who stood up physically against an abusive racist neighbour. Anil is scared for his life after agreeing to represent a biker-gang enforcer. Anil begs for help from Elliot. Elliot is nervous about working in mental health court. Elliot begs for help from the senior lawyer James. James himself is mentally ill. Confident new lawyer Nancy wants to do more than just bail hearings. (You only need to watch this single assigned episode of *This is Wonderland*, available at the link.)

<https://www.youtube.com/watch?v=6Ftt616Pxx>

Class 15: July 8 Social Inequality in Canada, Synchronous Class

Required reading: Chapter 9. Social Inequality in Canada

Streaming today: TBA

Class 16: July 13 Global Inequality, Synchronous Class

Note that the third quiz is during class next week.

Required reading: Chapter 10. Global Inequality

Streaming today: *The Chocolate Farmer* (1:10, 2010 microsocial documentary, NFB)

In Belize, families farm cacao in the traditions of their Mayan ancestors while navigating changing relationships with modern markets and institutions. These institutions can bring opportunities like schools, universities, news careers and new gender relations. They can also bring exploitation, such as land speculators and developers threatening indigenous land. Further, they can bring subtler threats to culture and community. Eladio and Virginia Pop build a new family house combining traditional materials and technologies with modern ones.

https://www.nfb.ca/film/chocolate_farmer/

Class 17: July 15 Synchronous Class

The third quiz is during class today, 10%.

No required readings today.

Class 18: July 20 Race and Ethnicity, Synchronous Class

Required reading: Chapter 11. Race and Ethnicity

Streaming today: TBA

Class 19: July 22 Gender, Sex, and Sexuality, Synchronous Class

Note that the second writing assignment is due here through Turnitin NO later than 3:00 pm **next class**.

Required reading: Chapter 12. Gender, Sex, and Sexuality

Streaming today: *Transforming Gender* (0:43, 2015 microsocial documentary, CBC Doc Zone)

We meet a wide range of people who are trans, from young people to elders, including a sociologist, a physician, a World War II era veteran, and a former sex worker. We visit a trans health clinic, and we meet supportive parents of trans people. <https://www.cbc.ca/doczone/episodes/transforming-gender>

Class 20: July 27 Marriage and Family, Asynchronous Class

The second Writing Assignment is due to Turnitin, NO LATER than 3:00 pm today. 20%

Required reading: Chapter 14. Marriage and Family

Streaming today: *Club Native* (1:18, 2008 microsocial documentary, NFB)

Tracey Deer is the director and central character of this highly personal documentary. Growing up on the Mohawk reserve of Kahnawake near Montreal, Tracey was taught to never marry a white person, and to never have a child with a white person. Tracey grows up, and she falls in love with a white man. What happens next might surprise you. https://www.nfb.ca/film/club_native/

Class 21: July 29 Disability, Health, and Medicine, Synchronous Class

Required reading: Chapter 19. Disability, Health, and Medicine

Streaming today: Streaming today: *We Regret to Inform You...* (0:11, 2015, microsocial documentary, NFB)

Dr. Heidi Janz, an Edmonton professor, ethicist, and creative writer, goes through her day at home and at work. Heidi is disabled, caused by cerebral palsy. A letter arrives from the government. It isn't good news.

https://www.nfb.ca/film/we_regret_to_inform_you/

Class 22: August 3 Social Movements and Social Change, Synchronous Class

Required reading: Chapter 21. Social Movements and Social Change

Streaming today: *Six Miles Deep* (0:43, 2009 current-events documentary, NFB)

The indigenous Six Nations of the Grand River, in Caledonia near Hamilton, continue the world's oldest democracy. As GTHA suburbs expand, a developer plans to split up, build up, and sell off a residential subdivision on land promised to the Six Nations – without their permission or participation. As the community mobilizes a blockade to stop the development, Six Nations women from young activists to clan mothers have crucial roles in organizing and decision-making. https://www.nfb.ca/film/six_miles_deep/

Class 23: August 5 Conclusion: Sociology Past, Present, and Future, Asynchronous Class

No required readings today.

This will be your final opportunity to contribute to your class participation grade!

Streaming today: *Three Thousand* (0:14, 2017 artistic documentary, NFB)

In this creative documentary short, the artist Asinnajaq integrates archival film, contemporary film, and animation. Despite this film using very few words, Asinnajaq tells important stories about her Inuit people spanning the past, present, and future. <https://www.nfb.ca/film/three-thousand/>

Class 24: August 10 Synchronous

The fourth quiz is during class today, 10%.

Woohoo! Congratulations!