



Annual Conference
May 16-20, 2022

Call for Abstracts

List of Open Sessions for
paper presentations or
panelist expressions of interest

The Promise of Plants: Addressing Injustice in Animal Agriculture

Session Code: ANS1

Session Language: English

Research Cluster Affiliation(s): Animals in Society

The COVID-19 pandemic has highlighted the injustices of animal agriculture for both humans and animals. This session invites works that wrestle with the promise of the move to plant-based diets to address such injustices. A broad scope of research is welcomed, including veganism, vegetarianism, and other aspects of the plant-based food movement. Topics may include food systems, reproductive freedom, nonhuman-human relationships, agency, environmental impacts, or labour, among others.. We particularly welcome works that focus on the Canadian context.

Organizer(s): *Sarah May Lindsay, McMaster University; Rochelle Stevenson, Thompson Rivers University*

Species-Inclusive Education

Session Code: ANS2

Session Language: English

Research Cluster Affiliation(s): Animals in Society

Nonhuman animals are frequently not foregrounded in sociological education, yet these beings are interwoven and present in our lives and society. In this way, the sociological curriculum is ripe for revision. This session invites contributions that address this gap in inclusive and intersectional teaching and learning practices. Papers could include experiences designing and delivering courses that center or include nonhuman animals, student interest, ethical dilemmas of course content, and commentaries on a multispecies sociological pedagogy. We particularly encourage learnings from the field, as well as contributions co-authored by faculty and their students.

Organizer(s): *Sarah May Lindsay, McMaster University; Rochelle Stevenson, Thompson Rivers University*

Addressing Animal Injustice: Looking Towards an Inclusive Society

Session Code: ANS3

Session Language: English

Research Cluster Affiliation(s): Animals in Society

We live in a time where animals are oppressed, objectified, and exploited, and yet there are multiple areas of Canadian society where more just and inclusive spaces for animals and humans are being established. This session invites papers with a hopeful message, highlighting the successes in the creation of such space, and opportunities for continued positive changes towards a flourishing society for humans and animals.

Organizer(s): *Sarah May Lindsay, McMaster University; Rochelle Stevenson, Thompson Rivers University*

Towards a Sociology of Mutual Aid: Building equitable communities during COVID-19

Session Code: APS1

Session Language: English

Research Cluster Affiliation(s): Applied and Community Engaged Sociology

In the context of COVID-19, there has been a renewed interest in Mutual Aid projects. From neighbourhood 'pods' to care-mongering groups to other collectives emphasizing community-led reciprocal exchange - these initiatives have sought to re-imagine community care beyond the traditional, bureaucratic, and over-extended charity and social safety net models. While many of these groups were formed or reinvigorated in the unprecedented context of COVID-19, the underlying inequalities that make their work necessary - issues of food insecurity, affordable housing, the racist and patriarchal and colonial structures that systemically exclude and enact violence on marginalized communities and the environment - pre-date the pandemic, and endure as we enter a protracted pandemic recovery. This session seeks to explore how the sociological perspective can contribute to understanding the politics and principles of mutual aid. How can sociology contribute to understanding these initiatives that are both micro-level 'survival work' and also solidarity-building movements for social transformation? How should academics study horizontally-organized grassroots initiatives that are, understandably, wary of the prospect of being co-opted by traditional institutions?

Organizer(s): *Kerri Scheer, University of Toronto; Jess Nachman, York University*

Community Wellness and Policing

Session Code: APS2

Session Language: English

Research Cluster Affiliation(s): Applied and Community Engaged Sociology

How do we assess the stability and well-being of a community? How does policing and other government and community agencies help or hinder in the long term development and sustainment of healthy communities in Canada? What role should they play and how to we measure success?

Organizer(s): *Doug Thomson, Humber College; Emma Smith, Humber College*

Igniting Change through Applied Research

Session Code: APS3

Session Language: English

Research Cluster Affiliation(s): Applied and Community Engaged Sociology; Social Policy and Social Equality

In order to ignite change through Sociology, we must first ignite change within Sociology. This means changing how we teach and conduct research, how we work with and for the broader community, and how we think about and support applied social science research. This also means that we need to practice and apply sociological theory and methods outside

the university walls. Igniting such change is hard work, as the current rewards system in academia tends to value a certain type of scholarship that overlooks applied contributions. Yet, applied research is key for sociologists who seek to reduce inequality, not just study it. Stemming from these ideas, this session invites papers and presentations on topics related to broadening the role of applied and community-based social science research in sociology. It also encourages presentations from applied sociologists, working outside academia. Topics might include specific projects that address the goals of applied research, discussions regarding how to build applied research programs, experiences with teaching and researching in areas of applied sociology, and reflections on life as an applied researcher inside or outside academia.

Organizer(s): *Michelle Maroto, University of Alberta*

Sociology outside the Classroom

Session Code: APS4

Session Language: English

Research Cluster Affiliation(s): Applied and Community Engaged Sociology; Teaching Practice

Experiential learning courses are promoted by universities and colleges across the country as opportunities for students to gain real-world experiences to connect them to their discipline and their communities. Experiential courses vary by name (e.g., applied sociology, community-engaged learning, community-based research, service learning, etc.) but they all require students to leave the classroom and confront the social issues we speak so eloquently about in lectures. For example, our students are often well-versed in describing the theories behind systemic and structural economic inequality, but they are blissfully unaware of what poverty looks and feels like to those experiencing it. Experiential learning courses attempt to show students what life is like outside their comfortable classrooms and beyond their manicured campuses.

Presentations for this session could explore applied sociology courses, service-learning initiatives and/or community-engaged learning experiences. Presentations could also review novel teaching practices, student experiences, working with community partners and all topics related to student engagement, applied sociology, and experiential learning.

Organizer(s): *Bruce Ravelli, University of Victoria; Alexandra Haupt, University of Victoria*

The Sociology of Sociology

Session Code: CAD1

Session Language: English

Self-reflection is a vital component of growth and sustainability. The need for reflection extends to Sociology as a discipline. Sociologists need to critically examine the current state of our profession to encourage discussion and conscientious decisions of how we can best move forward. This session welcomes presentations on Canadian Sociology or the discipline as a whole. We welcome presentations on diverse topics. Some examples may include ways

to improve Diversity, Equity, and Inclusion in the discipline; the consequences of 'publish or perish'; ways to improve graduate school or the undergraduate experience; the consequences of institutional reputation discrepancies; the strengths and/or weaknesses of the discipline; and so on. Submissions based on empirical research are preferred, but all submissions are welcome.

Organizer(s): *Mitchell Mclvor, University of Toronto; Storm Jeffers, University of Toronto*

Black Sociology Matters

Session Code: CER1

Session Language: English

Research Cluster Affiliation(s): Critical Ethnicity and Anti-Black Racism

Black Sociology is an outgrowth of and a reaction to the biases of White western Eurocentric mainstream sociology. It is a concerted effort to provide basic concepts and theories based on the social experiences and histories of African descended populations. This call for papers seeks to understand the social, political, economic and cultural processes that shape a tradition of Black sociology in Canada. We invite papers that are qualitative or quantitative. This session welcomes papers that focus on, but are not necessarily limited to the following themes: Black Canadians, Black social movements, social justice and community-based service, antiblack racism, critical race theory, and Black feminism.

Organizer(s): *Jennifer Mills, York University*

Black Theorizing in Academia

Session Code: CER2

Session Language: English

Research Cluster Affiliation(s): Critical Ethnicity and Anti-Black Racism

Ghanaian-born George Sefa Dei is a renowned educator, researcher and writer who is considered by many as one of Canada's foremost scholars on race and anti-racism studies. He is a widely sought after academic, researcher and community worker whose professional and academic work has led to many Canadian and international speaking invitations in US, Europe and Africa. A constant question in Dei's scholarship is: "What does it mean to theorize as a Black Scholar?" This session welcomes papers that interrogate four concepts central to his thinking: multicentricity, epistemic saliency, subversive inclusion and African Indigeneity.

Organizer(s): *Jennifer Mills, York University*

BlackLivesMatter Toronto (BLMTO) Movement

Session Code: CER3

Session Language: English

Research Cluster Affiliation(s): Critical Ethnicity and Anti-Black Racism

Emerging as part of the new wave of transnational contention, BlackLivesMatter Toronto (BLMTO) displays obvious similarities with the Black Lives Matter (BLM) movement: a Black radical tradition shaping political activism in the first half of the twenty-first century; female leadership mobilizing an array of local activists in diverse communities; and, the use of social media platforms to help activists organize protests. This session seeks papers that provide a critical race feminist analysis of a; woman lead movement to advance Canadian Blackness, eradicating anti-Black racism, racialized policing, and any other areas.

Organizer(s): *Jennifer Mills, York University*

For the Health of Our Communities

Session Code: CER4

Session Language: English

Research Cluster Affiliation(s): Critical Ethnicity and Anti-Black Racism

The coronavirus disease 2019 (COVID-19) has exposed health inequities that exist in Canada and around the world. Important scholarly research from across the globe has brought into focus how racialized populations have been exposed to racism in health care systems that disproportionately affects their likelihood of contracting chronic and infectious diseases, and how these disparities are shaped by the social determinants of health. This call for papers seeks to shed light on the experiences of Black Canadians in our society that influence care related to: COVID-19, risk, and burden of the disease. We invite papers that are qualitative or quantitative. This session seeks papers that discuss the work scholars have to do to imagine a new world, a post-pandemic world, for the health of our communities.

Organizer(s): *Jennifer Mills, York University*

Max Weber and Social Structures

Session Code: CER5

Session Language: English

Research Cluster Affiliation(s): Critical Ethnicity and Anti-Black Racism

Max Weber's (1925) concept of bureaucracy demonstrates that it is among the social structures which are difficult to dismantle. This session seeks papers that reflect on Weber's definition of bureaucracy as a type of social structure, as a system of domination that is practically indestructible, and as a rational action superior to the collective action and social action opposing it.

Organizer(s): *Jennifer Mills, York University*

Sociology of Anti-Black Racism

Session Code: CER6

Session Language: English

Research Cluster Affiliation(s): Critical Ethnicity and Anti-Black Racism

The Critical Ethnicity and Anti-Black Racism Research Cluster is organizing a session on race and anti-black racism. We understand that race is a social construction and are open to papers that conceptualize race in different ways. We invite papers that are qualitative or quantitative. We especially welcome papers that focus on Black populations in Canada, and those groups that have been overlooked within the research. This call for papers seeks to understand the social, economic and political processes that shape racialized states, social structures, social systems, and institutions affecting Black populations in Canada. The sociology of anti-Black racism includes, but is not limited to the following topics: Identities, Intersectionality, Health and well being, and any other topics.

Organizer(s): *Jennifer Mills, York University*

Anti-Black racism in Canadian universities and its impact on Afro-Caribbean Black (ACB) students

Session Code: CER7

Session Language: English

Research Cluster Affiliation(s): Critical Ethnicity and Anti-Black Racism

Despite notable interventions to disrupt anti-Black racism in Canadian Universities, African Caribbean Black (ACB) undergraduate and graduate students encounter a white settler, colonial, social discourse which impedes negatively on their academic development. This social discourse does not recognize the intelligence or the need for ACB Canadian students to be educated, as it maintains and normalizes white undergraduate and graduate students as deservers of a "quality education." White settler Canada is rendered to be anti-Black. There is a grave misconception that forms of discrimination, based on race, do not enter the academic communities. In actuality, the white settler Canadian colonial discourse knows no bounds and seeps into the post-secondary academic space. The unrecognition that discrimination based on race is not found in the university impacts how ACB students learn, as anti-Black racism sets out to render their learning, which will impact how they survive after graduation, considering they get to that pinnacle. What does it mean to be an ACB student and experience forms of discrimination based on race in Canadian universities? Are Canadian universities purposely not acknowledging the white settler colonial discourse which serves to disrupt the academic achievements of ACB students? Considering the paucity of sustained empirical data, ACB students are negatively impacted by racially charged stereotypes, which problematizes their academic development. The social perception of ACB students, regardless of their social status, is one that is unfavourable in a Canadian context.

Organizer(s): *Warren Clarke, University of Manitoba; Sarah George, Carleton University*

Voices from the Community

Session Code: CER8

Session Language: English

Research Cluster Affiliation(s): Critical Ethnicity and Anti-Black Racism; Race and Ethnicity

Black and racialized scholars are trying to change the organizational landscape of many Canadian universities by creating Black institutional spaces. While these scholarly efforts are important, they highlight the challenges of overcoming structural barriers. This call for papers brings together scholars to discuss how their work moves beyond symbolic representations and challenges existing power relations. This session welcomes scholarly work that focuses on: activism, community engagement, anti-racism, EDI, any other areas.

Organizer(s): *Karine Coen-Sanchez, University of Ottawa*

Historical Sociology of Social Movements and Revolutions/Sociologie historique des mouvements sociaux et des révolutions

Session Code: CHS1

Session Language: English, French

Research Cluster Affiliation(s): Comparative and Historical Sociology

This session will feature papers that draw on the long tradition of research on revolutions and social movements in historical sociology. Research that speak to new trends, approaches, and topics within this tradition of revolutions and social movements are especially welcome. The session welcome studies from an international perspective of social movements as well as a more local focus, particularly social movement in Quebec, such as the Quiet Revolution, the October 1970 Crisis, feminist movements, labour movements, and others.

Cette séance présentera des recherches qui s'appuient sur la longue tradition de recherche sur les révolutions et les mouvements sociaux en sociologie historique. Les recherches qui traitent de nouvelles tendances, approches et thèmes au sein de cette tradition de révolutions et de mouvements sociaux sont particulièrement bienvenues. Cette séance accueillera des études ayant une perspective internationale des mouvements sociaux ainsi qu'une attention plus locale, en particulier aux mouvements sociaux au Québec, tels que la Révolution tranquille, Octobre 1970, les mouvements féministes, les mouvements ouvriers, et autres.

Organizer(s): *Guillaume Durou, University of Alberta; Kristin Plys, University of Toronto; Ioana Sendroiu, Harvard University*

New Directions in Historical Sociology / Nouvelles orientations de la sociologie historique

Session Code: CHS2

Session Language: English, French

Research Cluster Affiliation(s): Comparative and Historical Sociology

This session will explore new directions in historical sociology. Papers in this session will cover a multiplicity of topics, methods, and perspectives relevant to historical sociology. Comparative analyses and case studies are welcome.

Cette séance explorera les nouvelles orientations de la sociologie historique. Les présentations de cette séance couvriront une multiplicité de sujets, allant des méthodes et des perspectives innovantes pour la sociologie historique. Les analyses comparatives et les études de cas sont les bienvenues.

Organizer(s): *Guillaume Durou, University of Alberta*

Durkheimian Studies - Open Session

Session Code: CND1

Session Language: English, French

Research Cluster Affiliation(s): Canadian Network of Durkheimian Studies

In recent decades, Durkheimian sociology and social theory have sparked new debates and controversies while informing research on a wide range of contemporary social phenomena and events. Canadian sociologists have contributed to this renewal in important ways. The Durkheim Research Cluster welcomes a wide variety of submissions involving theoretical research, substantive studies (e.g., suicide, religion, cultural analysis, studies of social pathology), critical perspectives (e.g., decolonizing sociology), creative syntheses, and historical-contextual work. Given Durkheim's attention to anomic societal development, frameworks for renovating democratic governance, socialism, educational reform, and revolutionary collective effervescence, etc. we especially welcome papers reflecting the 2022 CSA theme "Igniting Change Through Sociology."

Organizer(s): *Ronjon Paul Datta, University of Windsor; Tara Milbrandt, University of Alberta; Robin Willey, Concordia University, Edmonton; William Ramp, University of Lethbridge*

Cognitive Sociology

Session Code: COG1

Session Language: English

Research Cluster Affiliation(s): Cognitive Sociology

Central questions orient researchers in the cognitive sociology paradigm: What is the relationship between the social and the cognitive? How can sociologists lend insight on debates related to mind, brain, and cognition? Would sociological theory benefit from empirical research in cognitive science? Is sociology undergoing a 'cognitive turn'? How should sociologists respond to the apparent threat of "neuroscientific imperialism" (Coulter, 2008)? This panel seeks to explore sociological research that takes up cognition in any dimension, either as supported by or critical of research in the mind sciences.

Organizer(s): *Ryan McVeigh, Lakehead University*

Transforming Canadian Cities, Transforming Our Society

Session Code: COM1

Session Language: English

As the majority of humans live in urban centers, this brings both opportunities and challenges to cities and their dwellers. In the Canadian context, Canadian cities are reinventing themselves to cope with the consequences of deindustrialization (e.g. shrinking tax base, deteriorating infrastructure, urban poverty), and increasing inequality (based on class, race, religious affiliation, recency of immigration, and COVID-19 impact). On the other hand, trends such as urban revitalization, creative industries, green and sustainable design, participatory urban planning, smart cities, urban policy, and the influx of skilled young immigrants into urban Canada, are likely to continue transforming Canadian cities in the near future. In this session we call scholars to submit and present their work pertaining to the recent change and future trends of Canadian cities. We encourage submissions that emphasize how changes and trends can contribute to creating just, equitable and tolerant cities. We welcome contributions based on quantitative, qualitative, or mixed methods as well as computational methods.

Organizer(s): *Amny Athamny, University of Toronto, School of Cities; Fernando Calderon Figueroa, University of Toronto, School of Cities*

Caste and Space

Session Code: COM2

Session Language: English

What is an ideology without a space to which it refers, a space which it describes, whose vocabulary and links it makes use of, and whose code it embodies? (Lefebvre, 2003: 44). Space is never neutral and is defined by power relations. In this panel, we explore how power relations are inscribed over space to produce patterns of social differentiation. Particularly, we enquire about how space continues to matter in the study of caste, the system of social stratification in South Asia. Caste is not just an abstract concept, it is a material social category that is inscribed on bodies through which it is carried/conveyed in space, etched into residential patterns, and encoded in not only rural but urban infrastructure. Caste is known to produce distinct residential patterns across the caste hierarchy in villages with settlements of “lower” ex-untouchable castes outside the village peripheries. It was hoped that modernization and anonymity in cities would break the shackles of caste. But recent work has shown evidence of spatial segregation also in urban areas. Far from being weakened, caste boundaries are being reproduced by regulating people’s movements and the spaces they inhabit. In this panel, we invite papers that address relations between caste ideology, the organization/regulation of space, and/or embodiment. Research questions can include, but not limited to, the following: How space and the embodied performativity of caste are enrolled in the reification and re-inscription of the caste system. How spatial practices and boundaries of caste are negotiated, contested, or compensated through the body, embodied performativity, or other media. We also welcome papers that study caste and space in the South Asian diaspora.

Organizer(s): *Navjotpal Kaur, Memorial University; Jusmeet S. Sihra, Sciences Po, Paris and The Hebrew University of Jerusalem*

Sociology of Space, Place, and Time

Session Code: COM3

Session Language: English

We welcome any research that contributes to the sociology of space, place, and time. Social processes occur in space and over time (Maritn and Miler, 2003). Thus, social processes are intertwined with spatiality and temporality. Everything we study is emplaced ... place is not merely a setting or backdrop, but an agentic player in the game (Gieryn, 2000). In this session, we will consider research on the sociology of home, immigration and belonging, cinema and place, music and place, collective memory, space, and time, temporal resistance, spatial and temporal inequality, etc. While all methodologies are welcome, qualitative research in these areas is encouraged.

Organizer(s): *Pouya Morshedi, Memorial University; Foroogh Mohammadi, Memorial University*

The Sociology of Policing

Session Code: CRM1

Session Language: English

Research Cluster Affiliation(s): Criminology and Law

From classic ethnographic work documenting police officers' day-to-day occupational practices to more recent scholarship highlighting police state violence against Black, Indigenous and other racialized populations and marginalized communities, sociologists have developed many different sociological conceptualizations of the "police" for over seven decades. As one of the most visible forms of social control, the police institution has been viewed and critiqued from multiple sociological perspectives and studied through many different innovative methodological approaches. The purpose of this session is to explore contemporary issues in Canadian policing from a sociological perspective. As such, this session welcomes any theoretical, methodological, and empirical work that seeks to understand and/or critique "the police" and practices of "policing" within the Canadian context. This includes, but is not limited to, contemporary issues such as police militarization, policing mental health, police racial profiling and state violence, women's experience in and with policing, police mental health and suicide, and policing homeless populations.

Organizer(s): *Daniel Kudla, Memorial University; Andrew Crosby, Carleton University*

Canadian Contributions to Theoretical Criminology

Session Code: CRM2

Session Language: English

Research Cluster Affiliation(s): Criminology and Law

Criminology is a multi-faceted field that uses 'crime' as its subject matter but has no single methodological commitment or paradigmatic theoretical framework. For instance, criminologists often study the underlying causes and correlates of criminal behaviour using

control, life-course, strain, routine activity, and collective efficacy perspectives, among many others, from a variety of methodological traditions. Other criminologists study power differentials, hierarchies, and inequalities in crime and punishment using theories of governance, risk, and critical perspectives. Research in these areas, however, is often dominated by work from the US, Britain, and the Scandinavian countries that differ from the Canadian context in significant socio-political respects. The main objective of this session is to connect and discuss research that advances our understanding of crime and criminal behaviour in Canada as well as criminological theory more broadly. First, this session asks: what is distinctive about Canadian criminology and in what ways can Canadian researchers advance criminological theories. We invite empirical papers that attempt to contribute to theoretical criminology (broadly defined) using Canada as an empirical field of study. Second, this session questions what lessons can be learned from these theoretical advancements, and how these lessons can help us chart the future of criminal justice and criminology in Canada. We welcome papers from all paradigms, theoretical perspectives, and methodological traditions. Papers that address both contemporary and historical subject matter are welcome.

Organizer(s): *Timothy Kang, University of Saskatchewan; Daniel Kudla, Memorial University*

Ethnic-racial Minorities and Indigenous Peoples in the Criminal (In)justice System

Session Code: CRM3

Session Language: English

Research Cluster Affiliation(s): Criminology and Law

The over-representation of Indigenous peoples in the Canadian criminal justice system is a complex and challenging issue rooted in the history of colonialism and systemic discrimination. As well, the unfair treatment of ethnic-racial minorities (i.e., persons, other than Indigenous peoples, who are non-Caucasian in race or non-white in colour) by the various criminal justice agencies have also received considerable media and public attention. This session welcomes papers that addresses systemic racial discrimination and unfair treatment of Indigenous peoples and ethnic-racial minorities in the Canadian criminal justice system based on (quantitative) empirical studies.

Organizer(s): *Henry Chow, University of Regina*

Reinvigorating Research on Family Poverty

Session Code: CSF3

Session Language: English

Research Cluster Affiliation(s): Critical Sociology of Family Work and Care

Family poverty is a persistent problem in Canada. For those who receive income support benefits below the official poverty line, the poverty gap is widening. Are we as sociologists collectively acquiescing to income inequality and poverty as simply part of contemporary Canadian society? Our wondering about this inspired this session. We would rather not take the existence of poverty for granted and as no longer inspiring us to demand for social justice. In this session, we invite others to join us in reinvigorating sociological research on family

poverty in Canada. We seek papers that highlight the experience of low income and poverty experienced by families and as their members are further differentiated by race, ethnicity, gender, sexuality, citizenship, and ability. Some examples of broad topics that are most welcome in this session are: hidden economic marginalization within families, the continuum of homelessness experienced by families, and anti-poverty, agency, resistance, and activism.

Organizer(s): *Jason Webb, Wilfrid Laurier University; Amber Gazso, York University*

Colonial and Racial Encounters in Development Discourse

Session Code: DEV1

Session Language: English, French

Research Cluster Affiliation(s): Sociology of Development

Session Description:

This session invites works that explore questions around one or more of (but not limited to) the following themes: the intersection of neoliberal development and settler colonialism; the racialized consequences of land-grabbing or foreign investment in tourism; the relationship between colonial histories and ideologies and present-day dominant development models; racist discourses underpinning territorial conflicts with indigenous or Afro-descendent communities; environmental racism in development projects; the racial dimensions of development-induced gender violence; and racial identity as a means of resistance. We also invite works that examine in some way the racist ideologies embedded in the legitimation of wide range of practices, such as land dispossession, ultra-exploitation in export-processing zones, and gentrification.

Organizer(s): *Liam Swiss, Memorial University*

Sociology of Development: Theoretical Debates and Empirical Lenses

Session Code: DEV2

Session Language: English, French

Research Cluster Affiliation(s): Sociology of Development

Development as a central concept has been shaping the world. Since the WW-II, we have witnessed barrages of ideas and initiatives by the industrialized countries in Europe and North America to develop the newly independent countries in former colonized world. Despite the stated promise in development discourses and practices of promoting economic growth and development by industrializing the poor countries, there are hardly any supporting empirical evidence, if at all. Critics generally focus on the motives as well as the processes of development and conclude either by pointing to possible areas of correction or giving up development altogether. However, the development needs (such as enough food, better education, health and so forth) are real. Therefore, there is a need to focus on how people in developing countries perceive their development needs and what solutions they propose to satisfy those needs. This requires us to bring the people of developing countries and their perspective of development at the center of enquiry. This refocusing in development thinking has become an imperative with the realization of catastrophic

consequence of the dominant development approach on climate change. This open session invites papers exploring the meaning of development as experienced in the developing countries by grassroots actors and conceptual/discursive formulations emanating from regional/local sources of scholarly entities including universities, research organizations, NGOs, etc. Papers focusing on how these understandings are shaped by the local-global interactions of structures and processes will be particularly welcome. Papers may be conceptual, empirical, or both offering new insights about development thinking and practices pertaining to, for example, livelihood practices, labor force regulations and participation, formal and/or informal economic activities, grassroots political activism, critical perspectives on NGO programs, non-formal education, indigenous health and medicinal practices, and community-based natural resource management.

Organizer(s): *Liam Swiss, Memorial University*

Development and the Persistent Pandemic

Session Code: DEV3

Session Language: English, French

Research Cluster Affiliation(s): Sociology of Development

Following the COVID-19 outbreak, pundits rushed to speculate as to the impact of the pandemic on development and globalization. More than two years on from the beginning of this global crisis, it is clear that the pandemic has both exacerbated and highlighted global inequalities, ideological fractures, and the fragility of economic and social life in many contexts. Vaccine nationalism, disrupted global migration, and the significant global death toll are just a few of the significant challenges to development and globalization posed by the pandemic. This open session therefore invites theoretical, empirical and analytical papers dealing with the question of the persistent pandemic and its impact on development and globalization.

Organizer(s): *Liam Swiss, Memorial University*

Gender and Development: Contextualizing Theory on the Ground

Session Code: DEV4

Session Language: English, French

Research Cluster Affiliation(s): Sociology of Development

The goal of 2030 Sustainable Development (SDG) agenda is to achieve gender equality and empower women in nine specific targets areas including many of the root causes of gender inequality, including women's unequal access to economic resources. Persisting gender inequalities in all corners of the world function as precursors behind the SDG objectives. When girls and women do not have equal access to and control over resources or equal opportunities to participate in decision-making, their families, communities, and countries feel the social and economic costs. Prioritizing the advancement of gender equality and the empowerment of women and girls, we believe gender equality must play a key role in creating lasting solutions to global challenges – whether reducing poverty in developing countries, building economies that work for everyone, preparing for jobs of the future,

fighting climate change, or advancing peace and security. Building upon these conceptual threads and frameworks, this session invites scholarly work on global social, political, and economic change and its gendered cases, effects, and lessons that contribute to new understandings of gendered roles and relations amidst economic, social, and political change. We particularly invite fieldwork reports, cases, and studies that encompass a range of topics including, but not limited to, Gender and social movement; Gendered division of labour; Gender, violence, and human rights; Reproductive health and healthcare; Gender and industry (agriculture, engineering, and technology, etc.); and Masculinities and development.

Organizer(s): *Liam Swiss, Memorial University*

Participatory Research Methodologies in Development: Benefits, Challenges, Lessons and Reflections

Session Code: DEV5

Session Language: English, French

Research Cluster Affiliation(s): Sociology of Development

This session brings together experiences with participatory action research or other innovative participatory methods in the field of development. We invite analyses of the benefits and challenges for both researchers and participants during any stage of the knowledge creation process such as, research design, fieldwork, data analysis, ethical matters, intersubjectivity, and knowledge dissemination. The goal is to reflect critically on the empowering and transformative capacity of participatory methodologies as well as their limitations in order to understand better under what conditions such research approaches deliver best outcome.

Organizer(s): *Liam Swiss, Memorial University*

COVID-19: A Critical Moment for Disability Studies in Education

Session Code: DIS1

Session Language: English

Research Cluster Affiliation(s): Sociology of Disability

The COVID-19 global pandemic laid bare in stark ways the persistent inequities and exclusions along intersecting axes of difference in public and post-secondary education. Disabled students and families, particularly those living, learning and loving at the intersections of difference, have been disproportionately affected in terms of interrupted schooling and supports as well as COVID-19 'effects' (higher case numbers, greater job insecurity and poverty, physical and mental health effects produced through inadequate systems, etc.). At the same time, neurodivergent and disabled students have articulated ways they benefitted from the increased flexibility of education systems during the health crisis, including accessing learning from home, raising questions around the injustice of stubborn inequities in education produced through ableism and white supremacy. Rather than education, education systems often recruit disabled students and families into regimes that aim to 'fix' individual bodyminds conceived as broken rather than embrace difference and

support access to learning for all. We invite submissions that innovate theoretical, methodological and arts-based responses to disability and education post-pandemic at the intersection of disability studies and the sociology of education. We understand disability as a political, cultural and social phenomenon and education broadly conceived as including but moving beyond formal institutions of schooling to other pedagogical contexts. We seek contributions that explore the transformative possibilities of education in this moment, as spotlighted by the pandemic. We also seek work that disrupts deficit models of disability in education and the disquieting implication of educators, researchers, practitioners and families in paternalistic and often violent educational practices—such as segregation and residential schools—structured by ableist colonial logics and neoliberal capitalism. Papers that take critical, creative and intersectional approaches, including dialogues with other theoretical perspectives such as critical race, digital pedagogy, queer, and feminist theory, and creative research methods are particularly welcome.

Organizer(s): *Alan Santinele Martino, University of Calgary; Patricia Douglas, Brandon University*

Sociological Perspectives on Disability

Session Code: DIS2

Session Language: English

Research Cluster Affiliation(s): Sociology of Disability

This session aims to contribute to current sociological analysis of disability both theoretically and methodologically. We feature papers that explore disability as a “shifting and dynamic concept,” rather than a merely “determined empirical fact” (Shuttleworth and Meekosha 2012:351). There is a range of possibilities for studying disability through a sociological lens. Some possible avenues of inquiry include the experiences of disabled people in relation to sexual desires, practices, and identities; applying recent contributions from social movements theory to our understanding of the disability rights movements both in Canada and across the globe; exploring the ways in which ableism, colonialism, and racism are entangled; exploring the concept of neurodiversity; and unpacking the many intersections of disability.

Organizer(s): *Alan Santinele Martino, University of Calgary; Margaret Campbell, St. Thomas University*

Mad Company: Making and Taking Space in a Sanist World

Session Code: DIS3

Session Language: English

Research Cluster Affiliation(s): Sociology of Disability

Uniting activist and academic approaches and experiences, Mad Studies is an area “of scholarship, theory, and activism about the lived experiences, history, cultures, and politics” that considers those “who may identify as Mad, mentally ill, psychiatric survivors, consumers, service users, patients, neurodiverse,” and/or as disabled people (Castrodale, 2015, p. 284). As a newer field of focus within critical disability studies, Mad Studies is

underrepresented in the academic literature and often within academic conferences as well. For instance, searching for “Mad Studies” in critical disability studies journals that publish in English yields only 69 articles from four journals: Disability Studies Quarterly (n = 18), Canadian Journal of Disability Studies (n = 17), Disability and Society (n = 33), and the Review of Disability Studies (n = 1). Therefore, the aim of this panel is to offer space for those working with/in the intersections of Mad and Critical Disability Studies an opportunity to push back against sanism and ableism in their work.

Organizer(s): *Kristen Hardy, University of Winnipeg and Brandon University; Danielle Lorenz, University of Alberta*

Prescribing Injustice: Disability, Illness, and Health Care

Session Code: DIS4

Session Language: English

Research Cluster Affiliation(s): Sociology of Disability

The Code of Ethics and Responsibilities of the Canadian Medical Association (2018) indicates that physicians must “accept the patient[sic] without discrimination” (p. 4) on the basis of disability, among other social identifiers. And yet, ableism is considered normative in the medical profession (e.g. Jain, 2020; Janz, 2019; Neilson, 2020). Much of this is because the medical model--that is, a model of explaining disability that treats ailments as being the fault of the person who has them and something that must be cured by the practitioner (Goering, 2015; Waterfield et al., 2018)--is reinforced through medical education and training. Despite recognizing medical ableism as a systemic, ongoing problem, disabled and chronically ill people are simultaneously “defined and confined by medical jurisdiction” (Bath, 2000, p. 556). On one hand, such individuals are constructed as deviant because their bodyminds do not conform with those deemed normal by society, while on the other hand their ongoing marginalization is reproduced by the medical system(s) that gatekeep their medical autonomy and access to care. This session seeks proposals for papers that examine the relationship(s) between disability and/or chronic illness and health.

Organizer(s): *Kristen Hardy, University of Winnipeg and Brandon University; Danielle Lorenz, University of Alberta*

Mapping Disability Justice in Canada

Session Code: DIS5

Session Language: English

Research Cluster Affiliation(s): Sociology of Disability

Over the last 20 years, disability justice (DJ) activism has influentially shaped social movements and scholarship across North America and beyond. Emerging out of conversations and collective access making practices happening within US social movement spaces and disability arts communities in the early 2000s and led by disabled people of colour and queer and trans disabled people, DJ emphasizes disability as a political and creative transformative force in the world. Most frequently, DJ draws upon and cites the US-based disability performance group Sins Invalid and their ten core DJ principles of

intersectionality, leadership of the most impacted, anti-capitalism, cross-movement organizing, wholeness, sustainability, cross-disability solidarity, interdependence, collective access, and collective liberation. In Canada, disability activists as well as organizations like the Disability Justice Network of Ontario, have taken up DJ in a multitude of ways, including through campaigns, protests, and mutual aid work. Others have contributed via podcasts and public writing such as blogs, magazines, children's books, and more. Following Sins Invalid's ten principles, much of this work makes important linkages across movements, emphasizing how, for example, accessibility and medical interventions are deeply entangled with issues related to policing, prisons, institutionalization, pathologization, deviance, and criminalization. Working across these issues entangles ableism and sanism with racism, eugenics, poverty, cisheterosexism, capitalism, colonialism, imperialism, and more. While some aspects of disability justice in the Canadian context are documented, there is a need for more of this work to be recorded and analyzed within academic scholarship. We call for scholars and activists to contribute to examining forms of disability justice work in Canada, reflective of, but not limited to: care work, de/medicalization, de/institutionalization, abolition, radical accessibility practices, MAiD, crip, mad, neurodivergent and disability culture, climate change, technology, political economy, eugenicist triage protocols, issues in higher education.

Organizer(s): *Fady Shanouda, Carleton University; Kelly Fritsch, Carleton University; Lisanne Binhammer, Carleton University*

Colonizing Disability/Disabling Coloniality

Session Code: DIS6

Session Language: English

Research Cluster Affiliation(s): Sociology of Disability; Indigenous-Settler Relations and Decolonization

The phrase "nothing about us without us" has been used by both disability and Indigenous activists to proclaim the need that decisions about them not be made by those from outside their communities. Yet, why, in both cases, is outsider, deficit-based research still the norm?

Indeed, a common experience of both Indigenous and disabled bodyminds is the ways they have been and continue to be pathologized. Starting in the nineteenth century, the standard for who was deemed 'normal' in Canada came from those writing policy: white, (mostly) Anglophone, cis, heterosexual, non-disabled men of at least middle class origins. Those whose bodies and minds did not conform to these ideals were deemed abject as a result of faulty genetics, not social constructions. In many cases, these individuals were removed from their homes and communities, either sent to residential schools if Indigenous or were institutionalized if non-Indigenous.

Research that considers the intersections of disability and colonialism is still limited (e.g., Gilroy et al., 2019; Greensmith 2012; Hutcheson et al., 2020; Ineese-Nash, 2017, 2020; Meekosha, 2011; Schiefelbein, 2020; Soldac, 2020). However, a common finding in the extant literature is the ways settler colonial and whiteness discourses operationalize eugenic ideals. How can we recognize the ways particular bodyminds are still purposefully excluded from society, and more importantly, how do we resist this?

This proposal seeks submissions of papers that examine disability and Indigeneity from rights-based perspectives. Possible paper topics include, but are not limited to; using critical disability studies as a methodology (cf. Kim, 2017; Minich, 2016; Schalk, 2017) to explore decolonization, Indigenization, and reconciliation; Indigenous perspectives of disability; the over-representation of Indigenous children in 'low ability' academic streaming programs in mainstream K-12 schools; Indigenous health inequities, current and historic; and how disability metaphors are employed to explain Indigenous realities.

Organizer(s): *Danielle Lorenz, University of Alberta; Kristen Hardy, University of Winnipeg and Brandon University*

Disability in Canadian Higher Education: Where Have We Been and Where Are We Going?

Session Code: DIS7

Session Language: English

Research Cluster Affiliation(s): Sociology of Disability; Sociology of Education

Existing data suggests that 7.4% of PhD students, postdoctoral fellows, and faculty self-identified as disabled (Hango, 2021); other data concluded that 1.5% of graduate students (Simon, 2019), and 5.7% of Canada Research Chairs (Government of Canada, 2021) were disabled. In contrast, the experiences of disabled undergraduate and college students reported in the literature is more robust (e.g. Hutcheon & Wolbring, 2012; Waterfield & Whelan, 2017; Waterfield et al., 2018; Wolbring & Lillywhite, 2021). Yet, the fact remains that most research about disability is framed through deficit-based approaches rather than frameworks developed by disabled scholars and activists (e.g., social model, social-political model).

Statistics Canada reports that 22% of people over 15 have some form of disabling physical, mental, intellectual and/or sensory impairment (Morris et al, 2018). But where are all the disabled academics (Brown & Leigh, 2018)? As more post-secondary institutions implement equity, diversity, and inclusion policies on their campuses, and in specific reference to the Igniting Change report by the Congress Advisory Committee on Equity, Diversity, Inclusion, and Decolonization, what is our current understanding of disability in Canadian postsecondary environments? How might we move away from the medical model of disability, where disability is understood as a medical issue or problem that must be fixed or managed (Goering, 2015; Waterfield et al., 2018)? How can non-disabled academics better support their disabled colleagues and students?

This session seeks proposals for papers that examine the relationship(s) between disability and higher education institutions in the Canadian context. Applicants are encouraged to propose a topic of their own or explore any of the listed topics: UDL in postsecondary classrooms; Experiences of disabled faculty, postdoctoral fellows, graduate students and/or undergraduate students; Resisting academic ableism; Ableist microaggressions; Critical Disability Studies as a methodology in higher education research; and Alternatives to academic accommodations.

Organizer(s): *Danielle Lorenz, University of Alberta; Kristen Hardy, University of Winnipeg and Brandon University*

New Theory in Economic Sociology and Political Economy

Session Code: ECS1

Session Language: English

Research Cluster Affiliation(s): Economic Sociology

This session focuses on new theoretical developments in economic sociology and political economy. Possible themes for presentations include: the crisis and resilience of capitalism; contemporary finance, risk, and crisis; recent shifts in economic inequalities and class relations; aspects of potential and actual moral economies; the emerging digital economy, and the dynamics of global capitalism.

Organizer(s): *Dean Curran, University of Calgary*

Recent Developments in the Sociology of Risk

Session Code: ECS2

Session Language: English

Research Cluster Affiliation(s): Economic Sociology

This session focuses on recent developments in the sociology of risk, both theoretical and empirical. Possible areas of analysis for papers include: risk in the economy, environment, financial systems, as well as social and personal lives. Within these areas, possible themes include the social production of risk, risk perception, the growing sense of “social crisis”, risk and inequalities, as well as risk and individual and collective identification.

Organizer(s): *Dean Curran, University of Calgary*

Sociology of Finance

Session Code: ECS3

Session Language: English

Research Cluster Affiliation(s): Economic Sociology

This session focuses on recent developments in the sociology of finance, both theoretical and empirical. Potential themes include: financial innovation; high-frequency trading, trends in financial regulation, themes in valuation, the performativity of economic knowledge, systemic financial risk and fragility, finance and inequalities, finance and culture, and the financialization of the economy and of everyday life.

Organizer(s): *Dean Curran, University of Calgary*

Committing Sociology: Navigating The Institutional Impacts of the Interdisciplinarity of the Sociology of Education

Session Code: EDU1

Session Language: English

Research Cluster Affiliation(s): Sociology of Education

In 2013, then-Prime Minister Harper uttered, in reference to the arrest of two individuals who were accused of planning a terrorist attack, that it was not the time to “commit

sociology.” Various commentary from sociologists (e.g. Conway, 2013), a journal article (Machum & Clow, 2015), and an issue of the Canadian Review of Sociology (Chewinski, 2017; Doucet & Stilanen, 2017; Hristov, 2017; Lenon, 2017; McGuire, 2017; Ramos, 2017; Taylor, 2017) followed, outlining what committing sociology means. Most recently, a textbook, *Committing Sociology: Critical Perspectives On Our Social World*, aims to highlight how sociology can lead to social change (Knudson & Hahn, 2021). Yet, what does committing sociology mean in relation to education?

Some sociologists research how educational outcomes are connected to an individual's experiences (Williams, 2020), while some educationalists research the relationships that exist between society and schooling/learning (e.g., Donald, 2009). Is there a definitive break between what is education and what is sociology, or is sociology of education “betwixt-and-between” (Turner, 1979, p. 465) the two established research disciplines? Does this liminal space occur because of researcher training, or is it a result of program diversity and availability at the graduate level? If the sociology of education is truly interdisciplinary, how might it exist in the disciplinary structures that permeate our institutions?

This session seeks proposals for papers that aim to explore what sociology of education looks like in the face of the “deep inadequac[ies] of our existing social structures and institutions” (CSA, 2021), the ongoing difficulties of doing education research (Robson, 2021), and the intersections of social/political marginalities. In particular, this session encourages graduate students, post doctoral fellows, and other scholars to outline what places their research in sociology of education, especially if they are not in sociology departments.

Organizer(s): *Danielle E. Lorenz, University of Alberta; Nicole Patrie, University of Alberta; Qingyan Sun, University of Alberta*

Sociology of Education in K-12

Session Code: EDU2

Session Language: English

Research Cluster Affiliation(s): Sociology of Education

This session features papers that draw on empirical, theoretical, or methodological issues in the realm of K-12 education.

Organizer(s): *Alana Butler, Queen's University; Cathlene Hillier, Crandall University*

Sociology of Education in Higher Education Institutions

Session Code: EDU3

Session Language: English

Research Cluster Affiliation(s): Sociology of Education

This session features papers that draw on empirical, theoretical, or methodological issues in the realm of Higher Education.

Organizer(s): *Alana Butler, Queen's University; Cathlene Hillier, Crandall University*

Igniting Change through the Sociology of Education

Session Code: EDU4

Session Language: English

Research Cluster Affiliation(s): Sociology of Education

This session invites papers that draw on theoretical or empirical research to address change in educational institutions. We are interested in the work happening in educational institutions that seeks to change schooling and promote just, democratic, and inclusive educational practices with the goal of encouraging human flourishing (Grant, 2012; Nussbaum, 1997). Presentations may address issues of equity, anti-racism, and anti-colonialism in Canadian schools at all levels.

Organizer(s): *Alana Butler, Queen's University; Cathlene Hillier, Crandall University*

Educational Research in the Time of COVID

Session Code: EDU5

Session Language: English

Research Cluster Affiliation(s): Sociology of Education

For any researcher actively conducting research in the past two years, Covid restrictions or consequences will have likely inserted itself into the research. In this session, we invite proposals that encourage a critical discussion of the unintended challenges or opportunities - broadly defined - of educational research in the time of Covid. Submissions may also include methodological challenges of conducting educational research during this time. Presentations could answer questions such as: What lessons have been learned? What unintended or new research/methodological or teaching opportunities have presented themselves? How has teaching or educational research evolved during Covid? How have challenges brought about by Covid fostered new kinds of research or partnerships?

Organizer(s): *Cathlene Hillier, Crandall University; Jessica Rizk, University of Waterloo*

Pathways to and through Post-Secondary Education in Canada

Session Code: EDU6

Session Language: English

Research Cluster Affiliation(s): Sociology of Education

Pathways to and through post-secondary education in Canada and elsewhere are increasingly diverse. Students are delaying the transition from secondary school to college or university, enrolling part-time, combining school and work, transferring institutions, and attaining multiple credentials. Yet the varied ways students move through post-secondary education remains an understudied subject in the Canadian context as much of what we know about these patterns comes from evidence in the United States. Identifying pathways that deviate from the norm, and uncovering the mechanisms that lead students down them, are important to inequality for at least two reasons. First, student characteristics or experiences might be related to the pathway they follow. Second, different pathways might lead to unequal educational outcomes that work to shape social stratification. Therefore,

understanding how students make their way through their schooling is important to inequality in educational attainment and to shaping social stratification, especially as a growing share of the population is participating in post-secondary education. Papers in this session will contribute to this growing body of literature by leveraging data from other contexts, particularly Canada. We are interested in research that employs quantitative, qualitative, or mixed methodologies to shed light on the individual and institutional predictors and consequences of the increasingly varied ways individuals make their way to and through post-secondary education. Papers could address questions such as: What do these pathways look like, and what students are most likely to follow them (e.g., academic, socioeconomic, racial, and gender characteristics)? What are the education and labour market outcomes associated with following particular pathways? What education policies and institutional practices influence first-generation students' persistence or success in post-secondary education?

Organizer(s): *Stephen Sartor, Western University; Patrick Denice, Western University, Xavier St-Denis, Institut national de la recherche scientifique*

Challenges to Opportunity in Higher Education

Session Code: EDU7

Session Language: English

Research Cluster Affiliation(s): Sociology of Education

More students are attending Canadian colleges and universities than ever before. With the dramatic increases in enrollment numbers and the diversity of students over the past two decades, equal opportunity within post-secondary education has become increasingly important. This session will not only focus on the under-representation of certain groups in higher education, but also the institutional policies and practices that influence the unequal educational experiences of enrolled student groups. Presentations are encouraged to speak to the deeper social problems that influence these challenges. To help inform the field of Sociology of Education in Canada this session will feature empirical research from both college and university settings. By the end of this session, presenters and audience members should come away with a better understanding of the challenges to equality of opportunity in higher education settings across Canada.

Organizer(s): *Nicole Malette, McMaster University*

Is There Still Hope For Public-Serving Universities in Canada ?

Session Code: EDU8

Session Language: English

Research Cluster Affiliation(s): Sociology of Education

Since the 1980s, and with added urgency since the advent of Covid-19, researchers and others have been documenting, warning us about, and urging us to oppose the progressive corporatization of Canada's universities and its many harmful implications for the public's - and the planet's - interests. Despite the thousands of books and articles written, numerous

conferences held, and countless small and large-scale acts of resistance, the corporatization process proceeds apace, and opposition to it remains fragmented, sporadic, and largely ineffective. This session aims to open space for frank and serious discussion about whether broad-based, sustained, and effective opposition to the corporatization of Canada's public universities can still be mounted or if the battle to reclaim our universities as public-serving institutions is all but lost. If it IS still possible to oppose corporatization, how can this be achieved concretely? If this is not possible, what alternatives to the corporate university exist or can be built? Papers in this panel, whether historical, analytical, or theoretical, should NOT simply critique corporatization. Rather, they should focus on ideas for and/or descriptions of projects that seek to move forward from corporatization by transforming the social relations that make it possible.

Organizer(s): *Claire Polster, University of Regina*

Edtech and the Post-Pandemic University: Understandings and Interventions

Session Code: EDU9

Session Language: English

Research Cluster Affiliation(s): Sociology of Education

The pivot to emergency on-line education precipitated by the COVID-19 pandemic has increased awareness of, and debate about, the incorporation of technology into university teaching. Yet, the ways in which, and the extent to which, educational technologies and data services have grown to encompass every aspect of higher education activity (including recruitment and admission services, student management and learning management systems, core digital infrastructure, management dashboards and analytics platforms, library and information systems, etc.) remain poorly understood. More seriously, the ways these developments transform the operations, orientations, contributions, and very future of higher education are also poorly understood and, therefore, virtually uncontested.

This session aims to move beyond debates about the dis/advantages of technology in teaching to explore how the proliferation of educational technologies and data services is fundamentally reorganizing the constitutive social relations of higher education and to consider the implications of this. Papers may focus on a particular aspect of this transformation (such as the impacts on university policy-making, governance, university-industry hybridities, student and staff surveillance, digital exclusion and educational inequality, intellectual property, academic freedom, professional autonomy, etc.). Alternatively, they make take up the issue more broadly, addressing, for example, Edtech's role in the privatization and commercialization of higher education or its implications for the university's future. In addition to critical analyses, papers that address strategic interventions are welcome.

Organizer(s): *Claire Polster, University of Regina*

Practices and Structures of Environmental Stewardship: Theorizing the Development of and Patterns in Environmental Stewardship

Session Code: ENV1

Session Language: English

Research Cluster Affiliation(s): Environmental Sociology

This session will provide a variety of perspectives and cases about how environmental stewardship develops and is experienced. The session will focus on empirical papers that make contributions to our understanding of how practices (and the lifestyles, attitudes, beliefs, values, or emotions that are part of these practices) are connected with historical processes and social structures. Panelists may question and develop models of the development of these practices and models of the psychological correlates of environmental stewardship (eg., those of HEP-NEP). Papers may comment on the social structures that support practices of environmental stewardship, or how these practices change social structures. Alternatively, the papers may demonstrate how individuals and groups organize to change practices to be more environmentally-friendly, or how environmental stewardship practices change the people participating in them. Papers may also comment on policies and programs (educational, organizational, political) that encourage the development of environmental concern and/or environmental stewardship practices.

Organizer(s): *Tyler Bateman, University of Toronto*

New Directions in Environmental Justice Research

Session Code: ENV2

Session Language: English

Research Cluster Affiliation(s): Environmental Sociology

Since the 1970s, environmental justice researchers and movements have analyzed the multiple ways in which social inequality and environmental risk overlap. Classic work has focused on documenting distributional differences in environmental bads and goods, showing how pollution and toxic waste disproportionately burden Black, Indigenous, poor and/or rural communities (Bullard 2000). More recent work tends to examine other dimensions of inequality, including issues of procedural justice in environmental decision-making (Malin et al. 2019) and the struggles associated with incorporating Indigenous knowledge into natural resource management (Cantzler and Huynh 2016). Some have even called for a reframing of environmental justice as violence to link current environmental problems to the processes and ideologies – settler colonialism, racial capitalism and enslavement – that reproduce them (Kojola and Pellow 2020). For this session, we invite scholars to submit research that: extends existing theories of procedural, distributional, or recognition justice; applies environmental justice theories to understudied areas; examines the role of state violence and settler colonialism in sustaining environmental injustice; or which adopts new methods for assessing the relationship between social inequality and environmental harm.

Organizer(s): *Max Chewinski, University of British Columbia; Ken Caine, University of Alberta*

Exploring connections between the reconciliation of people and land

Session Code: ENV3

Session Language: English

Research Cluster Affiliation(s): Environmental Sociology

In his 2018 chapter “Reconciliation here on earth”, settler political theorist James Tully suggests that there are two interconnected projects of reconciliation: “the reconciliation of Indigenous and non-Indigenous people (Natives and newcomers) with each other in all our diversity... [and] the reconciliation of Indigenous and non-Indigenous people (human beings) with the living earth” (p.83). This session invites papers that examine and critically engage with both of these projects and their interconnections. It aims to bring together work on collaborative environmental governance and co-management, Indigenous legal and political theory, and decolonization movements such as ‘Land Back’ for the purpose of sharing crosscutting challenges and opportunities associated with reconciling people and land. Key questions to be explored include: “how do certain ‘reconciliations’ of land and people come to be understood and practiced?”, “how is the requisite labour, knowledge, and decision-making power distributed in these reconciliations?”, and “how do certain reconciliations create and limit possibilities for others?”.

Organizer(s): *Luke Wonneck, University of Alberta; Ken Caine, University of Alberta*

Environmental Sociology

Session Code: ENV4

Session Language: English

Research Cluster Affiliation(s): Environmental Sociology

This session invites papers applying sociological perspectives to the study of environmental issues. In the midst of a global social movement cohering around the climate crisis, political debates over extractive industries, and related policy discussions, there exists opportunities for sociologists to contribute to understandings of the environment as a social construct, a political entity, a physical place/space, a component of social structure and more. This session welcomes theoretical or empirical/substantive papers using any methodology, from any country. Authors are specifically encouraged to reflect on the linkages between environment and the CSA 2022 theme of “Igniting Change Through Sociology”.

Organizer(s): *Ken Caine, University of Alberta*

Rural Communities and Responses to the Climate Crisis

Session Code: ENV5

Session Language: English

Research Cluster Affiliation(s): Environmental Sociology; Rural Sociology

Over a decade ago, sociologist Riley Dunlap challenged rural and environmental sociologists to more effectively engage with the sociopolitical as well as biophysical aspects of climate change in developing mitigation and adaptation policies and strategies. Today, in this climate crisis sociologists are exploring the ways that rural communities and organizations develop

approaches to socially-just and environmentally sustainable practices in times of socio-ecological uncertainty. We invite research papers that engage with the ways that rural communities and organizations creatively respond to the climate crisis, explore the distinct challenges and risks that rural communities face given that they are often natural resource dependent, and/or analyze the success or failure of projects or campaigns launched to develop local collective action to mitigate climate risk.

Organizer(s): *Ken Caine, University of Alberta; Jennifer Jarman, Lakehead University*

Emotion in Learning: Managing Negative Emotions and Creating Positive Spaces when Teaching Environmental Crises

Session Code: ENV6

Session Language: English

Research Cluster Affiliation(s): Environmental Sociology; Teaching and Learning

Teaching the sociology of the sixth mass extinction, the climate crisis, and other forms of dramatic and wide-reaching environmental problems can present students with a problem: difficult emotions of grief, loss, sadness, anger, pain, worry, and other difficult emotions. As these crises deepen, increasing numbers of students will also bring direct experience and in some cases, personal traumas, drawing from these crises. How can sociology instructors teaching these topics create positive spaces for learning and spaces that help students work through difficult emotions? This panel will include research on methods for teaching these environmental problems that will help students to experience and work through difficult emotions. The panel will also address to what extent sociology instructors can implement strategies from trauma-informed teaching and may comment on recent research in teaching and learning scholarship on the neuroscience of working through trauma.

Organizer(s): *Tyler Bateman, University of Toronto and University of Alberta; Ken Caine, University of Alberta*

Climate adaptation and human-nature dynamics

Session Code: ENV7

Session Language: English, French

Research Cluster Affiliation(s): Environmental Sociology

Recent assessments from the IPCC predict that the average global temperature will reach or exceed 1.5°C of warming by 2050, with profound impacts on the natural world. Adapting to these ecological changes is a challenge not only for humans, but also for non-human life. However, research on climate adaptation has tended to neglect the ecological in the pursuit of adapting human societies and built environments to projected environmental changes. This session invites papers that examine climate adaptation through the lens of human-nature interactions. In what ways is climate change altering local and global dynamics of human-nature relations? How are diverse social actors and institutions deliberating when and how to intervene to help nature adapt? What challenges are faced by communities disproportionately affected by climate change, and what solutions are being pursued? What factors are prompting human and non-human migrations and with what social and

ecological consequences? How can sociology mobilize frameworks and methodologies from a variety of subdisciplines (environmental sociology, animal studies, gender, race and ethnicity, science and technology) and integrate with other disciplines and ways of knowing to address present and future challenges of climate adaptation?

Organizer(s): *Valerie Berseth, University of British Columbia*

The Difficult Labour of Igniting Social Change in the Classroom

Session Code: EQS1

Session Language: English

As social justice educators, we encourage students to engage in reflexivity around their positionalities, adopt critical thinking strategies, and unlearn problematic social understandings at the same time as they engage with substantive course content. This pedagogical ask for reflexivity can lead students to disclose sensitive and challenging life events and experiences to their instructors. Without any training on how to handle these disclosures, social justice educators take on difficult emotional labour not only as they support their students but also as they consider how to address related challenges in their classroom, curriculum and on their own mental health. This session invites papers that explore the labour impacts of Igniting Change in critically-oriented classrooms. The CSA Equity Subcommittee encourage responses from a range of disciplines and educational environments.

Organizer(s): *Kristin Lozanski, King's University College, Western University; Robert Henry, University of Saskatchewan; Jessica Braimoh, York University; Maureen Kihika, Simon Fraser University; Alan Santinele Martino, University of Calgary; Ayesha Mian Akram, University of Windsor*

The Relationship between Embodied Selves and Igniting Change

Session Code: EQS2

Session Language: English, French

Learners are often encouraged to critically engage in topics surrounding systems of power and the relationship of that power to the learner's intersectional positionalities. Often the body facilitating this learning is not examined as part of this critical – and negotiated – work. For example, those who do this kind of teaching are embodied as particular kinds of racialized, classed, gendered, sexual, and able-bodied, etc. people. How do the material and embodied realities of teachers enter this kind of teaching practice? How, in the context of COVID-19, has this embodied work been redefined? How do teachers negotiate their bodies in relation to their students' bodies when discussing these kinds of issues? In this session we explore how the bodies we occupy are implicated through the process of Igniting Change through the construction and disruption of knowledge in the classroom.

This panel has been organized by the CSA Equity Subcommittee and is open to expressions of interest for panelists. Please contact the session organizers or submit through the Call for Abstracts.

Organizer(s): *Jessica Braimoh, York University; Kristin Lozanski, King's University College, Western University; Robert Henry, University of Saskatchewan; Maureen Kihika, Simon Fraser University; Alan Santinele Martino, University of Calgary; Ayesha Mian Akram, University of Windsor*

Navigating Parenting as an Academic during and “after” the Pandemic

Session Code: EQS3

Session Language: English

The global pandemic has radically shifted our sociopolitical realities in a multitude of ways, one being the continual blurring of boundaries between “work life” and “home life.” When universities closed their campuses, compelling professors, instructors, staff and students to work from home (WFH) at the same time that many K-12 schools and childcare centres also closed periodically and/or shifted to online learning, the role of an academic parent became even more complex. Some of the challenges navigating parenting as an academic during the pandemic have included inequitable productivity and availability expectations, increased workload including teaching hours, and increased stress in relation to job security and career advancement. As many institutions now scramble to return to “normal”, the challenges and “blind spots” exposed by the pandemic are likely to stay. These realities are more complex as we consider the impact of WFH that contextualizes the steady “return to normal” along racialized, gendered, queered, classed, ableist, and other intersectional axes of social location. In this session, we encourage contributors to apply a critical sociological lens to their lived experiences of navigating parenting as an academic during and “after” the pandemic. The CSA Equity Subcommittee invites graduate students and junior scholars to submit papers that reflect the challenges of parenting as an academic during the pandemic and its lingering effects “after.” We also extend this invitation to papers that contemplate lessons for Canadian universities from the pandemic and recommendations for these institutions that can be implemented to support junior scholars.

Organizer(s): *Ayesha Mian Akram, University of Windsor; Kristin Lozanski, King's University College, Western University; Robert Henry, University of Saskatchewan; Jessica Braimoh, York University; Maureen Kihika, Simon Fraser University; Alan Santinele Martino, University of Calgary*

The Invisible Labour of Responding to Sexual Assault & Sexual Violence on Campus

Session Code: EQS4

Session Language: English

The campus is but one space where the endemic of gender and sexual violence manifest. Universities and colleges across Canada continue to respond to such violence as well as to address the cultural and structural sources of this problem. Through sexual violence policies and reporting processes along with consent training and upstander workshops, post-secondary institutions seek to intervene in gender and sexualized violence on campus. Beyond these formal institutional responses, additional informal – and often unrecognized – work occurs on campus to support and respond to survivors of gender and sexual violence

and to press institutions to improve their formal commitments and the implementation of those commitments. In this session, we invite papers to explore the invisible and intersectional work that people do on campus to respond to gender and sexual violence. What does this work look like? Who is and isn't doing this work? How is this work recognized and taken up (or not) by university/college administrations? This session focuses specifically on the unrecognized labour of Igniting Change in the context of gender and sexual violence on post-secondary campuses. The CSA Equity Subcommittee welcomes papers that highlight the multiplicity of identities – institutional and personal – involved in this labour.

Organizer(s): *Kristin Lozanski, King's University College, Western University; Robert Henry, University of Saskatchewan; Jessica Braimoh, York University; Maureen Kihika, Simon Fraser University; Alan Santinele Martino, University of Calgary*

Critical South Asian Muslim Feminisms: From Margins to Centre

Session Code: FEM2

Session Language: English

Research Cluster Affiliation(s): Feminist Sociology; Race and Ethnicity

The purpose of this panel is to center the scholarship and lived experiences of graduate students, community activists, and emerging scholars in the field of Critical Muslim Studies. This panel has its origins in the “Critical Diasporic South Asian Feminisms Symposium” held in July 2021 at X University. By highlighting diverse Muslim feminist voices, this panel seeks to challenge hegemonic sociopolitical and historical discourses that construct Islam and Muslim women (trans, cis) as homogenous, monolithic and uniform. This panel will provide a brave space of collaboration, community, and critical conversations for Muslim feminist voices that are often marginalized based on the intersections of their South Asian identities and life experiences through ethno-nationalities, disability, sexual and gender identities and expressions, compulsory heterosexuality and sectarian differences to name just a few facets. We encourage submissions from panelists at various stages of their research and activism but especially encourage graduate students and emerging scholars to apply.

Organizer(s): *Ayesha Mian Akram, University of Windsor; Safiyya Hosein, Independent Scholar; Aaliya Khan, York University; Maryam Khan, Wilfrid Laurier University*

Feminist Sociology – Open Session

Session Code: FEM3

Session Language: English

Research Cluster Affiliation(s): Feminist Sociology

This open call for papers in the Feminist Sociology Research Cluster invites research papers stemming from feminist research projects and discussions of strategic ways of implementing feminism and feminist sociology. Analyses at various levels from local social relations to world systems are welcome, as are proposals that discuss strategic ways of reducing patriarchy in the contemporary socio-political agenda. Feminist analyses on such contemporary phenomena as #metoo, women's marches, and feminist responses to contemporary political, policy and social issues are also welcome. Papers are particularly

invited on topics such as women's activities and gender perspectives in all their diversities; critical analyses of structures, cultures and mechanisms of discrimination and oppression of women and marginalized groups; strategies for systemic societal change towards social justice and peaceful societies; and ways in which women's movements, from their local, national and global work, act to promote change through popular theatre, poetry, and political actions, as well as through scholarly and community-based research. Papers are also invited on feminist theory, methodology, pedagogy and or praxis. They may be on specific topics of interest from a historical or contemporary perspective. The feminist sociology open session recognizes and welcomes the contributions of feminist epistemologies and knowledge production from the Global South and from Indigenous spaces around the world, and those that engage with emergent pedagogical practices and new spaces and modalities of feminist action and attention.

Organizer(s): *Linda Christiansen-Ruffman, Saint Mary's University; Jolin Joseph, York University; Ronnie Joy Leah, Athabasca University; Lisa Smith, Douglas College; Ayesha Mian Akram, University of Windsor*

Ruptures, Resistance, and Transformations: Feminist Approaches to Igniting Change

Session Code: FEM4

Session Language: English

Research Cluster Affiliation(s): Feminist Sociology

Theorizing and strategizing for social change are at the heart of feminism as an academic and political pursuit. This session highlights forms of feminist resistance, ruptures, and refusals that subvert structures of power, discrimination, and domination. It invites considerations of personal and collective action in and through feminist and women's movements against projects of colonialism, nationalism, neoliberal capitalist accumulation, patriarchal power, and racism, that compromise the rights and opportunities of marked and marginalized groups. Additionally, it asks whether moving away from questions of complicity to a notion of relational accountability that draws in rather than calls out can help build mutually-supportive, inclusive movements.

Organizer(s): *Ronnie Joy Leah, Athabasca University; Lisa Smith, Douglas College*

Intersectional Feminist Sociologies in a Digital Age

Session Code: FEM5

Session Language: English

Research Cluster Affiliation(s): Feminist Sociology

This session invites a range of intersectional feminist sociologists to help us make sense of, exist within, and grapple our way through this digital age. From activists making use of social media to extend the reach of, form and/or enact sites of collective action, to tech equity scholars bringing to light gender bias and racism in AI, to feminist surveillance studies helping us to rethink reproductive justice in online spaces, to Indigenous counter-cartography resisting epistemological erasure --through all these entrypoints, we seek to explore the ways in which digital tech matters to the work of intersectional feminist

sociologies in the digital age. Some questions for consideration include: In what ways do digital technologies reify, reinforce, extend or replicate historic and/or existing patterns of systemic and intersecting inequities, e.g. patriarchies, colonialism, heteronormativity, racisms, etc.? Is the digital realm truly a novel space or is it more of the same, but in a new social dimension? How can intersectional feminist sociologists make sense of or analyse key digital technologies or processes through a lens that foregrounds the inseparability of gender, race, class, Indigeneity, nationality, able-bodiedness, sexual orientation, and more? During our digital age, we find transformation-- new experiences, social formations, possibilities and peril, and ways of being-- and we welcome intersectional feminist scholars aiming to hold space for scholarly and informed dialogue, discussion, and interrogation.

Organizer(s): *Ayesha Mian Akram , University of Windsor; Lisa Smith, Douglas College*

Intergenerational Critical Feminist Conversations: Reflecting on the Past, Present, and Future of Feminist Sociology

Session Code: FEM6

Session Language: English, French

Research Cluster Affiliation(s): Feminist Sociology

Recognizing the ancestral and historical contributions and trajectories of feminist thought in the evolution of contemporary practice, this roundtable invites submissions that will ignite intergenerational conversations around feminisms in sociology. Through an emphasis on challenging Eurocentric feminist thinking, this panel will feature multigenerational conversations around the challenges--past, present, and future--facing those engaged in applying and working with critical feminist intersectionalities, in theory, practice, or method; we see these discussions embedded within and responsive to the place of feminist sociologies within sociology, but also the ways that feminists sociologists intersect with feminist movements and sites of activism, for example, settler colonialism, heteropatriarchies, cisnormativities, racism, classism, ableism, and climate justice. The purpose of this session is to be critically reflexive about the past, present, and future of feminist sociologies. We encourage submissions from feminist sociologists--scholars and/or activists--at all stages of their careers to engage in critical conversations with one another at this session.

Organizer(s): *Ayesha Mian Akram , University of Windsor; Lisa Smith, Douglas College*

Gender at Work, Gendered Work

Session Code: FEM7

Session Language: English

Research Cluster Affiliation(s): Feminist Sociology

Gender intersects with other axes of identity to create particular experiences of working life. Women, girls, and marginalized groups earn less, have fewer opportunities for employment, education and training, and contend with poverty, health challenges, discriminatory norms, policies and practices that do not adequately consider the needs of diverse women or mothers. Their work is often sorted, segregated and routinely devalued and devalorised.

Acknowledging ongoing and persistent gender inequalities in workplaces and the labour market, this session invites papers that explore and consider the material conditions of gender and work under capitalist patriarchy. We invite scholars to consider the ways that the COVID-19 pandemic has exacerbated, reified, or transformed intersecting inequalities. We welcome different sociological perspectives including historical, political economy, and policy analysis on topics including, but not limited to: gendered perspectives on work and social reproduction; gendered-racialized hierarchies in the division of labour; feminisation of domestic work, garment factory work, and other sectors; sexual and intimate labour; transnational care chains and migrant labour; gender diversity, inclusion and equity policies; flexibilisation and the rise of precarious and informal work; gender in organizations and leadership roles and opportunities; women's involvement in and erasure from labour unions and collective action.

Organizer(s): *Ronnie Joy Leah, Athabasca University; Jolin Joseph, York University*

Interrogating Feminist Intersectionality in Theory, Research, and Praxis

Session Code: FEM8

Session Language: English

Research Cluster Affiliation(s): Feminist Sociology

This session critically engages with the concept and practice of intersectionality as an academic and political project. In seeking to understand its intellectual and activist origins, co-optations, and continuing relevance, the session poses the following questions: How is intersectionality articulated and applied today, what does it offer? How do analyses and action that are intersectional transform and expand feminist and sociological projects? Can intersectional frameworks account for complex identities and social locations without privileging particular oppressions or statuses of social stratification? Is it helpful to supplement intersectional analysis with other frameworks (e.g. queer theory, crip theory)? What is the role of intersectional research in challenging Whiteness, carceral/militarized state violence, sexual and gender-based violence, and other multidimensional oppressions? What strategies does intersectionality bring to address inequality and advance inclusiveness?

Organizer(s): *Linda Christiansen-Ruffman, Saint Mary's University; Jolin Joseph, York University; Ronnie Joy Leah, Athabasca University; Lisa Smith, Douglas College; Ayesha Mian Akram, University of Windsor*

Drawing on Doucet: Methodological Invitation and Relation in the work of Andrea Doucet

Session Code: FEM9

Session Language: English

Research Cluster Affiliation(s): Feminist Sociology

This session invites papers that engage thoughtfully with the methodological insights, innovations and contributions of Andrea Doucet. Papers can extend theorizations, discuss the implementation of particular research practices, and bring Doucet's work into

conversation with other pivotal pieces, such as those by Tuck and Yang (2014) on refusal. Topics can include: researcher epistemologies, listening, coding, and intersectionality, to name just some. Panel participants are encouraged to read their published, in process, and prospective research through Doucet's scholarly methodological contributions. What do Doucet's contributions enable in the production of feminist knowledge making? What kinds of interventions does Doucet's work make possible against Sociology's conventional ways of knowing? What kinds of space for more ethical, accountable, and nuanced research does Doucet's work allow?

Organizer(s): *Judith Taylor, University of Toronto*

Ecofeminist Activism: Challenging the Climate Crisis and Envisioning Alternative Futures

Session Code: FEM10

Session Language: English

Research Cluster Affiliation(s): Feminist Sociology; Environmental Sociology

Today, people in almost every country and sector of society are facing acute economic, health, and ecological challenges. In the midst of these crises, young women across the world are on the frontlines – and often in the lead among scientists, politicians, farmers and Indigenous community leaders – in ringing the alarm on the imperative for action in the face of the global climate crisis. This session considers how ecofeminist ethics and social movements are reconfiguring and repositioning the power of feminist, ecological and Indigenous knowledges to confront the climate crisis. Papers are invited to address how ecofeminist values and practices – including the interdependence of all life, balance and reciprocity, relationality and harmony, accountability and cooperation – can resist eco-Imperialism and planetary ecological destruction, while fostering resilience in social, ecological and economic relationships and forging alternative futures of care, abundance, and respect. Additional topics may include, and are not limited to: distinguishing 'Green' Capitalism from intersectional, ecofeminist climate action; links between reproductive rights and climate justice; anti-poverty movements and overlap with movements against environmental racism, sexism, colonialism and classism; Green New Deal(s), grassroots mobilization and state (in)action; representation of women in climate governance and leadership; climate strikes and movements in the Majority World; shifts/transitions from resource extraction and pipelines to renewable energy; the campaigns of Indigenous women water walkers and earth/water/sky protectors; ecosocialist ecofeminism; movements for a paradigm shift beyond the Anthropocene.

Organizer(s): *Ronnie Joy Leah, Athabasca University; Leigh Brownhill, Athabasca University; Linda Christiansen-Ruffman, Saint Mary's University*

Gender and the Continuum of Violence in Migration

Session Code: FEM11

Session Language: English

Research Cluster Affiliation(s): Feminist Sociology; Violence and Society

Gender-based and intersectional violence, defined in structural and / or interpersonal terms, is often part of the migration process and experience. It may unfold in a “continuum” of time and space in which gender-based violence (GBV) might have started before arrival to a safe receiving society, and may constitute the reason for migration; some GBV might have occurred during long and arduous journeys before arrival to “safety”, and some might have been taking place in the country of reception by various individuals and institutions. Other times, the “continuum” may refer not to an ongoing journey but to qualitative continuities and linkages of GBV forms across space and time. Finally, the “continuum” may refer to intergenerational repetition of violence. Our understanding of GBV is a broad one that includes structural violence, i.e. the enabling environments that channel or translate into interpersonal GBV. We also see violence as fundamentally gendered, either in its root origins, forms or consequences and often in terms of all of these dimensions. Finally, we understand GBV as intersectional, i.e. affecting differently and being impacted by multiple, interacting social memberships and identities beyond gender. The intersectionality framework sheds light on the significance of the “continuum” in shaping the experiences of immigrant and refugee women in the context of differential but always higher vulnerabilities that migration and refugee journeys entail. This session invites empirical analyses and theoretical reflections of GBV and understandings of the “continuum” of violence in Canada or various international contexts.

Organizer(s): *Evangelia Tastsoglou, Saint Mary's University; Pallabi Bhattacharyya, Saint Mary's University; Cathy Holtmann, University of New Brunswick*

Dialogues on Gender, Sexuality, Health & Change

Session Code: GAS1

Session Language: English

Research Cluster Affiliation(s): Gender and Sexuality

This session examines the intersection of health and gender and sexuality. The sociology of gender and sexuality has demonstrated innumerable inequities within healthcare assess and treatment for women and sexual and gender diverse people – many of which have been exacerbated within the Covid-19 pandemic. These inequities are further disproportionately faced by racialized people. Health and medicalization continue to be a force of regulation of bodies and neoliberal responsabilization, while also functioning as a site of discrimination and barrier to the fostering of inclusivity and tolerance within our society. This session welcomes papers which reevaluate the intersection between health, gender and sexuality, with a particular focus on intersections of gender/sexuality, with health and race.

Organizer(s): *Chris Tatham, University of Toronto / University of Guelph; Paulina García-Del Moral, University of Guelph*

Igniting Change through Teaching Gender & Sexuality

Session Code: GAS2

Session Language: English

Research Cluster Affiliation(s): Gender and Sexuality

This session welcomes papers that explore how we may ignite change through teaching gender and sexuality, especially in the context of the Covid-19 pandemic. Teaching gender and sexuality is an exercise that prompts students to develop their sociological imagination by reflecting upon their own position within hierarchies of power, further examining the intersection of structural inequalities like race, class, ability, among others. Providing students with a comprehensive understanding of gender and sexuality is a key aspect of fostering an appreciation for inclusivity, tolerance, and democracy.

The Covid-19 pandemic involved the transition to online learning in post-secondary institutions, and it is only now that the slow return to in-person classes has begun taking place. This opens up new challenges and opportunities for fostering social change as students and instructors reflect on how Covid-19 has transformed the regulation of gender and sexuality as institutions, social relations, and identities and how they intersect with other structures of inequality.

The aim of the session is to share strategies with fellow instructors that are designed to engage and excite students about gender and sexuality and social change as topics of research and as structures that affect their lives. Further, this session will discuss the challenges presented and opportunities afforded by online learning, as well as discuss future approaches to teaching gender and sexuality, which do both our students and subject matters justice, in a time of lingering uncertainty.

Organizer(s): *Chris Tatham, University of Toronto / University of Guelph; Paulina García-Del Moral, University of Guelph*

Masculinities in Transition

Session Code: GAS3

Session Language: English

Research Cluster Affiliation(s): Gender and Sexuality

At its root, one of the greatest obstacles to addressing the challenges of our time and the inadequacies of our social structures and institutions is masculinity. This session addresses the impact of traditional masculinity yet also the growing transitions away from the traditional, hegemonic, colonial, and 'toxic' masculinities, towards more robust, fluid, and accessible masculinities.

The questions that motivate this panel are: How does masculinity change? How do race, class, sexuality, ability, nationality, religion, and other structures of inequality intersect to shape how men 'do' gender? How can the framework of masculinities be harnessed to address social inequality? How can masculinity be a force for productive social change in local and global contexts?

Organizer(s): *Chris Tatham, University of Toronto / University of Guelph; Paulina García-Del Moral, University of Guelph*

Intersectional Lens: Trans & Non-Binary Experiences

Session Code: GAS4

Session Language: English

Research Cluster Affiliation(s): Gender and Sexuality

The sociology of gender and sexuality has made important contributions to the study of transgender and non-binary experiences. These include analyses of the development of trans and non-binary identities in childhood, the healthcare and mental health challenges experienced by non-binary and trans adolescents, and the parenting experiences of transgender and non-binary children. Others include work on the boundaries of trans and non-binary identity membership, as well as violence and discrimination against trans and non-binary individuals and the growing representation of non-binary and trans lives in mainstream media and popular culture.

This session features papers that extend current analyses of trans and non-binary experiences in local and global contexts. Focus will be dedicated to the experiences of non-binary and trans lives and how they navigate the inadequacies within our social structures, as well as research that addressed changes that can be made to help to foster further inclusivity and tolerance for trans and non-binary peoples. We particularly welcome papers that employ an intersectional lens and consider the impact of race, class and the intersection of other structures of inequality.

Organizer(s): *Chris Tatham, University of Toronto / University of Guelph; Paulina García-Del Moral, University of Guelph*

Doing Gender & Sexuality Research During A Pandemic

Session Code: GAS5

Session Language: English

Research Cluster Affiliation(s): Gender and Sexuality

Among the innumerable impacts of the Covid-19 pandemic on the academia was the derailing of research plans. This session focuses on the experience of doing gender and/or sexuality-based research during a pandemic. This panel welcomes papers which address methodological changes and innovations prompted by Covid-19 and healthcare considerations. What challenges and opportunities did the pivot to online research bring about? What are the new ethical considerations that arose from the pandemic and social/physical distancing measures? To what extent can we as researchers promote social change through our work in the context the pandemic and the inequalities that it exacerbated?

This session welcomes papers that address some of these questions and sketch out potential new avenues for doing research on gender and sexuality and for the field to continue to critically interrogate social structures and institutions in hopes of fostering meaningful and representative change.

Organizer(s): *Chris Tatham, University of Toronto / University of Guelph; Paulina García-Del Moral, University of Guelph*

Intimacies, consent, and violence in LGBTQ2S+ communities

Session Code: GAS6

Session Language: English

Research Cluster Affiliation(s): Gender and Sexuality

Sexual violence, consent, and abuse within relationships is a serious issue concerning the wellbeing of people. While research on consent among heterosexual couples is well documented, a small but growing body of research studies and acknowledges the existence of partner violence in LGBTQ2S+ communities, but research on queer interpersonal violence remains limited. Interpersonal violence within LGBTQ2S+ relationships and communities is positioned within cisheteropatriarchal, white supremacist, colonial, and ableist structures, and can be untangled through understanding histories of institutionalized violence as well as micro-level interactive processes. This session brings together papers that examine how non-heterosexual, trans, and gender nonconforming people negotiate consent, navigate intimate sexual violence, and conceptualize and reframe cultures of intimacy. The session aims to connect important conversations about consent, intimacy, and violence within LGBTQ2S+ communities through sociology, bringing together research that aims to influence social change about cultures of intimacy. Papers might include analyses of structural causes of power shaping violence between LGBTQ2S+ people, conceptualizations of consent and forms of interpersonal violence, as well as comparisons and considerations of intimate violence among LGBTQ2S+ people outside of non-heteronormative frameworks. Papers that consider research methodologies and challenges due to cultural and social norms, secrecy, and ongoing effects of limited legal and social recognition are also welcome.

Organizer(s): *Elliot Fonarev, University of Toronto; Andy Holmes, University of Toronto*

Open Session on the Sociology of Medicine, Health, and Illness

Session Code: HEA1

Session Language: English

Research Cluster Affiliation(s): Sociology of Health

This session invites papers that focus on the theoretical, methodological, and empirical issues pertaining to the sociology of health and health care. Papers exploring health inequities, individuals' experiences of illness and/or interactions with health care services, intersections between work and health, health care professions, and organization of the health care system are welcomed. We are also interested in papers that engage with the conference theme of igniting change through sociology.

Organizer(s): *Michael Halpin, Dalhousie University; Elena Neiterman, University of Waterloo*

Sociological Insights on Vaccination

Session Code: HEA2

Session Language: English

Research Cluster Affiliation(s): Sociology of Health

Sociologists have devoted increasing attention to vaccination in recent decades. From MMR, HPV, and H1N1 to COVID-19, sociologists have investigated individual, family, and

community-level attitudes and beliefs that guide vaccine decision-making across the life course. They have explored the nuances of vaccine hesitancy, refusal, and acceptance; debated the ethics of vaccine distribution and mandatory vaccination policies; and uncovered racial-ethnic and socioeconomic inequalities that organize access to and uptake of vaccinations. Despite these social scientific insights, governments are often dissatisfied with the effectiveness of vaccination campaigns; as the outgoing NIH Director stated in an MSNBC news report about COVID-19 in October 2021, “we underestimated vaccine hesitancy ... I wish we had somehow seen that coming and come up with some kind of a myth-buster approach.” This session builds on emerging sociological scholarship to present work on diverse topics concerning vaccination. We invite a wide range of submissions that consider the attitudes and social contexts that shape vaccine decisions, investigate the health care and information systems that impact uptake, and that reveal nuance in vaccination hesitancy and acceptance. We encourage submissions that (a) speak to vaccine-related challenges and inequalities in our societies and the means to address them, and/or (b) generate consideration of how the study of vaccination may illuminate broader substantive and theoretical insights into other areas of sociology (e.g., sociology of family, social movements, medical sociology, social inequality).

Organizer(s): *Katelin Albert, University of Victoria; Andrea N. Polonijo, University of California*

The Dynamics of Trust During COVID-19

Session Code: HEA3

Session Language: English

Research Cluster Affiliation(s): Sociology of Health

The focus of this session is public health and its relationships with different kinds of trust such as political trust and social trust. A growing body of literature suggests that trust is likely to underlie response during outbreaks. A lack of trust in government has been shown to predict low rates of preventative behaviours and control intervention. Whereas social trust facilitates collective actions within communities and helps to direct response initiatives from other levels of the health care system to the community, lack of it hinders cooperation and collective action, thereby limiting these efforts. Low trust will also cause disruptions of community interactions, public panic, and fragmentation, and create a vicious cycle between lack of trust, non-compliance, hardships and further distrust.

Still, the association between all these kinds of trust and public health remains understudied. This session seeks theoretically informed and empirically grounded papers from all relevant disciplinary backgrounds. Topics could include but are not limited to: How does trust help promote individual and population health? How does trust distribution across social categories of race, gender, and class affect health inequalities? How does trust change during COVID-19?

Organizer(s): *Cary Wu, York University*

Informal Caregiving, Health and Well-being

Session Code: HEA4

Session Language: English

Research Cluster Affiliation(s): Sociology of Health

In 2018, nearly one quarter of Canadians 15 years of age or older provided informal help or care to a family member, friend or neighbour with a chronic health condition, disability or problem related to aging (StatsCan 2018). Informal caregivers provide the majority of private in-home care that would be costly for health care systems to administer. It is estimated that informal caregiving saves Canadian Governments billions annually in health care costs and helps prevent our health care systems from exceeding care capacity (Keefe 2011). Despite the importance of this population, we know little about the relationship between informal caregiving, health and well-being. Caregivers are a large, heterogeneous group and experience a wide range of personal and caregiving circumstances that may differentially impact their well-being. This session calls for quantitative and/or qualitative research that focuses on the dynamic relationship between informal caregiving and health. Research that fits with the CSA theme “Igniting Change Through Sociology” will be given priority.

Organizer(s): *Samantha Skinner, Western University Canada*

Health, Rights, and Justice: The Reproductive Landscape in Atlantic Canada

Session Code: HEA5

Session Language: English

Research Cluster Affiliation(s): Sociology of Health

Reproductive justice is an academic and activist framework arising from the work of Black feminist scholars who extend the reproductive rights conversation to include a consideration of interlocking oppressions and movements for social justice with a focus on family in/and community. By necessity, reproductive justice also includes a consideration of social determinants of health, human rights, and systemic oppression. This panel will examine ongoing research and activism for reproductive justice in Atlantic Canada. Work being undertaken under the umbrella of reproductive justice may include: queer and trans inclusive reproductive care, repatriation of Indigenous birth practices, the impacts of racism on birth outcomes, abortion, midwifery, reproductive technologies (NRTs), prenatal screening and ableism, surveillance of pregnant people, antenatal mental health, and a host of other topics. Atlantic Canada is often understood as remote, rural, and under-resourced, with discourses of austerity pervading government discussions, as evidenced in recent public discussions about reproductive rights and access to abortion. Despite this hostile environment, communities are working hard to develop programs and projects that support pregnant people and families in a range of ways. Proposals for presentations related to movement building, policy interventions, or other ongoing research related to topics concerning reproductive justice in Atlantic Canada are invited.

Organizer(s): *Krista Johnston, Mount Allison University; Christiana MacDougall, Mount Allison University; Sarah Rudrum, Acadia University*

The Importance of Home and Inequity

Session Code: HOU1

Session Language: English

Research Cluster Affiliation(s): Sociology of Housing

Many Sociologists have researched the importance of home in various capacities – whether through community building, health and wellbeing, safety or intimacy. With the launch of the housing research cluster, we invite presentations from people working on the importance of home as it means in multiple social worlds. The research cluster seeks to begin our work looking at the importance of home in order to establish the current state of research on housing in Canada and build community amongst researchers in this field.

Organizer(s): *Katie MacDonald, University of Alberta; Esther De Vos, Independent Scholar*

Indigenous Experiences with Canadian Education

Session Code: IND1

Session Language: English

Research Cluster Affiliation(s): Indigenous-Settler Relations and Decolonization

The deep inadequacies of Canadian educational institutions to sustain just, inclusive, and accepting environments, has become clear. Within the Canadian context, Indigenous students have been battling for decades to maintain their identity and gain power, access, and support. Research has demonstrated that Indigenous students are facing racism on both interpersonal and structural levels and experiencing high levels of burden both socially and academically. It is also indicated that social positioning and other intersecting factors of identity and place combine in the creation (and amplification) of their experiences with racism and discrimination. Despite continued issues with settler-colonialism and its accompanying racist ideologies, it is evident that Indigenous students in Canada continue to resist the ongoing attempts at subjugation – refusing to be eliminated. In wake of the Truth and Reconciliation Commission and the National Inquiry into Missing and Murdered Indigenous Women, we stand on the cusp of significant potential systemic change within Canadian educational institutions. How are changes being made? Why? What is the effectiveness? And what will ignite the sustained and embedded change that education systems in Canada require?

Organizer(s): *Kerry A Bailey, University of Saskatchewan*

Indigenous-Settler Relations and Decolonization - open call for presentations

Session Code: IND1

Session Language: English

Research Cluster Affiliation(s): Indigenous-Settler Relations and Decolonization

The Indigenous-Settler Relations and Decolonization Research Cluster invites you to submit theoretical or empirical research papers that relate to the study of Indigenous-settler relations and/or the struggle for decolonization. Based on submissions received, the organizers will create one or more sessions, as needed.

Organizer(s): *Jeff Denis, McMaster University*

Social Media Algorithms, Big Data and Surveillance Capitalism

Session Code: ITD1

Session Language: English

Research Cluster Affiliation(s): Internet Technology and Digital Sociology

Affordances of information communications technologies, including social media sites and applications, refer to technical features mediating, and in many respects constituting user engagement that arguably act to “encode human agency” (Introna, 2011; see also Beer, 2009). Algorithms steer attention in a saturated online attention economy marketplace, often influencing the ‘going down a rabbit hole’ experience many have experienced on sites such as YouTube. What is the current state of research on the role digital algorithms play while engaged with social media, especially given the broader context of ‘big data’ corporatization of social media and surveillance capitalism (Zuboff, 2019)? This session invites developed (i.e., findings and analysis are at least preliminary) research that advances knowledge of the connections between platforms, affordances, and wider corporate dynamics. Discussion of policy impacts, and potentially effective responses are encouraged.

Organizer(s): *Michael Adorjan, University of Calgary*

Combating online crime and deviance: Insights from a sociological lens

Session Code: ITD3

Session Language: English

Research Cluster Affiliation(s): Internet Technology and Digital Sociology

With society moving toward becoming more digital, new opportunities have been afforded to potential offenders to carry out criminal and/or deviant acts. For example, offenders can take advantage of the many features and affordances that online spaces provide to them (i.e., anonymity, use of fake accounts or aliases, private messaging, spreadability, increased scope of an online audience). Subsequently, this shift has presented varying challenges to law enforcement personnel as they attempt to keep up with and investigate more online-based crimes and deviant acts, including difficulties with the collection of digital forms of evidence, among other things. The research in this session will focus on how the Internet and information and communication technologies (ICTs) are being utilized to carry out cybercrimes and other delinquent acts including, but not limited to, hacking and security crimes, cyberbullying and online hate, and online predators and sexual exploitation. We also invite papers that consider the broader impacts of online offending such as the challenges facing law enforcement, vulnerabilities for individuals targeted by online forms of crime and deviance, and potential policy implications for how to effectively combat these acts.

Organizer(s): *Molly-Gloria Harper, Western University*

Technology and Society

Session Code: ITD4

Session Language: English

Research Cluster Affiliation(s): Internet Technology and Digital Sociology

As the sociological study of technology continues to expand, many questions remain unanswered regarding the social implications of digital technologies in our everyday lives and how they structure our relationships with larger social institutions. To this end, this general session invites papers that explore the complex intersections of technology and society, with the former broadly defined to include the Internet, computers, smartphones, ICTs, social media, and other networked devices or web platforms. We welcome all theoretical and empirical submissions using a variety of frameworks and methodological approaches that investigate either behaviours and interactions in online spaces or the outcomes of technological developments in face-to-face environments. We are especially interested in submissions that critically engage with the role of the technology in sociological inquiry as it pertains to Canada and abroad. Overall, our objective is to provide a centralized space for digital sociologists to share their diverse research interests and to foster the growth of this area within Canadian sociology.

Organizer(s): *Andrew Nevin, University of Massachusetts Boston; Anabel Quan-Haase, Western University*

Digital Inequality and Stratification

Session Code: ITD5

Session Language: English

Research Cluster Affiliation(s): Internet Technology and Digital Sociology

One of the most prominent research agendas within the sociology of technology investigates how new technological developments contribute to either lessening or compounding existing social inequalities. As our understanding of digital inequality has improved, research has shifted away from an exclusive focus on the gap between the 'haves' and 'have-nots' to begin to highlight other types of skill-based digital divides that arise in the networked society. This session contributes to this discourse by inviting submissions that examine technology from a lens of social stratification, including topics related to Internet access, disparities in digital literacy, digital inclusion policies, precarity in the digital workforce, and many others. We are also interested in papers that discuss how the COVID-19 pandemic has complicated our understanding of digital inequalities.

Organizer(s): *Andrew Nevin, University of Massachusetts Boston; Anabel Quan-Haase, Western University*

News media, sociology, and social change

Session Code: ITD6

Session Language: English

Research Cluster Affiliation(s): Internet Technology and Digital Sociology

News media are increasingly recognized as not only information sources, but as active participants in social change, and can play a key role in shifting public perception of social problems from an individual issue to a public problem (Comas-d'Argemir 2015). This session invites papers that consider the relationship between sociology, news media, and social change. Topics might include: (1) mobilizing sociology within news media; (2) academic,

journalist, and advocate/activist collaboration; (3) intersectional feminist, anti-racist, and/or Indigenous media activism; (4) the relationship between social media, journalism, and activism; and (5) news media as a site of violence prevention. We are particularly interested in research that is conducted in partnership with journalists and/or community stakeholders from outside academia.

Organizer(s): *Jordan Fairbairn, King's University College*

Dating in the Digital Age: Sociological Studies of Digital Sexual Spaces

Session Code: ITD7

Session Language: English

Research Cluster Affiliation(s): Internet Technology and Digital Sociology; Gender and Sexuality

In our contemporary erotic sphere, digital spaces have become central sexual arenas. We have witnessed the emergence and burgeoning of a variety of digital sexual spaces where sexual actors can consume pornography, meet romantic and sexual partners, and explore fantasies and fetishes. From Christianmingle.com to FeetFetishDating.com, digital spaces have opened possibilities for new sexual desires, practices, intimacies, subjectivities, and identities. This session aims to contribute to the empirical and theoretical sociological literature on dating and the erotic sphere in this digital age. We welcome submissions that aim to expand and re-imagine current theories to push our sociological imagination of sex and sexuality into the digital age. Submissions that offer potential research methods for empirically examining digital sexual spaces are also welcome. We are interested in papers that take critical and intersectional approaches, addressing how social locations, such as race, gender, sexualities, and class, with/in digital spaces affect the ways in which desires are structured and how 'sexual actors' navigate digital sexual spaces. We invite scholars to offer ways of understanding the mutual imbrication between sexual fields/spaces, sexualities, and technologies. Areas of theoretical and empirical investigation may include, for example: Social groups who are excluded from digital sexual fields or marginalized within them; Forms of stratification and inequalities within digital sexual fields; negotiations of erotic capital; Racism, colonialism, dis/ableism, sexism in digital spaces; Hierarchies of desirability being negotiated in these digital sexual fields; Niche online spaces for a variety of sexualities; Sexual desires, and sexual practices; The regulation of these sexual spaces; Sexual harassment and violence in digital spaces; The critical role of digital sexual spaces in enabling and constraining sexual preference structures based on age, race, class, body types, etc.; The emergence of desires, subjectivities, and identities with/in online sexual spaces.

Organizer(s): *Alan Santinele Martino, University of Calgary; Nicole Andrejek, McMaster University; Maryam Ali, University of Calgary*

Internet, Technology, & Social Movements

Session Code: ITD8

Session Language: English

Research Cluster Affiliation(s): Internet Technology and Digital Sociology

The internet and other information technologies have become important staples in contemporary politics and social movements. For over two decades, online spaces have been able to provide security and refuge for political actors and groups facing censorship from their governments. The internet was a pivotal technology in anti-state movements such as the Arab Spring and Anonymous. At the same time, nation-states have attempted to employ information technologies to influence democratic processes globally. More recently the internet has also acted as a space where contested ideas of the far-right and alt-right have gained traction and seem to be growing. This session invites papers that broadly engage with how the internet and information technologies are being used by social movements, individual political actors, and nation states to meet their goals. We are interested in empirical contributions that engage with the variety of ways technology has come to shape and reshape political and ideological debates and involvement at both the global and local levels. Theoretical contributions that aim to develop new theory or extend contemporary theories via engagement with the internet and information technologies are especially encouraged. We are interested in high quality research that engages critically with the impact information technologies are having on our understanding of social movements and political sociology. The main goal of this session is to foster a space where social movement research and digital sociology intersect to the mutual benefit of both fields.

Organizer(s): *Andrey Kasimov, McMaster University*

Developing Feminist Epistemology in Sociology

Session Code: KNW1

Session Language: English

Research Cluster Affiliation(s): Sociology of Knowledge

Between the 1970s and 1990s, key feminist debates across the arts and social sciences focused on the gendering of knowledge in social institutions. From Sandra Harding's work on the masculine structure of the scientific field, to Dorothy Smith's institutional ethnography method, these works remain classics in the contemporary sociological study of gender. As feminist theory became reified as the sub-field of 'gender' within sociology, and intersectionality and post-colonial theory called for feminism to move beyond its white, pan-European, cis-gendered standpoint, feminist debates about epistemology and knowledge shifted largely outside sociology, to disciplines like philosophy and science and technology studies. This panel seeks to revisit, revive, and revise feminist approaches to knowledge in sociology. We invite abstracts that engage with classical works in feminist epistemology, undertake feminist epistemological questions in new empirical work, and challenge and update feminist theories of knowledge for the 2020 decade.

Organizer(s): *Lily Ivanova, University of British Columbia; Will Keats-Osborn, Independent scholar*

Sociology of Knowledge – Open Session

Session Code: KNW2

Session Language: English

Research Cluster Affiliation(s): Sociology of Knowledge

This panel is an open invitation for work that engages with the Sociology of Knowledge. We advocate an expansive view of knowledge encompassing all representations of reality and social life, including organizational knowledge, practical knowledge, historical knowledge, Indigenous and non-Indigenous knowledges, embodied and tacit knowledge, beliefs, myths, facts, customs, routines, identities, and more. We invite abstracts that focus on classic theories of knowledge, such as phenomenology, social constructionism, and ethnomethodology, as well as contemporary approaches to the sociology of knowledge. We also welcome work that uses knowledge as a lens for examining other sub-fields and empirical subjects in sociology, including race, gender, sexuality, labour, education, and others.

Organizer(s): *Lily Ivanova, University of British Columbia; Will Keats-Osborn, Independent scholar*

National Flavours of Sociology

Session Code: KNW3

Session Language: English

Research Cluster Affiliation(s): Sociology of Knowledge

Sociologists often aim to reveal universal findings about human social life through their research. But scholars who have read widely or attended conferences alongside their international colleagues might recognize different local characters or qualities of sociology that are particular to certain places or peoples: different assumptions, research methods, styles of communication, approaches to validation, conditions of professionalization, or patterns of collegiality, to name only a few. Papers in this session are invited to explore questions of place and nationality in social science research and knowledge—how do sociologists produce, define, or recognize national flavours of sociology? What makes for a social science that’s “Canadian”? How might nationality, history, heritage, immigration, socialization, Indigeneity, or other factors be reflected in sociological knowledge and practice?

Organizer(s): *Will Keats-Osborn, Independent Scholar; Lily Ivanova, University of British Columbia*

Modest Proposals for the Future of Sociology

Session Code: KNW4

Session Language: English

Research Cluster Affiliation(s): Sociology of Knowledge

In 1969 Bernard Beck and Howard Becker published “Modest Proposals for Graduate Programs in Sociology,” concluding that “the typical approaches to revision of the graduate

program consist of minor tinkering with [what is effectively] a badly running machine that requires major overhaul or replacement.” Maybe instead of being required to take exams, for instance, students ought to be able to request exams that have merely an advisory purpose. Maybe instead of getting a degree upon graduation, degrees ought to be granted upon admission. Maybe instead of teaching courses, professors ought to sit under a tree at designated times, engaging in discussion with whoever comes by about whatever topics come to mind. Although in broad strokes, graduate programs have changed little in the five intervening decades, recent trends in history, politics, inequality, health, work, and even global climate highlight the potential need for a revolutionary rethinking of academic research and higher education. What new approaches to research, pedagogy, bureaucracy, or academic culture might result from a radical reappraisal of social science? How can sociological knowledge contribute solutions to emerging problems in academic culture and practice?

Organizer(s): *Will Keats-Osborn, Independent Scholar; Lily Ivanova, University of British Columbia*

La place du corps dans les connaissances sociologiques

Session Code: KNW5

Session Language: English, French

Les corps racisés, féminins, intersexués, vieux, gros ou encore handicapés sont ceux sur lesquels s'exercent des formes d'oppression, tant physiques que symboliques. Idle No More, #MeToo et Black Lives Matter sont des exemples de mouvements sociaux visant à dénoncer ces violences. Depuis sa constitution en champ de savoir, la sociologie peine à penser le corps, et surtout à penser à partir du corps et de l'expérience incarnée des acteurs sociaux. La modernité a envisagé le corps comme un récipient pour l'esprit humain, lui attribuant un rôle moindre dans l'expérience humaine, voire comme une contrainte. Si la scission entre le corps et l'esprit, aux côtés d'autres dualismes de la pensée moderne, a permis à la sociologie de proposer des systèmes théoriques pour interpréter la société, elle complique l'approche de la complexité de plusieurs phénomènes sociaux actuels, voire en empêche toute problématisation et toute critique.

Dans le cadre de cette séance, nous souhaitons mobiliser la façon dont la sociologie et les disciplines connexes pensent le corps afin d'investir l'analyse de phénomènes sociaux actuels à partir du prisme du corps, en tant que lieu culturellement construit et en tant que réalité empirique traversée par les relations de pouvoir. Seront appelés à contribution des recherches et travaux articulant le corps aux différents axes d'inégalité (race, classe, genre, âge, grosseur, capacités, etc.) dans une perspective intersectionnelle. Seront également bienvenues d'éventuelles discussions portant sur les techniques et disciplines de modification et d'embellissement du corps, sur les technologies du corps (numériques et autres), sur les styles de vie, etc. Cette séance se propose, plus largement, d'évaluer de façon critique l'impact de la place et du sens contesté du corps dans la société et dans la sociologie sur les débats et luttes sociales contemporaines. Pour ce faire, une attention particulière sera portée aux corps dissidents, hors norme ou minoritaires.

Organizer(s): *Nicolas Petel-Rochette, Université du Québec à Montréal; Geneviève Proulx-Masson, Université du Québec à Montréal*

New Perspectives in Marxist Sociology

Session Code: MXS1

Session Language: English, French

Research Cluster Affiliation(s): Marxist Sociology

This session will explore new directions in marxist theory, research and praxis. Papers in this session will cover a multiplicity of topics relevant to marxist sociology.

Organizer(s): *Kristin Plys, University of Toronto*

Marxism and Igniting Change

Session Code: MXS2

Session Language: English, French

Research Cluster Affiliation(s): Marxist Sociology

This session will focus on Marxist perspectives on social change. We are particularly interested in papers that speak to topics of relevance to the current moment. This might include papers on contemporary social movements, marxist perspectives on race, class gender, or sexuality, or historical analyses that provide lessons for the contemporary moment.

Organizer(s): *Kristin Plys, University of Toronto*

Omnibus

Session Code: OMN1

Session Language: English

We invite submissions from authors who cannot find a session that fits their research. Approved submissions will be sorted into similarly themed sessions.

Organizer(s): *Sherry Fox, Canadian Sociological Association*

The future of sociological research in Canada within a diverse, rapidly changing, and transformative society

Session Code: PEP1

Session Language: English, French

With shifts in research paradigms, theoretical advances, methodological development, and the emergence of new data, our research landscape has evolved at an unprecedented pace. To promote social change with a diverse and ever rapidly changing society, sociologists in Canada must value both scientific and hermeneutic research traditions, and further interrogate the link between theory and empirical research, the interaction and power

dynamics between observer and participant, and the relationship between our ivory tower and the real world. A more holistic and balanced view of social problems embedded in Canadian society and their future solutions relies on a better dialogical exchange between sociological imagination and social consciousness, especially among the next generation of sociologists in Canada.

This session sponsored by the CSA subcommittee of Policy, Ethics, and Professional Concerns intends to create a platform to highlight the future generation of sociologists' most cutting-edge work on Canadian society. We accept submissions by graduate students, including co-authored papers with faculty as long as the first co-author is a current graduate student. We especially welcome submissions authored or coauthored solely by graduate students without faculty co-authorship. While research topics related to any aspects of Canadian society (e.g., inequity and inequality, indigenous nations, Black and racialized communities, organizations and institutions, social relations, migration, health and mental health, housing, children and youth, work and employment, rural/urban space, and education) will be considered, we particularly welcome submissions demonstrating theoretical sophistication or methodological innovation.

Organizer(s): *Qiang Fu, University of British Columbia; Johanne Jean-Pierre, Ryerson University; Augustine Park, Carleton University*

Emerging and Enduring Cleavages in Contemporary Political Mobilization

Session Code: PSM1

Session Language: English

Research Cluster Affiliation(s): Political Sociology and Social Movements

This session explores the bases of support for contemporary political movements, parties, and leaders, with a focus on the attitudes, dispositions, and identities that link individuals to political causes. We especially encourage participants to consider how the sources of support for contemporary political movements, including protest movements and radical parties on the left and right, speak to longstanding debates about changing and enduring political cleavages in democratic societies. We also welcome submissions that investigate attitudes at different geographic scales of interest (e.g., continental, national, provincial, regional, municipal) and how they shape outcomes in complex political systems. We aim to discuss diverse cases from around the world and seek to situate them in the broader context of national and transnational structural forces (e.g., globalization) and transformative local events (e.g., tied to social movement mobilizations). We invite both theoretically and empirically informed submissions and also welcome papers that break new conceptual and methodological ground in the measurement of politically relevant attitudes and dispositions, contributing to our understanding of what shapes political demand.

Organizer(s): *Sébastien Parker, University of Toronto; Martin Lukk, University of Toronto*

Political Sociology and Social Movements - Open Sessions

Session Code: PSM2

Session Language: English

Research Cluster Affiliation(s): Political Sociology and Social Movements

Scholars whose work addresses issues of political sociology and social movements, broadly defined, are encouraged to submit their work to these open sessions. Based on submissions received, the organizers will create one or more sessions, as needed.

Organizer(s): *Emily Laxer, Glendon College, York University; Lisa Kowalchuk, University of Guelph*

Science and Politics in Times of Denial

Session Code: PSM5

Session Language: English

The purpose of the session is to understand how these contradictory relationships between science and social dimensions arise and unfold. Why was sociology taken to the dock in a time of solid denial?

The session is expected to approach the development of science and the growth of denial in economically developed societies. Through this approach, each participant will be able to analyze why such contradictions remain. For example, many analysts claim that scientists, including those in the humanities and social sciences, have difficulty understanding how the development and accumulation of scientific knowledge can produce its opposite, the denial of science and the invalidation of its instruments and methods of analysis. Furthermore, why is this social phenomenon difficult to apprehend? We start from the assumption that Science and Society are a given reality, a ready and finished social fact that has always existed.

Organizer(s): *Giovane Batista, University Research Institute of Rio de Janeiro*

10 years after the 'Maple Spring': Legacies, strikes, and movements for change in the education system and beyond

Session Code: PSM6

Session Language: English, French

Ten years ago, the province of Quebec witnessed the 'Maple Spring', a general unlimited student strike that emerged in March 2012 and transformed into a citizen movement with broad mobilizations lasting through the summer. What were the implications of this strike and movement for its participants, for the education system, and for society? How did it contribute to the sociological imagination and to our conception of education, democracy and of (other) strikes and social movements? How were (other) labour or education movements and strikes affected by its legacies; and how did they compare or differ? This panel will highlight scholars' work about the 2012 student strike and Maple Spring, its interdisciplinary and intersectional legacies, as well as other movements and strikes in the spheres of labour and education and beyond that surrounded or succeeded it in the provincial, federal, and international landscape, their commonalities and differences, and the

implications for present-day movements. We invite panelists to submit their interest in participating in this panel through the Call for Abstracts.

Organizer(s): *Nadia Hausfather, Université du Québec à Montréal*

10 years after the 2012 student strike: Researching dynamics of 21st century strikes and movements within and beyond the education system

Session Code: PSM7

Session Language: English, French

Research Cluster Affiliation(s): Pending

Demarcating the ten-year anniversary of the largest and longest student general unlimited student strike in Quebec's history, alongside the citizen unrest labelled 'Maple Spring' that arose from it, this session invites researchers to present intersectional, interdisciplinary work about 21st century student or labour movements and strikes, or other movements within the education system and beyond, at the local or international level, and their implications for the education system or society.

Organizer(s): *Nadia Hausfather, Université du Québec à Montréal*

Race and Ethnicity - Open call for papers

Session Code: RAE1

Session Language: English

Research Cluster Affiliation(s): Race and Ethnicity

Sociology as a discipline has the power to elicit individual or structural change. The Race and Ethnicity Research Cluster invites you to submit papers that broadly highlight current issues around race, ethnicity, identity, and racism in Canada and beyond. Papers that focus on the conference theme of "Igniting Change Through Sociology" will be given priority, allowing the research cluster organizing committee to produce sessions based on groupings of submitted papers.

Organizer(s): *Jennifer Adkins, University of British Columbia*

"We are Here for You:" Universities' Responses to the 2020/1 Racial Awakening

Session Code: RAE3

Session Language: English

Research Cluster Affiliation(s): Race and Ethnicity

After the murders of George Floyd and Breonna Taylor, like many Westerners, universities had a racial awakening. Numerous emails were sent out to prove that departments and schools were absorbing then current events, acting, and reflecting on their role in racism and white supremacy. After public interest in Black Lives Matter waned, as did academia's interest in helping Black students, faculty, and staff. Then after the Atlanta Shooting and the bodies of Indigenous children were recovered, the emails and calls for action reappeared. What seems to be occurring is that universities and academia are using performative actions

to capitalize on the moment in order to boost their reputations. This session invites presentations on the lack of meaningful action in the last two years of the white, racial reckoning.

Organizer(s): *Jasmeet Bahia, Carleton University*

Anti-Asian Racism in Canada: Pandemics, Geopolitics and Social Change

Session Code: RAE4

Session Language: English

Research Cluster Affiliation(s): Race and Ethnicity

Since the global outbreak of COVID-19 in early 2020, assaults on individuals of Asian descent have increased in Canada and other western countries. This trend, exacerbated by political polarization and populism across the Western world, has led to the alarming resurgence of racialized "Yellow Peril" tropes in public discourse. Since the late 19th century, the term has become a pejorative metaphor depicting Chinese and other Asians as the threats and the non-white Other whenever geopolitical tensions arise between the West and Asia or when pandemics occur in Asia. Anti-Asian racism, as a "shadow pandemic," has resurged during the COVID-19 pandemic, leading to the rise of racial profiling, discrimination and stigmatization, and generating negative social, economic, political and cultural impacts on Asian communities in Canada. Hence there is an urgent need to examine the issues mentioned above from multiple theoretical perspectives and methodological approaches to effect positive social change. This is paramount for building a just, inclusive and democratic society where people can flourish regardless of their backgrounds.

This session invites contributions that address at least one of the following questions:

1. What are the factors, forces, and policies which contributed to the origin and evolution of anti-Asian racism in Canada?
2. What social change has occurred in combatting anti-Asian racism in Canada? What brought about such change?
3. How can we mitigate the rise of anti-Asian racism generated by the COVID-19 pandemic and geopolitics? What new questions, research agenda, or strategies do we need to better understand and mitigate racism in general and anti-Asian racism in particular?

We seek papers that address anti-Asian racism in the Canadian context, particularly those with a broader international and comparative scope. We especially welcome innovative approaches that examine intersectionalities of how gender, race, class, sexual orientation and other factors are generating anti-Asian racism.

Organizer(s): *Guida Man, York University; Alvin Yang, Universität Kassel and University of Ottawa*

New developments in data management and research methods

Session Code: RAS4

Session Language: English, French

Recent technological advancements around data management and security, coupled with COVID-19 restrictions limiting social interactions has had a substantial effect on sociological research methods. Changes to researchers' work has included increased use of remote data access and data sharing, as well as a greater reliance on using the internet as a research tool in data collection, such as performing interviews traditionally conducted face-to-face, as well as data management and the recruitment of participants. While some of these changes have eased previous limitations to social research, they have also created new challenges.

This session organized by the CSA Research Advisory Subcommittee will provide a forum for researchers to discuss the benefits and difficulties of these new approaches and potential ways in which sociologists can address the challenges they present.

We invite those interested in participating in this panel to submit to our Call for Abstracts and/or contact the organizers.

Organizer(s): *Lisa Kaida, McMaster University; Kristyn Frank, Statistics Canada; Kyle Willmott, Simon Fraser University; Neda Maghbouleh, University of Toronto*

LGBTQ Religious Activism

Session Code: REL1

Session Language: English

LGBTQ religious activism has typically been examined outside of social movements scholarship, and political sociology has broadly separated religious activity from the political sphere. This session takes a divergent approach and looks at LGBTQ religious group engagement in the context of activism. Examples of LGBTQ religious activism can range from creating reform in mainstream religious organizations to forming LGBTQ religious sectarian groups. The papers in this session collectively examine how LGBTQ religious individuals/groups target religious institutions as 'contested sites,' how such individuals/groups interrupt the largely held cultural belief that LGBTQ and religious identity are incompatible, how LGBTQ religious individuals create a collective consciousness, and how identity politics and culture play a role in these processes. By consolidating papers on LGBTQ religious activism, this session challenges traditional Political Process Theories (PPTs) in social movements studies. While PPTs have tended to focus on the State as the primary target of change, this session's papers examine collective action in multiple non-State institutions and highlight the role of culture and identity in social change activism.

Organizer(s): *Golshan Golriz, McGill University*

Reactions to Change: Case Studies in Canadian Society

Session Code: REL2

Session Language: English, French

Academics, institutions, governments, non-profits and other bodies eagerly seek to produce change in response to perceived ongoing wrongs in society. However, 'change' receives mixed reactions in Canadian society, as it is debated and fought over in matters such as politics, the environment, sport, and religion. This session calls for case studies of people's reactions to change. By drawing from material across methodological and topical boundaries, the session hopes to incite dialogue and learning about the many meanings of change in contemporary Canadian society. In doing so, participants and attendees can reflect on how their well-intentioned efforts to ignite change through sociology can be most effective in a society where change is not universally well-received.

Organizer(s): *Patrick Bondy, Ryle Seminary*

Social problems and normative problems through relational lenses

Session Code: RES1

Session Language: English, French

Research Cluster Affiliation(s): Relational Sociology

Relational sociology in general is an intellectual attempt to improve on mainstream sociology by leading it away from substantialism and closer to processualism. Above all, this means re-examining social life by prioritizing the dynamic processes in it. How can this approach help in the study of social problems, from structural inequalities to everyday discriminations, from environmental degradation to cultural representations? In other words, what do we gain from framing social problems (racism, sexism, etc.) in relational-processual terms? Can we suggest new ways to understand problems, perhaps even new solutions or new problems altogether? Furthermore, since we cannot touch on social problems without tackling the question of social justice, what does relational sociology have to say about normative problems or the difference between what is and what ought to be? This session invites papers looking into specific concrete social problems and/or developing a theoretical reflection about normative problems through an engagement with relational sociology.

Organizer(s): *Jean-Sebastien Guy, Dalhousie University*

Conceptualizing and applying relational sociology

Session Code: RES2

Session Language: English, French

Research Cluster Affiliation(s): Relational Sociology

Relational sociology is a research field that has been on the rise in recent years as demonstrated by the works of Donati, Emirbayer, Crossley and Dépelteau. This is an exciting moment since the field is still in the making. This marks a great opportunity for researchers coming from different theoretical backgrounds and studying different empirical objects to engage in a dialog with each other to explore the dynamic and processual aspects of social

life. Presentations can focus on: (i) theoretical issues within one paradigm or across the entire field; (ii) relational analyses of empirical phenomena; (iii) anything in between!

Organizer(s): *Jean-Sebastien Guy, Dalhousie University*

Protecting Indigenous traditions, culture and sovereignty by building intricate Indigenous social organizations

Session Code: RUS1

Session Language: English

Research Cluster Affiliation(s): Rural Sociology

This session highlights the different ways in which Indigenous communities are working together to build intricate social organizations enshrined in Indigenous traditions and culture in order to assert their rights as sovereign nations. Hundreds of small rural Indigenous communities are spread out throughout Canada and many of these communities are in remote areas cut-off from urban centres. For centuries, limited resources have forced Indigenous communities to prioritize a complicated and myriad set of socio-economic issues that require them to integrate colonial ideologies into their traditional values in order to ensure long-term community viability. Increasingly, Indigenous communities are combining their limited resources and establishing Indigenous social organizations built on a framework that recognizes the importance of Indigenous traditions, culture and sovereignty in decision making. Through these Indigenous organizations, communities are entering into business ventures, partnerships with Indigenous and non-Indigenous groups with common interests, and collaborative arrangements with governments, industry, and non-governmental agencies within their traditional territories with much success. Abstracts are welcomed that examine the ways in which Indigenous communities are working together to develop Indigenous-based social organizations in order to meet the demands of the 21st century while at the same time protecting their traditional values, culture, sovereignty, and community viability. Of particular interest are strategies that involve reconciliation, including modern land claim agreements, natural resources management, health care, education, investments, partnerships, Aboriginal and treaty rights, and social capital.

Organizer(s): *Satenia Zimmermann, Lakehead University; Jennifer Jarman, Lakehead University*

Ordinary Cosmopolitanisms

Session Code: SCL1

Session Language: English

Research Cluster Affiliation(s): Sociology of Culture

Academic discussions of cosmopolitanism have been reinvigorated in the context of contemporary processes of globalization, transnational mobilities, and multicultural urbanism. Cosmopolitanism can be understood as both: 1) a philosophy and political project of world citizenship; as well as 2) an intellectual or aesthetic disposition and set of practices premised on an openness to cultural diversity and global awareness (Binnie et al. 2006; Urry 2000). Within the broader academic literature, a growing sociology of cosmopolitanism is

characterized by research that uses a grounded notion of cosmopolitanism to understand the ways in which cosmopolitanism is 'lived' and expressed in everyday life (e.g. Lamont and Aksartova 2002; Skrbis and Woodward 2007; Germann Molz 2011). For this session, we welcome papers that advance sociological understandings of the various ways in which cosmopolitanism is manifest in everyday life. This may include research that focuses on urban cosmopolitanism, cosmopolitan consumption and markets, or cosmopolitan media practices, for instance. We are interested in work that considers the aesthetic dimensions of cosmopolitanism (openness to cultural diversity) and/or its moral dimensions (commitment to, and care for distant others and environments), elite and alternative cosmopolitanisms, as well as aspects of cosmopolitan socialization, and mundane cosmopolitan cultures. We invite proposals for papers that are theoretically informed and grounded in empirical research; especially (but not exclusively) studies that consider how cosmopolitanism surfaces and is expressed in ordinary Canadian contexts.

Organizer(s): *Sonia Bookman, University of Manitoba; Mara Fridell, University of Manitoba; Mark Hudson, University of Manitoba*

Culture and Inequality

Session Code: SCL2

Session Language: English

Research Cluster Affiliation(s): Sociology of Culture

This session examines the role of inequality in shaping culture and culture in shaping inequality. Potential topics include: How does position within social or economic hierarchies shape individuals' cultural repertoires? When and how does culture affect social stratification? When and how do individuals use culture as a source of social mobility? How do we value or devalue cultural repertoires or strategies associated with particular groups? We welcome papers from diverse methodological and substantive areas, as well as both empirical and theoretical contributions.

Organizer(s): *Allyson Stokes, Memorial University; Saara Iinamäa, University of Guelph*

Cultural Production and Cultural Consumption

Session Code: SCL3

Session Language: English

Research Cluster Affiliation(s): Sociology of Culture

This session, organized on behalf of the Sociology of Culture Research Cluster, explores how cultural goods are made and circulate in society. Paper proposals are invited on topics relating to production and consumption in media and creative industries, and in particular we invite papers that explore:

The organization of work in creative industries (e.g., increasing rates of freelance and precarious labour); Changes in the way that art is valued and legitimized; How patterns of media and cultural consumption have changed in light of shifts in technology; How media representations of race, gender, sexuality, age or ability have changed or remained

the same; The role of CanCon regulations in protecting and promoting Canadian culture, and/or the role of the CBC.

Organizer(s): *Allyson Stokes, Memorial University; Saara Iinamaa, University of Guelph*

Culture, Inequality, Recognition

Session Code: SCL4

Session Language: English, French

Research Cluster Affiliation(s): Sociology of Culture; Social Theory

Throughout the neoliberal era increases in social inequality manifest in widening gaps between social groups; the rich and the poor, white and non-white, trans and cisgender, the global north and south. These gaps express material, symbolic, and cultural differences. At the same time, the social issues faced by marginalized classes and racialized communities have gained broader societal recognition becoming focal points for mobilization and social change. These include increased awareness of settler-colonialism, anti-black and anti-Indigenous racism, the diminished life chances of trans and non-binary peoples, as well as the everyday stigma faced by women, queer people, and people of colour. And yet, societal recognition fuels a culture of backlash and outrage, sharpening the polarization of opinion and further dividing political sects. A growing number of scholars focus on how culture as an autonomous force in social life stands between both gross inequity and the possibilities of societal recognition. This session invites submissions around the themes of culture, inequality, and recognition. Some of the questions it will consider include: How can culture help us to explain, understand, interpret, and confront the current political, economic, and environmental crises? How does culture impact institutional processes and knowledge production? How does culture shape stigma, discrimination and societal recognition? How does culture escalate group-specific social problems into collective moral dilemmas? What effect does culture have on morality and moral decision-making? How can culture and cultural change contribute to social change and our possible futures?

Organizer(s): *Dean Ray, York University; Mervyn Horgan, University of Guelph; Connie Phung, Concordia University*

Everyday life and the state

Session Code: SCL5

Session Language: English

Research Cluster Affiliation(s): Sociology of Culture

Norbert Elias (2009: 127) stated that the concept of everyday life “shimmers with many colours, has numerous meanings with a whole spectrum of undertones.” It is about the seemingly mundane and ordinary. Conversely the state, the entity that can exert legitimate physical and symbolic violence, looms large with its bureaucratic structures and omnipresent power. This session invites papers which explore how the state comes to colour our everyday lives. We welcome papers that come from a variety of theoretical and methodological perspectives and encourage a diverse range of substantive cases and

examples. It is hoped that by exploring this intersection between everyday life and the state, we as sociologists can illuminate paths to ignite change.

Organizer(s): *Lynda Harling Stalker, St. Francis Xavier University; Evan Curley, St. Francis Xavier University*

Récits de la disparition en Anthropocène / Narratives of the Disappearance in Anthropocene

Session Code: SCL6

Session Language: English, French

Research Cluster Affiliation(s): Sociology of Culture

Depuis une vingtaine d'années, à l'intersection des dimensions sociales, culturelles et écologiques, les humanités environnementales se sont consacrées à décrire les processus conduisant à la destruction sans précédent des habitats, des milieux de vie et des espèces animales ou végétales. Pour explorer et contrer les effets de l'Anthropocène – comprise ici comme l'influence croissante et dévastatrice de l'activité humaine sur l'environnement (Bonneuil et Fressoz, 2016) – plusieurs voies ont déjà été sociologiquement investiguées. Aux études macrosociologiques, des perspectives plus locales et alternatives ont été défrichées, notamment dans la défense de nouveaux modes de vie (Macé, 2019), la contribution à des « alter-politiques » (Hage, 2015) ou le développement de liens avec les plus-qu'humains (Haraway, 2007).

L'objectif de cette séance est de contribuer à ces réflexions en se déplaçant vers le domaine de la culture et de l'art. Elle cherchera ainsi à identifier les formes esthétiques favorisées par les artistes, pour rendre compte de ce qui s'érode, s'éteint pour finalement disparaître dans les sociétés d'aujourd'hui. Des animaux aux végétaux en passant par les paysages et les milieux de vie, de quelle manière, à partir de quelles formes sensibles et selon quels dispositifs créatifs, les artistes opèrent-ils.elles pour faire résonner dans le présent, les nombreuses narrations de l'extinction en cours ? Autrement dit, par-delà le constat scientifique et le défi politique, l'expérience artistique peut-elle favoriser un mouvement réflexif, voire permettre une certaine forme d'empowerment pour vivre sur cette « planète endommagée » (Tsing, 2017) et agir sur ce qui la menace ? Les propositions devront se baser sur des corpus artistiques.

For twenty years, at the intersection of social, cultural and ecological dimensions, environmental humanities have devoted themselves to describing the processes leading to the unprecedented destruction of habitats, living environments and animal or plant species. To explore and counter the effects of the Anthropocene - understood here as the growing and devastating influence of human activity on the environment (Bonneuil and Fressoz, 2016) - several avenues have already been sociologically investigated. In macrosociological studies, more local and alternative perspectives have been explored, particularly in the defense of new ways of life (Macé, 2019), the contribution to "Alter-Politics" (Hage, 2015) or the development of links with the more-than-humans (Haraway, 2007).

The purpose of this session is to contribute to these reflexions by moving to the field of culture and art. It will thus seek to identify the aesthetic forms favored by artists, to account

for what is eroding, dying out, and disappearing in today's societies. From animals to plants, through landscapes and living environments, in what way, from what sensitive forms and according to what creative devices, do artists operate to resonate in the present, the entangled narratives of the extinction? In other words, beyond the scientific observation and the political challenge, can artistic experience open a reflexive movement, or even allow a certain form of empowerment for live on this "damaged planet" (Tsing, 2017) and act on what threatens our world? Proposals must be based on art corpus.

Organizer(s): *Uhl Magali, Université du Québec à Montréal*

The (Dis)enchantment of Developmentalism: Critical Discourses in ECEC

Session Code: SCY1

Session Language: English

Research Cluster Affiliation(s): Sociology of Childhood and Youth

This call for presentations situates itself within the premise that the process of "disenchanting discourse" (Wynter, 1987, p. 207) or "delinking" from what Mignolo terms "the colonial matrix of power" (2011, p. 9) entails a confrontation with many of the taken for granted assumptions within Early Childhood Education and Care (ECEC). One of these assumptions is the ways in which child developmentalism continues to preserve beliefs in normal development in a manner that simultaneously generates categories of exclusion or conditional inclusion within a range of ECEC settings. We invite paper presentations that seek to question and re-imagine ECEC learning spaces and practices through a foregrounding of methodologies and methods from a variety of critically engaged scholarship such as (but not limited to): Critical Pedagogies, Critical Race Theory, Disability Studies, Mad Studies, Decolonial Studies, Indigenous Studies, Postcolonial Studies, Queer Studies, Posthumanisms, Poststructural feminisms and the Sociology of Childhood and Youth Studies. We seek to inquire together about what might happen when we move "childhood beyond pathology" (Farley, 2018) through a disenchantment with conceptions of typical development that continue to sustain unjust racist, ableist, classist logics of the heteropatriarchal neoliberal order? Similarly we invite papers that seek to re-imagine the conditions of how we might engage in ECEC through a critical examination of conceptions of care both within and against our (dis)enchantment with childhood developmentalism.

Organizer(s): *Maria Karmiris, OISE/UT; Adam Davies, Guelph University; Rachel Berman, X University*

Researching and reflecting on early childhood in contemporary Canadian society

Session Code: SCY2

Session Language: English, French

Research Cluster Affiliation(s): Sociology of Childhood and Youth

The past two years have drawn increasing attention to the ways young children affect their societies. The sustained quarantines of COVID-19 and the current efforts of the federal government towards implementing a national child care plan have brought young children, their impacts, and their place in contemporary Canadian society to the forefront of our social

imaginings. As education, work, and recreation all undergo tremendous change we have become more keenly aware of the place of young children, the influences of their relationships and networks, and the supportive spaces of early childhood. At this moment of vitality and transformation in Canadian thinking about early childhood, we invite researchers to submit papers and presentations focusing on sociological early childhood research in a variety of ways. These could include:

Young children's experiences and perspectives; Research methods with young children and/or their families; Research exploring early childhood communities (young children, educators, childhood professionals, families); Indigenous ways of knowing and inquiring into early childhood; Investigations focusing on the effects and changes brought about by the global pandemic and local manifestations of COVID-19 on young children, their families, and the field of early childhood; Social theoretical perspectives and discourses regarding young children, early childhood, and families; Public perspectives regarding early childhood, early childhood education, and family support; Research investigating early childhood policy, legislation, and institutional change.

Organizer(s): *Noah Kenneally, MacEwan University; Laurel Donison, Brock University*

Gender and sexuality across childhood and youth: Perspectives and practices, consolidations and challenges

Session Code: SCY5

Session Language: English

Research Cluster Affiliation(s): Sociology of Childhood and Youth

Children and youth navigate social scripts and discourses that reinforce normative gender and sexuality practices through various media presentations, cultural narratives, and institutional organizations. These messages take on diverse forms at varied intensities, whether they are implied through the adventures of Disney princesses and heroes or revealed through the ways in which high school "guidance counselors channel male and female students into different courses based on cultural biases of gender-appropriate jobs" (Besen-Cassino, 2018, p. 7). Most often, these scripts and discourses reinforce binaries that outline what "normal" interests, desires, and day-to-day practices for girls and boys are. For instance, while girls' magazine covers splay out messages such as "Hundreds of life-changing hair ideas" and "Real girls confess: my first kiss," boys' media focuses on their ambitions and exploring their future. While these cultural contexts can lead to the reproduction of limiting understandings of femininity, masculinity, and young sexuality, they can also foster resistant practices taken up by children and youth. This session aims to learn more about the perspectives and practices of gender and sexuality as they are embraced by children and youth across various contexts, topics, and circumstances. We invite theoretical and empirical papers that explore how gender and sexuality are constructed, embodied, and rewritten in childhood and youth, especially as they intersect with other social positions, such as race and class. With these focuses, this session is keen to learn how children and youth can both explicitly and implicitly reproduce and confront normative understandings of gender and sexuality.

Organizer(s): *Amber-Lee Varadi, York University; Lindsay C. Sheppard, York University*

Experiences of children and youth within youth justice and other social service institutions

Session Code: SCY6

Session Language: English

Research Cluster Affiliation(s): Sociology of Childhood and Youth

The ubiquitous nature of the Covid-19 pandemic has reverberated across the globe impacting everyone in different ways, especially children and youth. Adjusting, adapting, and accommodating have become common-place for all institutions, and particularly child and youth-serving institutions in the shifting approach they have taken to working with and providing support to young people and their families. In this session, we present theoretical, empirical and practice-based papers which explore the experiences of children and youth within systems of youth justice and other social service institutions. Presentations may explore, from various perspectives, a range of topics such as: challenges and barriers faced by children and youth, best practices and opportunities, interactions with adult professionals and interactions amongst young people, the extent to which children and youth exercise voice and agency within institutions, and how youth justice and other social service institutions might be re-imagined to more effectively work with and support young people. We invite work that focuses on both the North American and global context, as well as pieces that may include young people in the participatory design of the study. Papers may be contextualized in pre or post pandemic times.

Organizer(s): Daniella Bendo, King's University College, Western University; Christine Goodwin-De Faria, Trent University, Durham

Mental Health and Social Context

Session Code: SMH1

Session Language: English

Research Cluster Affiliation(s): Sociology of Mental Health

This session focuses on the impact of social context on mental health outcomes. We define social context broadly, ranging from financial and economic context to neighbourhood residence, country of origin, workplaces, or social and demographic contexts including institutions of family, gender and ethnicity. The papers in this session will emphasize patterns of differential vulnerability by individuals' social position within those contexts, including age and socioeconomic status, for example.

Organizer(s): Jinette Comeau, King's University College, Western University; Marisa Young, McMaster University

Advanced Approaches to Research on Mental Health

Session Code: SMH2

Session Language: English

Research Cluster Affiliation(s): Sociology of Mental Health

Research on the Sociology of Mental Health has undergone many changes over the past few years related to theoretical and methodological advances in the discipline. This session exhibits researchers doing just that and considers the innovations in understanding the differential exposure and vulnerability to stressors in all areas of life.

Organizer(s): *Jinette Comeau, King's University College, Western University; Marisa Young, McMaster University*

Contextual, Ambient, and Macro-Level Stressors on Mental Health and Well-Being

Session Code: SMH3

Session Language: English

Research Cluster Affiliation(s): Sociology of Mental Health

This session will focus on contextual, ambient, and macro-level stressors, along with variation in their mental health consequences as a function of social status. Reflecting upon the past two years, examples of these stressors include, but are not limited to: climate change and other related natural disasters such as wildfires and floods; the Covid-19 pandemic and its far-reaching impacts on work, family, and social life; and the political, social, and economic unrest associated with activist movements such as Idle No More and Black Lives Matter. Papers that are theoretically and/or methodologically oriented are welcome.

Organizer(s): *Jinette Comeau, King's University College, Western University; Marisa Young, McMaster University*

Emerging Voices in Mental Health (Roundtable Session)

Session Code: SMH4

Session Language: English

Research Cluster Affiliation(s): Sociology of Mental Health

This roundtable session gathers a panel of emerging scholars and early career researchers who will advance the tradition of the Sociology of Mental Health through substantive, theoretical, and methodological innovations. Each panellist will briefly introduce their research and will respond to audience questions on their approaches, topics, and the future of mental health research in the Sociological context. Panellists' specific interests may include, but are not limited to, racial inequities, drug involvement, rurality, and modern mothering. Methods include primary qualitative data collection and the analysis of secondary survey data. This session will be interactive, and attendees are encouraged to ask questions of the emerging scholars.

Organizer(s): *Jinette Comeau, King's University College, Western University; Marisa Young, McMaster University*

Migration and the Pandemic: Issues for migration flows, migration entries and migrant integration.

Session Code: SOM1

Session Language: English

Research Cluster Affiliation(s): Sociology of Migration

This session investigates the impacts of the COVID-19 pandemic on migration issues. We welcome both theoretical and empirical works that address new issues for migration dynamics and settlement trajectories. Papers could investigate but not limit to the following questions: How do people cope with mobility and immobility during and after the pandemic? How would people's mobility experiences during the pandemic shape their future migration plans? How would the "new normal" working and homemaking shape migration and integration?

Organizer(s): *Jing Zhao, Alexander College; Cary Wu, York University*

Forced Migration and Socio-Economic Catastrophic Effects on Asia and Sub Saharan Africa Continents

Session Code: SOM2

Session Language: English

Research Cluster Affiliation(s): Sociology of Migration

Forced migration which referred to the movements that refugees, migrants, and Internally Displaced Persons (IDP) make, which can be either within their country or between countries after being displaced from their homeland. Currently, the global total of forcibly-displaced people are over 68.5 million. Forced migration has both national and international consequences. These consequences involve global health, politics and economics. There are a number of different factors that lead hundreds of millions of people around the world to leave their homes. For decades Asia and Africa continents have suffered from the negative effects of this forced migration. The goal of this paper session is to address the gaps in the research by providing a view of new challenges faced by migrants across the Asia and Africa Continents. This session invites papers from academics and non-academics who worked or are working in these areas.

Organizer(s): *Sunday Ogunijimi, Federal University Oye-Ekiti*

The Lived Experiences of International Students in Canada

Session Code: SOM3

Session Language: English

Research Cluster Affiliation(s): Sociology of Migration

The number of international students in the Canadian post-secondary sector has substantially increased since the 1950s. When coming to Canada to pursue post-secondary education, they encounter challenges in their new socio-cultural environment. In this session, we explore the obstacles and opportunities experienced by international students in Canada. We invite papers that explore experiences related to issues of academic, financial,

employment, emotional well-being, and social integration. We also seek to understand how international students mitigate and overcome the educational and settlement challenges they encounter.

Organizer(s): *Janice Phonepraseuth, York University; Jana Borrás, York University; Nancy Mandell, York University; Lawrence Lam, York University*

Immigrant Belonging at the intersection of Religion and Nationalism: Making sense of Citizenship in the Global North and the Global South

Session Code: SOM4

Session Language: English, French

Research Cluster Affiliation(s): Sociology of Migration

Throughout history, peoples' survival and national identity has been shaped through processes of boundary-making. In late medieval times, Spain's holiness, its notable Catholicism, which was regulated by the monarchy more than any other European Catholicism, and national identity, were threatened by the co-existence of Muslims and Jews in the kingdom. As such, Jews and Muslims were seen as "double-faced" people who pretended to be Spanish and Catholic. The church which was controlled by the Inquisition became an effective apparatus for advocating the religious as well as national integrity enacted by the "limpieza de sangre." The prevalent Lutheran antisemitism that existed in Germany in the centuries later was concurrently Christian and nationalist. How can we make sense of the relationship between religion, immigration and nationalism? How should we understand citizenship from the immigrants' perspective in multicultural societies? Are modern, liberal democracies fulfilling their promises to be pluralistic by welcoming newcomers? Or, is multiculturalism a double-edged sword promoting inclusion as well as exclusion? There is an abundant literature which informs our understanding as to how newcomers are accepted by multicultural societies. By asserting their own distinctive identities, such as through religion and shared ethnicity or race, this scholarship argues that receiving societies might face challenges with regard to the pluralism they proudly defend. In our roundtable, we look for empirical illustrations of these processes ranging from the Global North to the Global South and examine immigrant belonging and citizenship at the intersection of religion and nationalism.

Organizer(s): *Övgü Ülgen, Université de Montréal ; Gözde Böcü, University of Toronto*

Sociology of Migration - Open call for presentations

Session Code: SOM5

Session Language: English

Research Cluster Affiliation(s): Sociology of Migration

We encourage all those interested in migration to submit abstracts as part of the annual Canadian Sociological Association Conference. We welcome the participation of those from different disciplines, theoretical perspectives, and methodological approaches. Topics may include, but are not limited to internal migration, the sociology of policy, international labor migration within the context of globalization, mixed and forced migration, global migration

management, migrant detention, deportation and trafficking, transnationalism, return migration and remittances, social, economic and political integration processes, enclaves and ethnic economies, precarious legal status and livelihoods, the gender, racial and ethnic stratification and differential inclusion of migrants in transit and destination points, the pathways of the 1.5 and second generations, altered, hybrid and transformed identities, and the circumstances of temporary migrants, refugees and asylum seekers.

Organizer(s): *Monica Boyd, University of Toronto; Rima Wilkes, University of British Columbia; Lisa Kaida, McMaster University*

Social Networks and Social Capital

Session Code: SON1

Session Language: English

Research Cluster Affiliation(s): Social Networks

This session is an open call for papers related to social networks and / or social capital. Substantive, theoretical, and methodological papers are all welcome.

Organizer(s): *John McLevey, University of Waterloo; Rochelle Côté, Memorial University; Adam Howe, University of British Columbia*

Sociology of Sport

Session Code: SOS1

Session Language: English

Research Cluster Affiliation(s): Sociology of Sport

Scholars whose work addresses the sociology of sport, broadly defined, are encouraged to submit their work to this session. Based on submissions received, the organizers will create one or more sessions, as needed.

Organizer(s): *Martine Dennie, University of Calgary; Lee Hill,*

Social policies and social inequality: policy formation, effectiveness, and challenges

Session Code: SPE1

Session Language: English

Research Cluster Affiliation(s): Social Policy and Social Equality

Various intersecting axes of social inequality exist in Canada and around the world. Much research - both theoretical and empirical - has been exploring the ways in which inequality may be reduced and lives, particularly of members of vulnerable social groups, may be improved. Contrary to their intent, however, some social policies, together with infrastructures and services that realize them, may effectively maintain and even exacerbate inequalities. Potential of social policies and their administration to limit or facilitate inequality may be linked to power relations in the process of social policy formation: the decision-making that goes into policy development. A multitude of interests, ideologies, and other cultural values and norms, that form the context of policy formation, are also of

interest. The session welcomes both the theoretical explorations and the empirical studies of social policies - their rationales, effectiveness, and challenges to the intended reductions in inequality. Papers focusing on policy proposals and future strategies for reducing inequitable social outcomes, are also of interest.

Organizer(s): *Ivanka Knezevic, University of Toronto Scarborough*

Social Policy Responses to The Pandemic: Who Is In, Who Is Out?

Session Code: SPE2

Session Language: English, French

Research Cluster Affiliation(s): Social Policy and Social Equity

The COVID-19 global pandemic brought challenges to all. However, vulnerable populations face increased difficulties in life and experience additional hardships. Timely and effective social policies can help disadvantaged social groups gain necessary access to social resources. Unfortunately, not all policies are designed with the principles of social equity and social justice in mind. Thus, some social groups lost more ground than others as the pandemic amplified existing multidimensional vulnerabilities.

This session is intended to provide a platform for the exchange of academic thought for scholars who have studied relevant topics – including policy analysis and empirical studies – to share their research findings. Together, we can promote fair societies that start with just social policies.

Organizer(s): *Weizhen Dong, University of Waterloo; Adam Mursal, University of Waterloo*

Social stratification in Canada 1: Drivers, patterns, and consequences of class inequalities and social mobility over the life course

Session Code: SPE3

Session Language: English, French

Research Cluster Affiliation(s): Social Policy and Social Equity

Social classes are a core feature of the Canadian social structure. Class inequalities and their consequences are associated with different patterns and dynamics at various stages of the life course (childhood, schooling, the school-to-work transition and young adulthood, prime age, old age) and different realms of social life (education, employment, the family, etc.). They are also at the center of the intergenerational social mobility process. This session aims to include papers that contribute to our understanding of the role of social classes in social stratification and mobility. We especially welcome contributions focusing on different dimensions of social class and their intersection with other drivers of stratification such as gender, racialized identity, citizenship, disability, or sexual orientation. We are also calling for contributions adopting longitudinal, life course, or biographical perspectives as well as innovative methodological approaches.

Organizer(s): *Xavier St-denis, Institut national de la recherche scientifique; Mathieu Lizotte, University of Ottawa; Maude Pugliese, Institut national de la recherche scientifique*

Social stratification in Canada 2: Measuring and explaining inequality in income, wealth, debt, and consumption

Session Code: SPE4

Session Language: English, French

Research Cluster Affiliation(s): Social Policy and Social Equity

While budgeting has always been necessary, the individual in modern life is faced with a vast array of choices regarding savings, consumption levels (and lifestyles), borrowing, investments, and pensions. From a stratification perspective, both these choices and their varying outcomes create a dual contingency that must be taken into account in the study of economic inequality. Furthermore, this dual contingency is also itself structured by economic and political ideologies and institutions, such as financialization and welfare state regimes, all of which in turn define the matrix of choices and outcomes that the individual faces. To fully grasp the breadth and scope of contemporary economic inequality, this session welcomes papers that address at least one of these essential components (income, wealth, consumption, and debt). While papers may primarily focus on any of the issues, we strongly encourage authors to address the interplay between these components in some meaningful way in the discussion. Both qualitative and quantitative methods are welcomed.

Organizer(s): *Xavier St-Denis, Institut national de la recherche scientifique; Mathieu Lizotte, University of Ottawa; Maude Pugliese, Institut national de la recherche scientifique*

Quantitative research in Canadian inequality

Session Code: SPE5

Session Language: English

Research Cluster Affiliation(s): Social Policy and Social Equality

Many different inequalities persist in Canadian society. The aim of this session is to assemble and showcase leading research on inequalities that has been done in full or in part in the Statistics Canada RDCs (Research Data Centres). Organizers will consider papers that explore inequalities and their determinants in any dimension—for example, health or income—stratified by any outcome—for example, class, gender, or ethnicity, among many others. Priority will be given to submissions that consider issues affecting indigenous populations. The CRDCN has also organized a concurrent session on the specific topics of education and mobility and submissions may also be considered for it.

Organizer(s): *Charles Plante, University of Saskatchewan; Grant Gibson, McMaster University; Xavier St-Denis, Centre Urbanisation Culture Société, Institut National de la Recherche Scientifique*

Re-conceptualizing Risk: Insights from Sociology

Session Code: SPE6

Session Language: English

The COVID-19 public health emergency has highlighted the value of sociological approaches, theories and methodologies related to risk. During the pandemic, the concept of the risk

society as developed in the scholarship of Anthony Giddens (1998) and Ulrich Beck (1992) circulated widely in academic, policy and public discourses, emphasizing the relevance of sociological insights to pandemic responses and everyday life. In the enduring global context of uncertainty, social inequities and interlocking oppressions have increased and intensified. In light of this, sociologists around the world have mobilized for encounters and responses to risk that expose and resist racism, ableism, ageism, and heterosexism, and support societal transformation. This session seeks papers that question, analyze and explore the appearance, meaning and significance of 'risk' from sociological perspectives. Potential papers may consider definitions of risk, institutions of risk management, risk communication, 'at risk' and/or 'risky' populations, governmentalities of risk, or collective resistances to risk regimes, in a range of settings – residential long-term care, home care, healthcare, mental health, criminal justice, schools, post-secondary education, workplaces, close relations, etc. Interdisciplinary works which examine theories, narratives, constructions, perceptions, experiences, and systems of risk in social research, education, programs, policies and practices are also welcome and encouraged.

Organizer(s): *Katie Aubrecht, St. Francis Xavier University; Rachel Herron, Brandon University; Laura Funk, University of Manitoba; Dale Spencer, Carleton University; Mary Jane Kelly, St. Francis Xavier University; Jenny Li, St. Francis Xavier University*

Teaching and Learning - open call for presentations

Session Code: TEA1

Session Language: English

Research Cluster Affiliation(s): Teaching and Learning

Sociologists bring into their classrooms a variety of teaching and learning strategies and techniques. The Teaching and Learning Cluster invites you to submit papers that broadly highlight current issues in student learning or emerging teaching strategies in Canada and beyond. Papers that focus on the conference theme of "Igniting Change Through Sociology" will be given priority, allowing the research cluster organizing committee to produce sessions based on groupings of submitted papers.

Organizer(s): *Silvia Bartolic, University of British Columbia*

Teaching Innovations that Increase Equity

Session Code: TEA2

Session Language: English

Research Cluster Affiliation(s): Teaching and Learning

In 2019, there were 1.36 million undergraduate students attending Canadian Universities. Further, just under one-third (31.6%) of the Canadian population under 65 has attended a university in their lifetime (Statistics Canada, 2021). These figures underline the immense impact university educators make every year, and the important obligation therein to improve students' educational experience. Recent events have brought to the forefront the need to address structural inequities. These include the disproportionate populations and students affected by COVID, police brutality and other forms of systemic racism, and ongoing

mental health crises. This session welcomes submissions that offer ways to improve equity within university courses through design, delivery, or assessment. Submissions that include empirical research are preferred, but all submissions are welcome.

Organizer(s): *Mitchell McIvor, University of Toronto; Patricia Roach, University of Toronto*

Theories of the Background: A Discussion of the Things We Don't Know We Know

Session Code: THE2

Session Language: English

Research Cluster Affiliation(s): Social Theory

This session will offer a space for explicit engagement with the ideas, structures, and ways of knowing that often represent the 'background' of everyday life. Many theories have attempted to grasp at this liminal space: lifeworld, habitus, tacit knowledge, prereflective backgrounds, primary frameworks, etc. All are welcome here as we investigate how questions of such 'theories of the background' apply (and perhaps ought to be adapted) to the current circumstances of our age. Sociology's inherently interdisciplinary nature represents a strength in this regard, and we hope participation includes those from across a host of disciplines to help spark new theoretical engagements to answer the questions of today and beyond.

Organizer(s): *Reiss Kruger, York University*

Sociological Metatheory & The Philosophy of Social Science

Session Code: THE3

Session Language: English, French

Research Cluster Affiliation(s): Social Theory

This session invites papers focusing on sociological metatheory and the philosophy of social science. The area generally concerns considerations of and debates about fundamental assumptions in sociology including: epistemology and methodology; ontology and the nature of social reality; axiology and normative commitments, and aesthetics (e.g., the forms sociology takes; different ways it is conveyed, etc.). The field has been recently re-energized by Critical Realism, contemporary nominalism, decolonizing scholars, new materialism, among more conventional discussions of materialism, idealism, positivism, vitalism, constructivism, and nominalism, among others

Organizer(s): *Ronjon Paul Datta, University of Windsor*

Bringing Equity to Wicked Problems

Session Code: THE4

Session Language: English

Research Cluster Affiliation(s): Social Theory

“Wicked problems” are problems for which there is no one single solution, and often no apparent solution, because they involve complex feedback among heterogeneous

interdependent actors, communities, and forces (both individual and collective, grassroots and institutional, human and other-than human). Wicked problems appear across many domains, and include: climate change, poverty and growing economic inequality, food security, colonialism, systemic racism, patriarchy, heteronormativity, and obstacles to bottom-up democratic decision-making. When it comes to wicked problems, both the social and the physical sciences are implicated in questions of equity and justice. Conventional approaches tend to frame “social problems” in such a way as to pursue solutions that leave structural inequities intact. For wicked problems, no intervention is value-neutral; relations of power, identity, and equity permeate all aspects of any sufficiently complex problem. Addressing wicked problems and helping equity groups who are traditionally overlooked requires scholarship and working in tandem with affected communities that goes beyond disciplinary silos: a deterritorialized, networked, transdisciplinary, and collaborative scholarship, to create new approaches to conceptualizing, modeling, observing, and engaging in social relations.

Organizer(s): *Christopher Powell, X University; Cheryl Teelucksingh, X University*

The Sociology of Morality

Session Code: THE5

Session Language: English

Research Cluster Affiliation(s): Social Theory

Human morality is a growing field of inquiry in both the natural and social sciences, as well as a topic of public interest. Social sciences of morality provide a unique contribution to our understanding of ‘the moral’ by illuminating the processes through which social values and bonds may be shaped, contested, reproduced, strained, or transformed. Researching and/or theorizing ‘the moral’ presents unique challenges for sociologists, however, who are always already embedded in the social worlds they study, and whose undertakings may entail not only the analysis and description of social facts but also the (intentional or unintentional) promulgation of certain normative-ethical assumptions, principles, and perspectives to its audiences. This session invites papers examining the relationship(s) among the ethical, the moral, sociology, and social change. In keeping with the conference theme of “Igniting Change Through Sociology,” the session will explore ways that sociologists can inform our understandings of social ethics, particularly on issues of justice, democracy, inclusivity, tolerance, and human flourishing.

Organizer(s): *Robert Nonomura, Western University*

Symposium for Early Career Theorists

Session Code: THE6

Session Language: English

Research Cluster Affiliation(s): Social Theory

The Social Theory Research Cluster invites paper proposals for its seventh annual Symposium for Early Career Theorists, a dedicated session that spotlights the work of emerging social theorists at an early stage in their careers (PhD Candidates who are ABD

status and those who are no more than five years beyond completion of their doctorate). Social theory is an open and dynamic field, and so in that spirit we seek papers that reflect, expand and/or critique the array of social phenomena that can be theorized. The Social Theory Research Cluster aims to make SECT a flagship for social theory in Canada and to renew and consolidate the place of theorizing in the Canadian sociological imagination. Papers will be circulated in advance to facilitate dialogue, and senior scholars will act as discussants. We welcome extended abstract submissions of 600-800 words. Complete papers will be due no later than May 1, 2022 to ensure that discussants have adequate time to prepare.

Organizer(s): *Lily Ivanova, University of British Columbia; Reiss Kruger, York University; Cinthya Guzman, University of Toronto; Anastasia Kulpa, University of Alberta and MacEwan University*

Goffman's legacy: Revisiting a mid-century classic thinker.

Session Code: THE7

Session Language: English

Research Cluster Affiliation(s): Social Theory

This session commemorates the 100th anniversary of the birth of Canadian-American sociologist, Erving Goffman. Papers may examine Goffman's contributions to sociological theory and/or methods, may apply Goffman's ideas critically to substantive empirical research, and/or develop Goffmanian analyses of contemporary phenomena. Papers should demonstrate the importance of Goffman's innovative contributions to the field of sociology, taking up main concepts and themes such as self, total institutions, performance, face, frame analysis, etc., and also assess the relevance of Goffman's ideas today.

Organizer(s): *James Cosgrave, Trent University Durham; Patricia Cormack, St. Francis Xavier University*

The Undergraduate Voice

Session Code: UNG1

Session Language: English

This roundtable session is organized in the spirit of professional development, mentorship, and sharing. We invite undergraduate social scientists to submit papers to this session with the purpose of providing an opportunity to present work at an academic conference, network with colleagues and receive constructive feedback about their work. All papers are welcome from undergraduates, including papers completed as a part of required course work, honours theses, and other original research.

Organizer(s): *Gary Barron, Lethbridge College; Michael Corman, University of the Fraser Valley; Micael Granzow, Lethbridge College*

Urban Social Change

Session Code: URS1

Session Language: English

Research Cluster Affiliation(s): Urban Sociology

Cities have always been dynamic spaces that have grown, declined and remade themselves through the everyday practices of their citizens. However, today, these processes have taken on unprecedented dimensions with the advent of communications technology, international capital flows, financialized real estate markets, climate change, new social movements, gentrification, and urban development. We welcome theoretical, methodological, and empirical work that seeks to understand urban social change in both the Canadian and international context. This session is open to a wide range of social issues related to race and immigration, urban marginality, gender and sexuality, class, among many others, as they relate to new forms of urban change and patterns of inclusion and exclusion in the city.

Organizer(s): *Daniel Kudla , Memorial University; Zachary Hyde, University of Toronto*

Teaching Gender-Based Violence

Session Code: VLS1

Session Language: English

Research Cluster Affiliation(s): Violence and Society; Teaching and Learning

Teaching courses on gender-based violence is an important area of sociology and criminology, and many students and teachers who do this work have lived experience with interpersonal and structural violence. This session invites papers that explore what it means to teach about gender-based violence, including pedagogical approaches, successes and challenges, trauma-informed approaches to teaching, and teaching as violence prevention. Papers exploring intersectional approaches to teaching about gender-based violence in any of these contexts are particularly encouraged.

Organizer(s): *Jordan Fairbairn, King's University College*

Violence and Policing

Session Code: VLS2

Session Language: English

Research Cluster Affiliation(s): Violence and Society

Violence is a common tactic to ensure compliance. However, violence committed by the state, typically via police, on its citizens has become an increasingly important and contested issue. Violence, when deemed unjustified, erodes the trust of civil society in the state. Recently, there has been a greater focus on violence in policing largely as a result of specific events. We have experienced large scale social movements countering police use of excessive force, as well as calls for police reform. As such, this session aims to examine several issues related to violence in policing, and police reform. Subjects could include, but are not limited to: In what ways do the police use force? In what ways should they be using (or not using) force? How does the public view policing and police use of force? What role does technology play

in addressing police use of force? In what ways has police use of force impacted Indigenous people and communities? In what ways has police use of force impacted racialized people and communities? What does police use of force look like for vulnerable communities? What role does training do to adequately prepare police to effectively utilize force? What is the role or impact of the defund the police movement? What is the role or impact of the Black Lives Matter movement? In what ways should (or should not) the police reform? What are the policy implications for police reform? How does transparency in policing affect policing and society? What should drive (if anything) change moving forward in policing? How do we make policing better through thoughtful and robust research and/or education?

Organizer(s): *Tanya Trussler, Mount Royal University; Patrick Watson, Wilfrid Laurier University*

Violence as a Cultural Process: Advancing Theory and Methods

Session Code: VLS4

Session Language: English

Research Cluster Affiliation(s): Violence and Society

How do people construct the meanings they attach to violence? A large portion of sociological literature studying violence and culture has looked at the institutional end of this question – from media representations of violence, to national narratives of trauma. On the other end, symbolic interactionists and behavioural scientists have looked at how people participate in and enact violence. But how do individuals make sense of experiences and develop ideas about violence? This session aims to advance sociological theories, methods, and empirical explorations of how people come to see various experiences as violent – whether lived, observed or distant. What experiences or conceptual understandings prevent or enhance various meanings of violence? Papers across a variety of empirical topics, such as gender, race, sexuality, class, status, belief and other socially experience-based violence are welcome.

Organizer(s): *Lily Ivanova, University of British Columbia; Marie Laperrriere, Northwestern University*

Workplace Violence and Victimization

Session Code: VLS5

Session Language: English

Research Cluster Affiliation(s): Violence and Society; Work, Professions and Occupations

Violence and victimization inside the workplace both inside and outside the confines of Health and Safety have become increasingly the subject of legislative efforts requiring employers to address aspects of workplace violence & victimization, and the systemic structures that sustain it. This session will offer papers focusing on violence and victimization inside workplaces, including victim/target experiences and patterning, BIPOC representation, and policy construction around encouraging recording, reporting, and addressing abusive situations. Research presented here will seek to ignite and inspire change in the promotion of safer working conditions.

Organizer(s): *Hannah Scott, Ontario Tech University; D. Scharie Tavcer, Mount Royal University*

Work, Professions and Occupations

Session Code: WPO1

Session Language: English

Research Cluster Affiliation(s): Work, Professions and Occupations

The Work, Professions and Occupations Research Cluster is seeking papers in this field, broadly defined. Research papers touching on any area of work, occupations or professions are welcome. On behalf of the cluster, the session organizers will sort papers thematically to form distinct sessions.

Organizer(s): *Vivian Shalla, University of Guelph; Tracey Adams, Western University; Karen Hughes, University of Alberta*

Igniting Change through the Sociology of Work

Session Code: WPO2

Session Language: English

Research Cluster Affiliation(s): Work, Professions and Occupations

Given the centrality of work, in all its forms, to individuals and communities, the Work, Professions and Occupations Research Cluster is seeking papers that delve into the contributions that the Sociology of Work has made to better understanding society, both locally and globally, and to transforming social structures and institutions through critique and action, thereby fundamentally improving life, at both individual and collective levels.

Organizer(s): *Vivian Shalla, University of Guelph; Tracey Adams, Western University; Karen Hughes, University of Alberta*

Work, Stress, and Health

Session Code: WPO3

Session Language: English

Research Cluster Affiliation(s): Work, Professions, and Occupations

This session will include presentations focused on the effects of the work environment on health. From a sociological perspective, the work role is major source of identity for most individuals; as such, it is also a salient source of stress throughout the life course. We invite papers that explore the impact of work-related stressors on various dimensions of health and well-being. Relevant questions include, broadly: (1) what sorts of job conditions are particularly harmful to workers, and what mechanisms connect these conditions to health; (2) what resources protect workers from the deleterious consequences of work-related stressors; and (3) how can we contextualize job conditions and situate them in broader systems of stratification that influence health? We also welcome papers examining the sweeping changes in work arrangements amid the COVID-19 pandemic and its implications for employees' health and well-being.

Organizer(s): *Atsushi Narisada, Saint Mary's University; Philip Badawy, University of Toronto*