Canadian Sociological Association
Société canadienne de sociologie

congress 2022 | congrès 2022
OF THE HUMANITIES AND SOCIAL SCIENCES | DES SCIENCES HUMAINES
Transitions

Igniting Change Through Sociology / Susciter le changement par la sociologie

The local and global developments of the past few years have revealed the deep inadequacy of our existing social structures and institutions in facing today's challenges and for creating just, democratic, inclusive, tolerant, and flourishing societies. This has given us an opportunity to reflect on the kind of changes that can bring about those goals. The annual conference of the Canadian Sociological Association provides a forum to engage in serious dialogues about how to ignite such changes.

Les développements locaux et mondiaux de ces dernières années ont révélé la profonde inadéquation de nos structures et institutions sociales existantes pour faire face aux défis d'aujourd'hui et pour créer des sociétés justes, démocratiques, inclusives, tolérantes et florissantes. Cette situation nous a permis de réfléchir au type de changements qui peuvent permettre d'atteindre ces objectifs. La conférence annuelle de la Société canadienne de sociologie offre une tribune pour engager des dialogues sérieux sur la façon de susciter de tels changements

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The Canadian Sociological Association would like to thank the Federation for the Humanities and Social Sciences Congress.

Our sincere appreciation to all session organizers, chairs, discussants, presenters, panelists, and attendees. Without your time and effort participating in the sessions, this event would not have been possible!

La Société canadienne de sociologie tient à remercier la Fédération pour le congrès des sciences humaines.

Nous remercions sincèrement tous les organisateurs de séances, présidents, présentateurs, panélistes et participants. Sans votre temps et vos efforts pour participer aux séances, cet événement n'aurait pas été possible!

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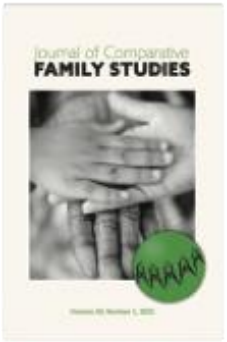

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NEW IN SOCIOLOGY

(PLN1) Understanding Social Transition Through the Lens of Soft Universalism

Date: Monday, May 16 Time (ET): 11:00 AM - 12:00 PM

Simultaneous translation in French and live closed captioning was provided with support from the Federation for the Humanities and Social Sciences International Keynote Speaker Support Fund.

In the course of humanity, pandemics (leprosy, plagues, cholera, etc.) have induced deep societal changes in all social, economic, and political spheres. The COVID-19 pandemic as a social phenomenon is no exception. How to understand these transitions through the lens of universalism? How to reconcile the local and the universal? What kind of universalism? In this talk, I propose the concept of soft universalism, a type of universalism that is: a) the outcome of a quasi-cross-cultural consensus; b) not a teleological concept, but a historical experience that gets its normativity as a result of a collective historical learning process; and c) conceived as an imaginary with a general wide flexibility, rather than a model to be exported.

Keynote Speaker: Sari Hanafi, American University of Beirut and President - International Sociological Association

Moderator: Abdie Kazemipur, University of Calgary and President - Canadian Sociological Association

(BCS1) Inspiring Research for the Future

Date: Monday, May 16 Time (ET): 1:00 PM - 2:30 PM

This session highlights the work and innovation of emerging Black sociologists in Canada. Panelists will discuss the findings of their work, challenges and opportunities they have encountered, and specific successes and barriers. This session has been organized by the Canadian Sociological Association's Black Caucus.

Chair: Julius Haag, University of Toronto

Presentations:

1. Giving Back to the Future: Diasporic Remittances and Education in Jamaica
Presenter: Giselle Thompson, Acadia University

This presentation metaphorically draws lines that connect the dots between structural adjustment policies, austerity, migration, diasporization (which is the formation of diasporic groups), remittances, and public schooling in Jamaica, because their interrelatedness has existed in the shadows of obscurity in the academic literature for much too long. To do this, I will draw on ethnographic, auto-ethnographic, and semi-structured interview data that were collected from a bifurcated and transnational case study that was conducted in Hanover, Jamaica and in the Greater Toronto Area. This work is theorized using an anti-colonial discursive framework.

2. Engaging in anti-racist Black Pedagogy in multicultural classrooms
Presenter: Oral Robinson, University of British Columbia

Expectations of multiculturalism include racial harmony and the equal representation of all races in the classroom. However, principles of equity and inclusivity necessitate that marginalized cultures, such as those of Black Canadians, are given special attention in our pedagogy. This is a complicated undertaking given that Black faculty and students make up the minority of many Canadian higher educational institutions. Furthermore, non-Black groups often experience "fragility", uncertainty, doubts and sometimes fear when Blackness is centered in our teaching. This raises the question: how, then, do we address antiblackness, Blackness and antiracism in our pedagogy? Drawing on my practice of Black Affirmative Pedagogy, this presentation will highlight strategies for teaching Blackness in non-Black spaces. It highlights principles of critical awareness, allyship, humanity and political action as tools to engage Black and non-Black students in empowering conversations about antiblackness, oppression and marginalization that are part of settler colonial educational practices.

3. Importance and Inclusion of African Nova Scotian Experiences
Presenter: Jessica Bundy, University of Toronto

In recent years, the discussion of anti-Black racism and police violence have gained significant traction both within Canada and globally due to several widely publicized cases. Within Canada, the focus of these conversations often excludes Canada's oldest Black community, African Nova Scotians. This presentation will centre the experiences of African Nova Scotians in a pertinent discussion around perceptions of, and experiences with, the police in Nova Scotia. This presentation will also explore how research in this area with this population has been conducted and can be conducted in the future.

4. "It is just something you have to come to terms with" - Exploring Black and Indigenous youth experiences with racial profiling through composite counter-storytelling
Presenter: Kanika Samuels-Wortley, Carleton University

Using the critical race methodology of composite counter storytelling, the following presentation highlights Black and Indigenous youth perspectives and experiences with law enforcement officials in Toronto. This approach aims to counter Canada's international status as a multicultural utopia and demonstrate how legal criminal justice actors, such as the police, perpetuate the marginalized status of Black and Indigenous youth through the process of criminalization.

(CND1A) Ideals and Myth in Durkheimian Sociology

Date: Monday, May 16 Time (ET): 1:00 PM - 2:30 PM

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. This session examines Durkheimian approaches to the sociological study of "ideals" both methodologically and substantively as applied to morality and myth.

Organizers: Ronjon Paul Datta, University of Windsor, Tara Milbrandt, University of Alberta, Augustana Faculty, Robin Willey, Concordia University, Edmonton, William Ramp, University of Lethbridge

Chair: Ronjon Paul Datta, University of Windsor

Presentations:

1. The Durkheimian Ideal-Type
Presenter: Paul Carls, Independant Scholar

Discussions of the ideal-type are dominated by references to Max Weber. Completely overlooked is the Durkheimian concept of the ideal-type, which one finds in his late work. In the conclusion to Elementary Forms, Durkheim speaks of “the presence of a type of thought or action that presses uniformly on individual intellects or wills,” which refers to standardized and pre-established thoughts, rules, and social norms. In the same discussion, Durkheim makes reference to Plato and compares socially derived “concepts” to Plato’s Ideas. Durkheim thus argues that a society will conceive of any number of ‘Ideas,’ or ideal représentations collectives, related to justice, beauty, truth, or objects of reality, that will act in an authoritative way and serve as a structuring model for individuals to follow. The reason they have such coercive power is because, following Durkheimian theory, représentations collectives are sui generis products of the collective, which are created in ritual, contain sui generis emotional energy, and are incorporated by individuals as part of their personality. In this way, the ideal-type can press uniformly on individuals and direct behavior. The Durkheimian ideal-type is thus very different from the Weberian version, which is a theoretical construction and a methodological tool used to prevent value judgments from affecting the study of social phenomena. Rather, Durkheim’s concept of ideal-type is strongly tied to social norms that play out along a broad spectrum of cultural phenomena. This paper discusses in detail the Durkheimian concept of the ideal-type as a methodological tool for studying social phenomena, drawing comparisons with the standard Weberian ideal-type when useful as a means to explore the fruitfulness of its Durkheimian counterpart.

2. Why Myth?: The radical possibilities of a Durkheimian sociology of myth
Presenter: Hermanpreet Singh, University of Windsor

The foundations of modern life are rooted in the notion that mythologies are the vestiges of premodern social formations. Rationality and utilitarian ideas of human nature displace the status of myth both in contemporary social theory and society in general. Marcel Mauss, Henri Hubert and Robert Hertz’s essays exploring myth as a social institution fundamental to all human societies (including their social milieu in modern Europe) provide a critical lens to examining mythological formations in contemporary social life. As members of the LAnnée Sociologique

team, their writings align with Émile Durkheim's distinctive social ontology and further explore key sociological dimensions of myth found in his seminal book, The Elementary Forms of Religious Life. Their analyses bring attention to the deep and often latent mythological underpinnings of modern life distinctively emerging as a product of normative collective activity, providing the basis for shared meaning-making as well as directing the actions of individuals. This challenges modernity's reductionistic account of collective life as an assortment of fragmented isolated parts, ignoring the unique characteristics of the social whole. It calls into question the essentializing of the solitary individual as the privileged unit of analysis for understanding complex social systems and prospects for social change. Building on the LAnnée Sociologique essays and the later writings of mythologically oriented Durkheimian social theorists, this paper argues for the radical and transformative possibilities of a Durkheimian sociology of myth. By studying mythologies through this framework, we are better able to explain the dynamism of collective forces in modern life and explore the potential for contemporary practices and rituals in supporting social solidarity, collective action, and revolutionary collective effervescence.

(CRM3) Ethnic-racial Minorities and Indigenous Peoples in the Criminal (In)justice System

Date: Monday, May 16 Time (ET): 1:00 PM - 2:30 PM

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 features presentations 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 and Chair: Henry Chow, University of Regina

Presentations:

1. Combating hate: The role of activism in Canada's implementation of Criminal Code s. 718.2(a)(i)

Presenter: Sophie Liu, University of British Columbia

In Canada, an offender cannot be charged with a "hate crime" under the Criminal Code. Rather, hate can only be considered an aggravating factor at sentencing if the courts believe "that the offence was motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, or gender identity or expression, or on any other similar factor" (subparagraph 718.2(a)(i) of the Criminal Code of Canada). Drawing on extensive archival and documentary research, in this paper, I trace the social processes by which s. 718.2(a)(i) was produced and perceived. I do so by identifying the role of Canadian print media in (re)establishing the existence of hate crime as a social

problem. I then examine how activist groups and their activism further entrenches the idea of hate crimes on the public agenda. I argue that newfound attention was directed toward hate crimes so that the scale and intensity of the reaction to such violence can eventually match the scale of its threat. While s. 718.2(a)(i) won enthusiastic support from both grassroots activists and human-rights lawyers, it does not do much to address hate. It punishes acts already punishable under other criminal statutes and does not create any new offences. It also puts more power in the hands of the justice system, which may worsen the already complicated relationship between minority communities and law enforcement agencies. Ultimately, this article considers the power relations in which the minority target groups were embedded. I contend that they were caught in a system where the help of criminal justice institutions is the only way out. I discuss the consequent disconcerting effect: anti-hate activism may lose its potential to alter the systemic mistreatment of minority target groups by becoming too wedded to the institutional control of hate crimes.

2. Perceived Police Effectiveness and Fairness in a Sample of University Students: A Multivariate Analysis

Presenter: Henry Chow, University of Regina
Non-presenting author: Stephen Wang, University of Regina

Due primarily to the reactive nature of police work, the police as a public institution rely more heavily on the support and co-operation of the public to achieve success in the performance of their duties than other criminal justice agencies. Public assessment of the police is crucially important as their views will shape their behaviour and attitudes toward the police. There is ample empirical evidence demonstrating that individuals who hold more positive attitudes the police are more willing to provide crime-related information, to co-operate with police during an involuntary contact, to call when they require assistance, and to serve as a witness in court proceedings (e.g., Kochel et al., 2013; Murphy, 2009; Skogan and Frydl, 2004; Sargeant et al., 2014; Yesberg et al., 2021; Tyler 2004). Indeed, public confidence in critical institutions such as the police can also help promote social cohesion (Roberts and Hough, 2005). Based on a survey of 304 undergraduate students in a western Canadian city, this paper investigates respondents' assessment of police performance and their perceptions of police fairness and treatment of racial/ethnic minorities using ordinary-least squares and multinomial logistic regression.

3. Indigenous Incarceration and Settler Colonial Genocides

Presenter: Danielle Bird, University of Saskatchewan

On January 4, 2021, over 90 prisoners confined within Saskatchewan’s provincial correctional centres staged a hunger strike to protest the inhumane conditions inside of jails which were exacerbated by the COVID-19 pandemic (Cardinal 2021; MacMillan 2021). Within a media release, Cory Cardinal, an organizer who was imprisoned at the Saskatoon Correctional Centre (SCC) called for the Saskatchewan’s Minister of Corrections and Policing to resign for a failure to protect staff and prisoners within Saskatchewan’s jails from a series of COVID-19 outbreaks across the province. In the letter Cardinal ties colonial oppression and genocidal policies and practices with the current socioeconomic trends affecting Indigenous Peoples arguing that on-

going cycle of Indigenous oppression in Canada is a "modern-day act of genocide meant to eradicate a vulnerable people" (Cardinal 2021, n.p.). Cardinal's analysis echoes existing scholarly work that argues that the over-incarceration of Indigenous people in settler colonial Canada is an obvious form of ongoing genocide (Ross 1996; Marques and Monchalin 2020; Palmater 2020). This paper draws upon Claudia Card's (2003) work on social death and Woolford and Gacek's (2016) notion of genocidal carcerality to link Indigenous Peoples' incarceration to broader settler state-building projects and the theft of Indigenous lands. I provide an overview of Indigenous over-incarceration and offer a critical examination of prison policies and practices to contend that mass imprisonment produces serious mental and physical harm which results in Indigenous Peoples' social death. This paper argues that the prison system is used to contain Indigenous People within settler colonial carceral institutions and is an ongoing form of genocide that advances the Canadian state's bio-political project of Indigenous elimination. I suggest that anti-colonial abolition offers practical solutions to addressing Indigenous Peoples' over-incarceration and aligns with larger calls to advance Indigenous sovereignty and self-determination.

(DIS3) Mad Company: Making and Taking Space in a Sanist World

Date: Monday, May 16 Time (ET): 1:00 PM - 2:30 PM

The aim of this session 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.

Organizers: Kristen Hardy, University of Winnipeg and Brandon University, Danielle E. Lorenz, University of Alberta

Chair: Kristen Hardy, University of Winnipeg and Brandon University

Presentations:

1. Troubling the Rush to Application: Cultivating Queer Mad Joy Pedagogies
Presenters: Adam Davies, University of Guelph; Cameron Greensmith, Kennesaw State University

As two mad queer faculty, working within accredited programs, we have been subjected to the normalizing regime of accreditation criteria and standards. Within the Early Childhood and Human Services curriculum, these standards attempt to regulate our course content, classroom pedagogies, and respective subjectivities. This regulation has a direct impact not only on the educational experiences of our students but also on the way our students imagine who and what a helping professional can be. Emerging out of our lived experiences with queerness and madness, we utilize autoethnographic and collective autobiographical writing methodologies by focusing on Goldstein, Russell, and Daleys (2007) conception of 'queering moments' to deconstruct the regulation and surveillance we experience within our classroom pedagogies and wider professions. This paper will show how 'queer mad joy' within and outside of the classroom can be enacted as a form of resistance to trouble the rush to application that promotes cis-heteropatriarchal and sanist forms of knowledge production. Ultimately, by leaning into queer mad joy, we contend that accreditation standards and professional criteria that create the

profession exist within a lexicon of power and inequality that attempts to silence queerness and madness by positioning such ways of knowing and being as impossibilities within our respective fields.

2. Arte-Historia: An Artistic Narrative Approach to Crossing the Liminal Borders of Mental Health Events

Presenters: Paul Bones, Texas Woman's University
Non-presenting authors: Karista Hughes, Texas Womans University; sarah currie, University of Waterloo; Linda Corcoran, Independent Scholar; Emma Bremner, University of Queensland

This collaborative research seeks to center the experiences of mad and disabled individuals to explore the phenomenology of discrete mental health/disability events. Combining self-produced artistic content alongside personal narratives, we hope to provide an authentic exploration of madness that is often lacking both in popular and academic depictions of mental illness and disability. We identify Gloria Anzaldúa's work on borders and thresholds to interrogate the liminality of these experiences. Anzaldúa's use of autohistoria centered her experiences as a queer Chicana living in the Rio Grande valley, along the Texas-Mexico border. The crossing of borders, both physical and metaphorical, is a defining characteristic of Anzaldúa's work; one which constitutes an ideal lens with which to examine the ways that madness often transgresses the firm borders that Western society placed around it. The conditions explored include agoraphobia, panic disorders, depression, bipolar disorder, schizophrenia, and other diagnosed persistent mental illnesses. We begin by exploring the concept of borders as they relate to mental illness in general, focusing on how these larger ideas come to be reified as common knowledge and scientific truth. Next, we problematize the mental/physical disability dichotomy, drawing on personal accounts of how our mental health often expresses itself physiologically, and how although our physical symptoms are caused by mental processes, this does not mean that mental illness is "all in our heads." We examine the border between safety and danger in our lives, as well as the balance between choice and force in how we are allowed to manage our bodyminds. We close with a discussion of the threshold between the perception and reality of mental illness events, and the need for mad people to be allowed to write our own stories and tell our own truths.

(FEM2) Critical South Asian Muslim Feminisms: From Margins to Centre

Date: Monday, May 16 Time (ET): 1:00 PM - 2:30 PM

The purpose of this session is to center the scholarship and lived experiences of graduate students, community activists, and emerging scholars in the field of Critical Muslim Studies. This session 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 session seeks to challenge hegemonic sociopolitical and historical discourses that construct Islam and Muslim women (trans, cis) as homogenous, monolithic and uniform. This session 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.

Organizers: Ayesha Mian Akram, University of Windsor, Safiyya Hosein, Independent Scholar, Aaliya Khan, York University, Maryam Khan, Wilfrid Laurier University

Chair: Aaliya Khan, York University

Presentations:

1. How I became an Alevi Muslim Woman?
Presenter: Esra Ari, Toronto Metropolitan Centre for Immigration and Settlement

In this presentation, I will get into a negotiation with myself about my identity. Born and raised in Turkey (a Middle Eastern country), I defined myself as a Turkish woman. Although I was designated as a Muslim at birth, I had never seen myself as a Muslim woman before I emigrated to Canada. Upon my arrival as a PhD student, I mingled with new people. A woman friend of mine asked me if my parents were upset because I didn't wear hijab. This was a triggering question that made me think about my experiences and interactions with people in the last ten years. I realized that my asserted identity had been constantly challenged and people tried to box me into the stereotypical image of a Muslim woman in North America. As identity construction is a complex, contested, and ongoing process, I want to explore the implications of my personal identity re-construction in a supposedly multicultural Canada and the U.S. I will reflect on this process through some questions: How did I come to define myself as an Alevi Muslim woman? What is the difference between being a Muslim woman and feeling like a Muslim woman? How has my identity transformed from a Turkish woman to an Alevi Muslim woman? I will unpack my lived experiences with the help of Said's post-colonial work Orientalism and critical theory of whiteness.

2. Beyond the Secular/Religious Binary: Expanding Muslim Women's Piety
Presenter: Nuzhat Khurshid, York University

This paper attempts to unravel secular biases in academia by showing how normative categories of secularism can be found to limit a broader understanding of feminist political agency in literature on Muslim women's piety. How do the normative assumptions of secularism continue to impact our intellectual horizons today? In this paper, I argue that a thorough study of the historical emergence of secularism will show certain biases that are normally hidden in its apparently 'neutral' appearance. It is a vague term which leads to difficulty in intellectual discussion; by being defined in opposition to religion, it lacks a rigorous and comprehensive definition. Another difficulty that arises with secularism pertains to the boundaries that it draws around itself any precise articulation of a multifaceted phenomenon such as secularism is fraught with decisions about what, who, which locations and what period is included in its trajectory. One area of feminist political theory that is impacted by secular assumptions is the literature on religious agency that was popularized with Sabah Mahmood's influential book, The Politics of Piety in 2005. I will argue that her depiction of Muslim women's agency, while successfully

pushing back against secular liberal conceptions of agency by asserting the validity of 'pious' agency, inadvertently replicates the bias of secularism by not engaging with multiple religious subjectivities that can contain universal concerns such as feminism and politics. As such, an analysis of secularism's emergence and biases can shed light on the gaps in this literature, in an effort to lay bear how secularism continues to dominate the academy and intellectual discourse.

3. South Asian Critical Feminism and Muslim Feminist Women's Leadership Models
Presenter: Fauzia Erfan Ahmed, Miami University

South Asian Critical Muslim feminism requires an analysis not only of challenges at the family (micro); community (meso), state, and global contexts, but also of solutions: different feminist Muslim leadership models. Terror is the first challenge. The state's War against Terror, whether it is in the mountain fastnesses of Kashmir, or in the Rohingya refugee camps in Bangladesh, or through the PATRIOTS act in post 9/11 America, impedes Muslim women's voices and the Muslim feminist impetus. At the micro level, Muslim women are reluctant to bring domestic violence concerns to the authorities for fear of deportation or imprisonment of the batterer. By framing reports about gender-based violence and abuse as disloyalty, community-level patriarchy seeks to mute Muslim women. Further, within-community contests about gendered access to material and spiritual resources are discouraged, if not voiced over. Binarism is the second challenge. The nexus of Islam, globalization, and empire has created binary ideologies. The stereotype of the monolithic bearded Muslim male oppressor and the submissive hijabi Muslim woman is dear to liberal Western feminists and their civilizing mission. Simultaneously crude and subtle, these Orientalist binaries challenge Muslim women in their everyday lives. Two models of South Asian Muslim feminist leadership are needed to overcome these challenges: 1.) The community-leadership model, which is based on a feminist interpretation of the Quran and organizing Muslim women to resist patriarchy within the community; and 2.) The scholar-activist model, which directly confronts the imperial gaze and publicly advocates for Muslim women. Such leaders ally with non-Muslim feminists outside the community Both models share common perspectives: power differentials among Muslim women have to be acknowledged, and solidarity among Muslim women coupled with alliances with pro-feminist Muslim men are vital.

4. "You Are Not a Muslim:" Critically Examining South Asian-ness & Religious Politics in the Diaspora
Presenter: Ayesha Mian Akram, University of Windsor

In 1974, the Pakistani Constitution was amended to declare Ahmadi Muslims as non-Muslim, initiating a systematic structural attempt to erase Ahmadi Muslims from the very fabric of Pakistan. This resulted in institutional persecution, the concealment of Ahmadi identities, and the mass migration of Ahmadis out of Pakistan into diasporic contexts. This was the story of my family. Subsequently, my association with South Asian-ness is governed by the attempted erasure of my community from South Asian history and politics through the intergenerational reproduction of oppressive structures and practices of persecution. Considering the hostility and violence with which my family and other community members were forced out of their homes, I constantly debate public disclosure of my identity and hesitate to expect welcome into South

Asian spaces, fearing similar sentiments are deeply embedded in diasporic South Asian relationships. This disclosure or un-disclosure depending on context is one that I continue to navigate as part of my Muslim and Pakistani heritage. As with other markers of identity that we choose to turn away from, deliberately take up in reclamation efforts, or go back-and-forth in liminality, I realize that these South Asian politics have shaped my own politics as a feminist, educator, and researcher. The transformative potential of critical South Asian diasporic feminisms relies on critical scrutiny of interrelated structures of oppression that challenge the erasure of identities, respect differences, build solidarities, and ultimately challenge the hegemonies that seek to continue the marginalization of religious minorities.

5. Islamic Feminism in the Public Discourse of Kerala, South India
Presenter: Ummul Fayiza, University of Warwick

Taking the south Indian state of Kerala as a site of inquiry, this presentation explores the ways in which the relationship between Islam and feminism is developed through various forms of contestations and negotiations. For the last two decades, there has been an emergence of independent perspectives within Muslim women politics in Kerala, specifically from the dual vantage of being a minority inside the community and the context of Hindu nationalist otherization of the Muslim minority as a whole overcoming both secular and religious binaries. The global discourse of Islamic feminism is engaged in different ways according to the changing patterns of political interest and preferences of the community in Kerala. This presentation focuses on the response from the Muslim community and the secular public sphere of Kerala to the emergence of Islamic feminist discourse in the last two decades. Islamic feminism entered the public discourse when Margot Badran visited Kerala as part of a United States of America (USA) consulate outreach program in 2003. There was a massive public protest in opposition to what was termed as the "cultural imperialism" of the USA, especially in the context of growing local protest against Iraq and the Afghan invasion. The second moment of Islamic feminist discourse in Kerala had emerged when Amina Wadud's book Quran and Woman: Rereading the Sacred Text from a Woman's Perspective (1999) was translated into Malayalam in the year of 2009. This community-led translation initiative was positively welcomed from different positions, in contrast to the USA-led project of Islamic feminism. In the third moment of Islamic feminism in Kerala, I want to explore the responses to my book, a critical introduction to Islamic feminism (2020), written in Malayalam language, that was dynamically engaged and debated within different parts of the Muslim community. The presentation self reflectively analyses the experience and theory of Islamic feminism in Kerala to demonstrate that the community is an important site for Muslim women's politics and textual and scholarly hermeneutics of Islamic feminism.

(HOU1A) The Importance of Home and Inequity I

Date: Monday, May 16 Time (ET): 1:00 PM - 2:30 PM

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 feature 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.

Organizers: Katie MacDonald, Athabasca University, Esther De Vos, Independent Scholar

Chair: Katie MacDonald, Athabasca University

Presentations:

1. Residential Mobility Patterns by Housing Tenure in Canada: an overview from the 2018 Canadian Housing Survey and discussion of policy implications

Presenter: Meryn Severson Mason, University of Alberta

Housing tenure is both one of the biggest drivers and outcomes of residential mobility. Across several Western countries, renters are significantly more likely to move than homeowners. However, it is not just the likelihood of moving that is important, but the experiences of moving. Moving for more positive or voluntary reasons is associated with more positive outcomes, while moving for more negative or involuntary reasons is associated with more negative outcomes, and which are unequally associated with housing tenure. However, despite the importance of residential mobility in shaping outcomes across the life course and the importance of housing in driving mobility patterns, we know very little about this relationship in Canada, primarily due to data gaps. This paper begins to address these data gaps by exploring residential mobility patterns across housing tenure in Canada using the new Canadian Housing Survey. This paper explores both past mobility experiences and future mobility intentions by different housing tenures and expands beyond the owning-renting binary of tenure. Overall, aligning with the international literature on mobility and housing, I find distinctly different mobility patterns for owners, private renters, and renters in social and affordable housing. Private renters have shorter residencies than other tenure groups, while owners without a mortgage and renters in social and affordable have more similar residency lengths but different reasons for moving. These findings reinforce the idea that the differential way that residential mobility is experienced and regulated for different housing tenures is a key mechanism in the different and unequal outcomes associated with housing tenure. I conclude by discussing the implications of these patterns for Canadian housing policy.

2. Neoliberalization and inequality: disparities in access to affordable housing in urban Canada 1981-2016

Presenter: Yushu Zhu, Simon Fraser University

The neoliberalization of housing policy and housing financialization have brought unequal impacts on housing outcomes. Drawing on eight waves of census data, this study uncovers the changing mechanism of housing stratification in selected Canadian census metropolitan areas from 1981 to 2016, a period when Canada transitioned from a welfare housing regime to a neoliberal regime. This study reveals entrenched housing inequality and strengthened income

effect in determining access to affordable housing in the neoliberal era. Housing financialization has significantly contributed to intensified inequality in accessing affordable housing. Access to affordable housing in Canada is also stratified along the lines of gender and immigration status. Homeownership affordability for low-to-moderate-income households has significantly deteriorated over time, representing a new form of housing vulnerability in the neoliberal era.

(KNW2A) Sociology of Knowledge I: Institutional Structures in Academic Knowledge

Date: Monday, May 16 Time (ET): 1:00 PM - 2:30 PM

How do the structures and processes of academia influence academic knowledge? Going back to Berger and Luckmann in the 1960s, the sociology of knowledge has grappled with the actions and processes that generate institutionalized forms of knowledge. This session explores how social structures influence the form and content of academic knowledge—how actors within institutions contribute to the conversion of experiences, observations, findings, and data into a shared, objective reality, and how that reality bends awareness toward particular notions of truth, actuality, and credibility.

Organizers and Chairs: Lily Ivanova, University of British Columbia; Will Keats-Osborn, Independent scholar

Presentations:

1. The Privatization of Sociology in Iran in the 21st Century
Presenters: Zohreh BayatRizi, University of Alberta; Reyhaneh Javadi, University of Alberta

This paper examines privatization of Iranian sociology in the 21st century by studying changes that have happened in teaching in the past two decades. The teaching of sociology in Iran has for a long time been constrained by political considerations and censorship as well as hiring policies that prioritize ideological over academic qualifications. Yet, beginning in the early twenty-first century, student associations began to react to the diminishing quality of their classroom education through collective protests and by organizing reading groups and book clubs that went above and beyond the official curriculum. However, over time, these extra-curricular classes morphed into private classes outside the university run by academic sociologists and intellectual figures who charge students for membership and participation. Thus, private, for-profit reading groups emerge, where sociology texts and methods are taught and discussed. To study this change in teaching sociology in Iran, our project uses a combination of qualitative sociological methods, including archival studies, document analysis and semi-structured interviews. First, it examines relevant documents, including journals and student magazines, contents of academic journals, and university policies with regard to faculty evaluation. It also contains semi-structured interviews with Iranian sociologists who play a role in teaching and research as well as graduate students who participate in private classes. To analyze the data, this paper uses a combination of document analysis and open and axial coding. Applying these methods, this paper studies the setting in which the current trends have emerged in Iranian sociology (including power relations

within and outside academia, and its relation to financial as well as social and symbolic capital), and their implications for social sciences inside academia. It contends that these changes are significant enough to impact the field of sociology as a whole and deprive academic sociology in Iran of organic development. This paper has significance beyond Iranian sociology, as these changes have a significant global nature and resonate with larger trends in global sociology and neo-liberalization of higher education.

2. Predicting COVID-19 Preprint Manuscript's Publication Status: Scientific Impact, Social Attention, Gender, and Institutional Prestige

Presenter: Francois Lachapelle, University of British Columbia | Sciences Po

Early in the pandemic, preprint repositories emerged as a core component in the global scientific communication ecosystem. A preprint server is a website organized as an open-access repository of papers where researchers can upload manuscript documents for the timely dissemination of important findings to the scientific community. A scientific manuscript submitted to a server preprint can be posted and made available for the public in a matter of days after some form of human-led screening. The epistemic certification in the traditional peer-review system can take months, or years. Given the uncertified nature of the scientific manuscripts curated on preprint repositories, this 'upload first, certify later' practice is not without creating serious tensions. This is especially the case for biomedical knowledge since the dissemination of bad science can have widespread consequences for a host of health practitioners and social actors who changed their professional practices or/and behaviors based on scientific findings. In this paper, I explore what factors, including temporal, scholarly, gender, and status-based affect whether preprints are converted in peer publications. I address questions about the relationship between time, scientific impact, gender, institutional prestige, and preprint's publication status using a metadata-enhanced version of the Upload-or-Publish (UoP) dataset. The dataset contains 16,244 COVID-19 preprints uploaded on arXiv, bioRxiv, and medRxiv digital repositories between January 2020 and early March 2021. I found that early scientific impact has one of the strongest positive effects on the chance of publishing. time is the only predictor that maintains an inverted-U relationship with the chances of converting a preprint into a journal article. I also found that institutional prestige matters for female authors. Junior and senior female scholars located in high-status universities stand at a much higher chance to convert their scientific labor when compare not only to lower-status senior female authors but all-male authors as well.

3. Translation Between Textbook and Question - Test Bank Design and Sociological Understanding in Canada

Presenter: Anastasia Kulpa, University of Alberta and MacEwan University

Empirical evidence suggests that, more than teaching, assessment is the primary mechanism students use to define what they are expected to learn. Test questions and assignments, not objectives written on course outlines, convey to students what is important to understand in a discipline. There is, however, relatively little work exploring which elements of a discipline are translated into assessment, and how. This paper explores the way learning objectives and concepts in introductory sociology textbooks do and do not get translated into related test

questions, drawing on the author's experience of writing and revising test banks for several introductory sociology textbooks, and teaching introductory sociology. Certain types of understanding are relatively easy to examine in the context of a multiple-choice question, while others are substantially more difficult. Learning objectives are often written without a recognition of this possibility, and, occasionally, have an unclear relationship to the text of the book itself. In this environment, there is a potential for significant gaps between what faculty and students understand as sociological knowledge, not only in the expected sense of faculty being much more versed in the content, but also more ontologically about what defines sociological knowledge. For example, is the crux of "knowing" sociology defining concepts or applying them? How are such distinctions reflected in the questions students are asked? Of particular interest here is the presentation of sociological theory, where there is an especially significant gap between how sociologists employ concepts in their own work and writing, and how the important elements of these concepts are communicated to students in test questions and test banks.

4. Directed self-expression: Interviews and the interactive genesis of social knowledge
Presenters: Will Keats-Osborn, Independent scholar; Lily Ivanova, University of British Columbia

For many years, scholars have questioned how effectively interviews access the underlying reality of a research topic. Ann Swidler and Stephen Vaisey, for instance, have pointed out how discursive explanations for one's actions appear to have a tenuous causal connection with the actions themselves. With this principle as a starting point, we aim to discover how data produced from an interview might be dominated by artifacts of the interview process itself. Borrowing from The Turnaround, an audio series about the "greatest living interviewers" of our time, we engage in a close examination of a series of interviews about interviews. Typically, an interviewer must manage a respondent's production of material through charisma, timing, humour, commiseration, display of prior knowledge, and other strategies, leaving space for surprising or unexpected turns, while also structuring the interview enough to maintain control. A respondent, who might not yet have devised clear answers for the interviewer's best questions, is thus prompted to structure their personal narrative in a way that responds to the interviewer's need for material. Whatever transformations the researcher applies to render that material into knowledge (transcribing, coding, editing, or selecting quotes, for example) tend to reify the respondent's answers into representations of a concrete, underlying reality, obscuring their origin in the momentary, unfolding circumstances of the interaction. Varying levels of understanding of this process of reification can be a sticking point in negotiations of power relations for interviewers and subjects themselves; we hope that a scholarly examination of this process can also provide a starting point for discussions of power and ethics in knowledge creation during qualitative research.

(PLN2) Education in Canada: The American Dream or the New Inequality?
2021 Outstanding Contribution Award Lecture

Date: Monday, May 16 Time (ET): 1:00 PM - 2:00 PM

One of the most remarkable policy achievements in the twentieth century has been the massive increase in educational attainment across populations. In Canada, these changes have contributed to increased opportunities and enhanced well-being for many previously excluded groups to the extent that some observers are calling the nation the new home of the American dream. However, educational attainment levels remain relatively low for many Canadians. This paper, adopting the stance that education does matter, explores the nature and consequences of educational inequality in contemporary Canadian society.

Keynote Speaker: Terry Wotherspoon, University of Saskatchewan

Moderator: Irene Shankar, Mount Royal University and President-Elect - Canadian Sociological Association

(SCY2A) Researching and reflecting on early childhood in contemporary Canadian society: Children's narratives of lived experience

Date: Monday, May 16 Time (ET): 1:00 PM - 2:30 PM

In this session, presentations will explore a range of studies that directly engage with children's perspectives of their lived experiences.

Organizers: Noah Kenneally, MacEwan University, Laurel Donison, Brock University

Chair: Noah Kenneally, MacEwan University

Presentations:

1. Braiding Lived Experiences: The Making of a Collaborative Inquiring Community of Indigenous Early Childhood Educators

Presenter: Áurea M Vericat Rocha, University of British Columbia

In response to the ongoing regional implementation of the First Nations Early Learning and Child Care Framework (with/among First Nations in British Columbia, Canada) and to the United Nations Declaration on the Rights of Indigenous Peoples, one of the purposes of the First Nations Pedagogies Network (FNPN) is to support the creation of a new role in Indigenous early childhood education, in Indigenous terms. Early childhood educators are significantly marginalized as professionals, particularly in terms of low wages, lack of professional status, and often unstable work conditions. Those working with Indigenous children and families in Canada are often faced with the legacies of residential schooling and other colonial oppression that affect them as well as the families and communities with whom they work. The time and spaces available for them to get together and build professional connections to support each other, reflect, and exchange

knowledge to further their practice and leadership are limited. This project seeks to broaden those opportunities. It involves a collaborative exploration of Indigenous early childhood educators' practices, resources, and needs drawing on their professional trajectories and experiences developing projects in Indigenous early learning and child care in their communities, in Indigenous terms. By taking an action research approach and centering educators' voices, this project seeks to further Indigenous early childhood educators' pedagogical leadership to build capacity for themselves, their colleagues, and communities, and to inform the education of Indigenous and non-Indigenous early childhood educators. To this end, this study invited members of the First Nations Pedagogies Network (FNPN) to create a Collaborative Inquiring Community (Wells, 2001) within which they are being supported to document their individual and collective inquiries and projects. By supporting the documentation of individual and group experiences and their professional and cultural practices, both individually and collaboratively, this project seeks to support the development of research with and relevant for Indigenous partners, that is collaborative, responsive, and respectful of Indigenous professionals and communities as partners and supportive of their interests and priorities. This presentation will share the ongoing story of this ongoing collaborative research process, including its conception, the intricacies of its ethics application process, and the lessons it offers to transform research tailored around individual interests, into one that strives to be responsive, respectful, and of service to the priorities and interests of Indigenous community members and partners.

2. Centering marginalized voices: valuing everyday lived experiences of newcomer children
Presenter: Nidhi Menon, University of Toronto

"In mainstream Canadian sociology, children remain undefined, a homogenous lump to be sculpted and acted upon, either virtually invisible or in need of protection" (Albanese 2009, p.138). The new sociology of childhood is seen as a driving force behind the increase in research involving young children globally and in Canadian contexts (Prout Burman and McNevin, 2017). I use the quote from Albanese (2009) to emphasize our prevailing dominant ideologies around children and childhoods that prioritizes research conducted 'on' rather 'with' children (Burman and McNevin, 2017). This is especially the case for newcomer children, who do not fit into the dominant framework of homogeneity and universalization. Their voices and views are often silenced within systems, research, and discourse (Collins, 2000; Perez, 2017). Their inclusion is almost always within a framework of deficit, where our gaze is fixated upon their needs, vulnerabilities, problems, and challenges which results in a discourse of intervention (Ajodhia-Andrews 2016; hooks, 1990). This marginalized group deserve not only to be recognized but heard. Within a deficit framework the newcomer child is submerged within the voices of others who speak for the child. Drawing from my doctoral research, I posit that it is essential to listen to the narratives of newcomer children, hold space for their lived experience, to create counternarratives that will bring about systemic, pedagogic, and societal transformation (Freire, 1970). This kind of transformation is necessary now more than ever as Canada is not only poised to center young children and their families in a universal, accessible childcare plan, but also committed to resettle thousands of refugee families from Afghanistan. Using a feminist lens along with the new sociology of childhood, I argue for centering the voices of marginalized

children and families in contemporary Canadian societies to create multiple narratives of children and childhoods.

3. Meaning making while mark making: Drawing as a research method for surfacing children's engagement and relationships when we choose to look closely
Presenter: Harini Rajagopal, University of British Columbia

While language-based ways of learning have long dominated practices in school classrooms, children bring with them a range of skills for visual meaning-making, including drawing, the focus of this presentation. Here, I seek to surface the possibilities that unfold for our understandings of the capacities of emergent bilinguals (García, 2009; García and Kleifgen, 2018) - often labelled English Language learners from a deficit-perspective - when we choose to look closely at their drawings, their conversations around those, and their enhanced meaning making through juxtaposing multiple semiotic resources. This presentation offers a segment of my dissertation research, which through a decolonizing approach to languages and literacies, invited children's home languages and multimodal communicative repertoires (including photography, drawing, songs, pop culture, generative discussions) into a Grade2/3 classroom. Drawing describes both the product and the process. Cox and Cox (2014) emphasize that children's talk and drawing interact and transform each other. In this presentation, I share examples from the Looking Closely project (titled by the children), inspired by a workshop on visual techniques and ensuing conversations; children drew objects (leaves, twigs, insects, benches) from their school yard, discussed their drawings with their friends, and some wrote narrative pieces to further describe their pictures. By looking closely at emergent bilinguals' pictures, words, and conversations, I explore their ways of engagement towards learning, communication, and relationships, and to highlight drawing as a powerful means of meaning making. Unlike other technology-dependent visual methods that need access to phones, cameras, or other digital devices, which have equity-related issues (Rogers et al., 2018), drawing is a relatively democratizing practice, with the advantage of creating and re-creating slowly. Using drawing to investigate what children want to share permits a range of embedding sensory modes and feelings and representing human experience in learning (Kress, 2000), transforming children from "mark makers to meaning makers" (Papandreou, 2014, p. 97).

(SOS1) Sociology of Sport

Date: Monday, May 16 Time (ET): 1:00 PM - 2:30 PM

Scholars whose work addresses the sociology of sport will be featured in this session.

Organizers: Martine Dennie, University of Calgary, Lee Hill, University of Cape Town

Chair: Martine Dennie, University of Calgary

Presentations:

1. Negotiating Rowan's Law: How Coaches in Minor League Hockey Talk about Concussion Policy

Presenter: Niya St. Amant, Queen's University

In 2019 the Government of Ontario implemented Phase 1 of Rowan's Law, a youth concussion policy set out to better prevent, identify and manage concussions in youth sport. While Phase 2 was delayed until 2021, Phase 1 was implemented in July 2019 with the requirement that all coaches, parents and athletes read and confirm reading the concussion awareness resource provided by the Government of Ontario and their leagues concussion protocol. I interviewed 12 minor league hockey coaches in Ontario at the U15 and U17 Triple-A levels of play (levels with contact) about their perspectives on the law. What uniquely emerged from these interviews was a recognition of the way coaches spoke about Rowan's Law. Using Snow and Anderson's (1987) concept of identity talk coupled with Sykes and Matza's (1957) techniques of neutralization, I discuss how coaches conveyed conflicting messages about Rowan's Law by simultaneously aligning themselves with the law and brushing aside Phase 1 (and future Phase 2) requirements by justifying their deviance.

2. The Operationalizing Intersectionality Framework

Presenter: Debra Kriger, University of Toronto
Non-presenting authors: Amélie Keyser-Verreault, Simone de Beauvoir Institute, Concordia University; Janelle Joseph, University of Toronto; Danielle Peers, University of Alberta

To create significant changes to sport access, participation, and leadership intersectional approaches are needed in gender equity in sport research and administration. Current gender equity efforts mostly continue to centre the knowledges and needs of white, middle-upper class, settler, non-disabled, heteronormative, binary, cisgender women and still have yet to achieve parity (Joseph and Lavallee, forthcoming). Further work is needed to act on commitments to intersectional approaches in meaningful ways. The Operationalizing Intersectionality Framework visualized as a wheel with spokes, hub, and points of traction - offers a non-exhaustive, evolving structure which can facilitate deliberate individual and collective actions to disrupt overlapping systems of oppression. The Operationalizing Intersectionality Framework was assembled for use in guiding E-Alliance, the gender+ equity in sport in Canada research hub, in embodying its commitment to intersectional approaches and was designed for broader application to sport research and administration.

3. "I told my coach that it's over": Disengagement from sport in the lives of trans athletes in France

Presenter: Félix Pavlenko, University of Ottawa

The understanding of trans athletes' experiences in the field of sport sociology tends to focus on their relationship to gender norms or individualizes their experience of discrimations lived in those spaces. This paper aims to rather understand the phenomenon of disengagement from sport by trans athletes through the lens of marginalization faced by trans people in a cissexist society. Semi-structured interviews have been conducted with 8 trans people: 2 women, 3 men, and 3 non-binary people living in France involved in various sports: Rugby, Basketball, Boxing, Riding, Roller-Derby, Underwater Hockey, Quidditch, Table Tennis, Dance; and at heterogeneous

levels: elite, competitive / leisure and non-competitive leisure practices. The process that leads to the disengagement during transition of the athletes interviewed is explored through a theoretical framework rooted in trans studies and in sport and gender sociology (Baril, 2017, Serano, 2007). Transitioning exposes directly trans athletes to acts of violence that change their relationship to sport and highlight the injunctions to conform to cisnormative expectations. The first stage of disengagement can occur during that redefinition period stage but athletes who are involved in elite sport tend to try to continue playing in their category assign pre-transition and are exposed to discrimination. However, this situation still result in an early end of career. Withdrawal from sport is hard to manage and has physical and psychological impact on trans athletes' health. If the withdrawal is not always permanent, resuming to sport is dependent on living material conditions and access to health care. When trans athletes start playing sport again, the experience of cissexist violence can lead to a second disengagement. Some trans athletes start playing sport again after few years of transitioning but the cissexist violence faced again can leads them to a second disengagement. Finally, the process of disengagement is a heuristic way to better understand social power relations in sport and the connection between living and sporting conditions.

4. Creating "Resiliency" Through Sport? Interrogating the UN's Uptake of Sport for Deradicalization

Presenter: Adam Ali, University of Toronto

This paper is concerned with the global rise of sport for deradicalization programs as an "intervention" against violent extremism. This rise is evidenced by the United Nations' collective turn to sport for deradicalization, the continued proliferation of similar programs across the world, and the domestic growth of strategies for countering violent radicalization within Canada. Within this context, the purpose of this investigation is to analyze the increasing institutionalization of sport within the United Nation's strategies for responding to and preventing radicalization. It does so by drawing on post-colonial theory to conduct an archival analysis of the United Nations Office on Drugs and Crime's sport-based policies for preventing radicalization and countering violent extremism (CVE) amongst "at-risk" youth. These policies include the UN Technical Guide on Preventing Violent Extremism through Sports, and the Lineup, Liveup! program, which encourages the use of sport to build resiliency against radicalization within communities across the world. While there may be positive elements to such programs, such as the provision of sporting opportunities to underserved youth, their growth has taken place within a context of intensified hostility and violence towards Muslim-looking people of colour that inescapably shapes their design and impact. Moreover, there remains a lack of empirical evidence supporting both prevailing understandings of radicalization and the sport interventions designed to prevent it. As such, my analysis will illuminate the social, political and ideological processes by which sport has come to be understood as an effective tool for deradicalization and CVE on a global level, and the impact of these processes and programs for communities of colour.

(UNG1B) The Undergraduate Voice II: Youth Justice and Criminology

Date: Monday, May 16 Time (ET): 1:00 PM - 2:30 PM

This roundtable session is organized in the spirit of professional development, mentorship, and sharing.

Organizers: Gary Barron, Lethbridge College, Michael Corman, University of the Fraser Valley, Michael Granzow, Lethbridge College

Chairs: Michael Granzow, Lethbridge College; Gary Barron, Lethbridge College

Discussants: Justin Tetrault, University of Alberta Augustana; Susan Cake, Athabasca University; Michael Granzow, Lethbridge College

Presentations:

1. 'Now what?': An examination of ongoing gaps post-diagnosis for justice-involved youth with FASD

Presenters: Marrah Kotler, Bishop's University; Katharine Dunbar Winsor, Bishops University and Concordia University

Fetal alcohol spectrum disorder (FASD) is a diagnostic term referring to the lifelong neurodevelopmental impacts resulting from prenatal alcohol exposure (PAE). Recent prevalence indicates it is a leading cause of developmental disability in Canada (Popova, Lange, Shield, Burd, and Rehm, 2019). Researchers have illustrated that the criminal justice system (CJS) is a common landing point for individuals with FASD, and entry commonly occurs during adolescence (Popova, Lange, Burd, and Rehm, 2015). Many scholars have contributed to early intervention implementation or identifying markers in adolescence to deter criminal behaviour; however, resources and information for individuals with current or historical CJS involvement require further attention (Flannigan, Pei, Stewart, and Johnson, 2018). In this paper, we analyze newer research on the links between FASD and the CJS, discuss considerations from developmental theory and analyze salient issues involving youth with FASD. Three Canadian legal decisions involving justice-involved youth with FASD are drawn upon to mobilize three areas requiring further theorization and action regarding CJS responses to FASD. Using developmental theory, we centre the impacts of CJS on justice-involved youth with FASD and discuss possible resulting implications. We aim to highlight areas for further consideration when working with justice-involved youth with FASD, namely, gaps in early assessment and implementation of supports, needs to increase parent and caregiver capacity to maintain residential stability, and efforts to support desistance from crime in the context of an FASD diagnosis.

2. Young, Queer and Criminal: Criminogenic Risk Factors Experienced by LGBTQ+ Youth in Canada

Presenter: Larissa Janssen, Trent University Durham

My research explores how adversities faced by queer youth can contribute to criminogenic risk. The queer community, also known as the LGBTQ+ community, is composed of individuals who

do not conform to gender and/or sexuality norms. This population is often overlooked, despite their increased experiences of discrimination (Abramovich, 2014; Majd et al., 2009; OCYAA, 2017; Ray, 2016). The Youth Criminal Justice Act (2002) stipulates that all measures taken against young people should respect and respond to young people's special requirements and differences. Ensuring that this is meaningfully reflected in practice requires that justice professionals have a sound, holistic understanding of queer youth's unique experiences. Through a review of relevant North American academic literature, my presentation will highlight experiences of queer youth, focusing on adversities faced in the home and at school. This research project brings together some of the most common risk factors faced by this marginalized group, including mental health issues, homelessness, and social isolation, (Majd et al., 2009; Snapp et al.,2014; Tadros et al., 2020), and discusses how they contribute to criminogenic risk. In Canada, the number of queer youths involved in the justice system is unknown (Peter et al., 2014). However, an overwhelming amount of academic literature indicates that queer youth may be at an increased risk for engaging in crime. After discussing the experiences of queer youth as outlined in existing literature, my presentation will conclude by highlighting the need for comprehensive, queer-focused prevention and intervention strategies to mitigate criminogenic risk.

3. Conceptualizing Participation Rights in the Education System
Presenter: Vanessa Pavicic, Trent University Durham

Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) stipulates that all children have the right to participate (UNCRC, 1989). Although Canada ratified the UNCRC over 30 years ago, gaps continue to exist in terms of our understanding of how to incorporate participation rights in practice. Drawing on work from a fourth-year undergraduate class this presentation will explore the meaning of participation rights, as well as the benefits and challenges of implementation. A specific focus will be placed on participation rights within the education system. As duty bearers who work with children and young people, it is absolutely essential that we are educated on the UNCRC, not only because we need to be advocates for children, but we must be cautious that we do not violate their rights in any way. We must also understand that we have the responsibility to foster meaningful participation for the children we work with, meaning that we must provide them with the space to actively participate. This is important as participation has been linked to positive outcomes such as increased self-esteem, enhanced civil responsibility, and leadership skills (Lansdown and O'Kane, 2014). This presentation will conclude with an analysis of how education systems might be reimagined to foster a more rights-based approach.

(VIS1) Participatory visual methodologies for a more comprehensive approach towards engaging young people in policy dialogue and social change

Date: Monday, May 16 Time (ET): 1:00 PM - 2:30 PM

This session on visual sociology and methodologies for social change emerged from support for new scholars from the study "Networks for Change and Well-being: Girl-led 'From the Ground Up' Policymaking to Address Sexual Violence in Canada and South Africa". Networks for Change

is a 7-year SSHRC- and IDRC-funded study led by Claudia Mitchell (Canada) and Relebohile Moletsane (South Africa). The presenters examine how participatory arts-based research produces multiple ways of knowing for personal and social transformation and elaborate on how this work may help build a more comprehensive approach towards engaging young people in policy dialogue and social change.

Moderator: Catherine Vanner, University of Windsor

Panelists :

Pamela Lamb, McGill University
Hani Sadati, McGill University
Haleh Raissadat, McGill University

(WPO1A) Professions: Changes and Challenges

Date: Monday, May 16 Time (ET): 1:00 PM - 2:30 PM

Professionals in Canada are experiencing increasing challenges in the context of changes to professional regulation, the organization of professional work, culture change in professional organizations, and professional roles, identities, and values. This session explores the changing realities faced by various groups of professionals. Papers address issues such as: the transformation of professional self-regulating bodies; changes in the work relationships among different professional groups and the redefinition of professional roles; the adaptation of professional identity to the context in which professionals carry out their work; and, the role of professional instructors in achieving lasting organizational culture change. Collectively, the papers point to the importance of considering a variety of factors such agency, co-construction, community context, work meaning, and socialization processes in understanding the transformation of the work of professionals and the role of professionals themselves in shaping these changes.

Organizers: Vivian Shalla, University of Guelph, Karen Hughes, University of Alberta, Tracey L. Adams, Western University

Chair: Alla Konnikov, University of Alberta

Presentations:

1. Canadian Professions and Regulatory Reform: External and internal pressures driving change
Presenter: Tracey L. Adams, Western University

The nature of professional regulation in Canada is changing. New legislation and initiatives are reducing or eliminating self-regulation, and enhancing regulatory oversight. Such developments are influenced by international trends, especially in Anglo-American countries, leading to a reduction in professionals' voice in the regulation of their own work, and enhanced accountability, transparency and efficiency in regulatory practices. In some locales, de-

regulation is occurring as well. In countries like the UK and Australia, these changes were led by policy-makers, partly in response to regulatory failures, and often influenced by anti-expert sentiments that cast professionals as incapable of subordinating their professional interests to act in the public interest. In Canada, however, the current dynamics are somewhat different. While policy-makers still drive change, it is also the case that regulatory reform is initiated by professionals. Professional regulators have begun to transform themselves from within, altering their structure, make-up and processes to enhance fairness, public input, and accountability, while reducing professional control. Why would they do so? This paper draws on new institutionalist theories of organizational change to understand why professional regulators would invoke changes that, on the surface, might seem to counteract their own interests. Analysing data from 45 interviews with leaders in healthcare profession regulation, as well as documents, policy reports, and legislation, I examine how coercive, mimetic and normative processes inform regulatory reform in a changing regulatory field (DiMaggio and Powell, 1983). Findings shed light on the people, processes, and rationales shaping organizational and regulatory change, especially in contexts where professions' legitimacy is called into question.

2. Working Journalists: Building Professional Identity in Rural Alberta Communities
Presenter: Monica Lockett, University of Lethbridge

In rural settings, professional work is often adapted to best fit the needs of the community (Mellow, 2005). I question what, if any, professional adaptations are made by journalists who work in rural communities for their local media outlet. Given that the production of journalistic work is highly contextual, it is also important to understand how working in rural areas impacts the development of a professional identity in journalists. I approach this topic through a symbolic interactionist lens with an emphasis on the nature of journalistic work, identity, and professionalism in rural communities. This study utilized semi-structured interviews with journalists working in a designated rural community in Alberta. Between July-August 2021, nine journalists were interviewed, focusing on their attitudes towards their jobs and their perceived role in their community. Preliminary findings show an imperative for strong local coverage that respondents felt they owed to their community, as well as deep, ingrained attachments to their town. Another theme that emerged during these conversations was the impact of industry changes on their role, such as increased responsibilities and diminishing staff sizes. These findings are contrasted with the state of local media in Canada with a discussion on the changing nature of journalistic work.

3. The Socialization of Professional Military Values and Organizational Culture Change: The Role of Military Occupation Instructors
Presenter: Kyle Fraser, Department of National Defence
Non-presenting author: Esther Briner, Department of National Defence

In response to calls for culture change, the Canadian Armed Forces (CAF) and Department of National Defence have responded through a number of strategies and initiatives with the goal of fundamentally transforming the way systemic misconduct is understood and addressed across the institution. Central to these strategies is an understanding of the socialization processes of

new military members as those processes influence desired conduct outcomes among personnel. The role and perspective of instructors employed at numerous CAF occupational training sites is key to sense-making of both opportunities and barriers to inculcating desired organizational values among personnel across various military occupations. Twenty-six one-on-one interviews were conducted with instructional staff at occupational training sites across the CAF. Interviews focused on the integration of institutional values and military ethos into occupational training by course instructors, related impact on the propensity of recruits to adopt professional military values in occupational training, risk factors related to trainee experience of misconduct in training settings, and efforts to prevent or mitigate the impact of inappropriate behaviours on trainees. The results underscore the importance of understanding socialization processes and the less tangible dimensions of organizational culture in military contexts that will inform efforts to achieving lasting culture change in the organization.

(CAD1) The Sociology of Sociology

Date: Monday, May 16 Time (ET): 3:00 PM - 4:30 PM

Self-reflection is a vital component of growth and sustainability which 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.

Organizers and Chairs: Mitchell McIvor, University of Toronto; Storm Jeffers, University of Toronto

Presentations:

1. Sociology in Canada: Western Disciplinarity and the Challenge of Decolonization
Presenter: Terry Wotherspoon, University of Saskatchewan

The final report of the Truth and Reconciliation Commission of Canada (2015) includes several calls for action that speak directly to the responsibilities of sociologists (and those in other social sciences and humanities fields) to advance understanding of reconciliation and integrate Indigenous knowledge into their teaching and research activities. This challenge has been embraced by many sociological practitioners and organizations within which they work or study, but it has presented a dilemma for many others who question how, or whether, they can engage in such an undertaking given what they do or where they are situated. There is a further complication given the nature of sociology as a discipline, rooted in Western social contexts and Enlightenment epistemological foundations, that has developed largely in conjunction with, and in many instances at the service of, imperial and colonial state projects. This paper explores the implications of these issues for the future of Canadian sociology, exploring how they are reflected in the field today and whether it is possible to advance decolonization through the discipline as it is currently structured and practiced.

2. Assessing Representation & Diversity in Canadian Introduction to Sociology Textbooks
Presenter: Mitchell McIvor, University of Toronto

For many students, their first encounter with the discipline of Sociology is an Introduction to Sociology course at university. Within these courses and their associated textbooks, students are exposed to Sociological theories and ideas on a wide range of topics. Yet despite knowing the importance of diverse representation within course materials (Hogman and Waterman, 1997; Lee, 2012), how much diversity is found in the theorists, scholars, and Sociologists featured within Canadian Intro textbooks? This paper presents an analysis of the scholars featured, discussed, and mentioned within intro textbooks. Findings indicate that scholars from historically marginalized communities are, not surprisingly, significantly underrepresented with Indigenous scholars being the least likely to be included. The implications of these findings are discussed, along with recommendations for theorists and scholars that can be incorporated into Introduction to Sociology materials.

3. Injecting pleasure and community engagement back into sociology of arts
Presenter: Marie-Lise Drapeau-Bisson, University of Toronto

The sociology of arts has demystified the idea of pure art and showed the inequalities reproduced by the production and reception of art. In doing so, however, this field of sociological research often obscures the power of art to provide solace to individuals, to build community, and to inspire social change. I discuss three pedagogical strategies from an upper-year undergraduate seminar in the sociology of arts employed to inject pleasure and community engagement back into the study of art worlds. First, I discuss curriculum development strategies that expand students' political imagination. Second, I propose engaging with the epistolary genre, to teach alternative modes of knowledge production and circulation. Finally, I suggest using evaluations as community building opportunities, from letter writing, to peer feedback assignments, to in-class workshops. These strategies speak to ongoing reflections about how to ignite change through sociology, specifically here how to train engaged citizens by teaching cultural sociology.

(CND1B) Suicide, Civilization & The COVID-19 Pandemic: Critical Durkheimian Reflections

Date: Monday, May 16 Time (ET): 3:00 PM - 4:30 PM

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. This session focuses on critical engagements with Durkheimian approaches to societal development and their application to contemporary analysis.

Organizers: Ronjon Paul Datta, University of Windsor, Tara Milbrandt, University of Alberta, Augustana Faculty, Robin Willey, Concordia University, Edmonton, William Ramp, University of Lethbridge

Chair: Ronjon Paul Datta, University of Windsor

Presentations:

1. Moral Crisis and Decivilization - An Interpretation Key for Today's Brazil
Presenter: Marilia Bueno, Universidade Federal do Rio Grande do Sul

The objective of this paper is to propose a model to approach the current crisis in Brazil based on concepts drawn from the theories of Émile Durkheim and Norbert Elias, more specifically from the perspective of morality. The model is based, mainly, on the hypothesis that the constellation of values that Durkheim synthetized under the concept of moral individualism has been eroded by short- and medium-term social processes to become a minority in the Brazilian public sphere, which is expressed in discourses openly opposed to such values. The crisis is seen as a civilizing one because these processes gave rise to a corrosion of the social basis of what Elias called civilized conduct. Resulting from the civilizing process, it consists in the ability to recognize the other as entirely human, creating an identification with the other's humanity and a dignity that is only realized if universally shared. It takes place through bonds of identity that, in Durkheim correspond to the satisfaction of the social needs of the homo duplex, and composes the moral that makes social cohesion possible. The current situation in Brazil is characterized by a corrosion of this "social amalgam." The fragmentation of identification chains makes it impossible for social relations to be guided by the values defended by Durkheim, leading to a kind of antidreyfusard behaviour dehumanizing the other and being indifferent to their dignity. This corresponds to a meltdown of the foundations of civilized conduct, giving rise to what Elias defined as a decivilizing process (such as the Holocaust). The Brazilian crisis differs in magnitude from those addressed by the two authors, but their formulations can help to understand a context in which uncivilized values, averse to moral individualism, gained hegemony and have been crucial for the changes in social bonds and their respective historical developments.

2. Social Dynamics in the COVID-19 Pandemic: Durkheimian Considerations
Presenter: William Ramp, University of Lethbridge

This open moderated discussion will focus on how Durkheimian sociology can help us analyse the complex social dynamics emergent in the COVID-19 pandemic. Participants are encouraged to reflect on the distinctive contributions sociology can make to understanding the moment. Suggested themes include: altruism; moral regulation; egotism; moral individualism; social health; the normal/pathological couplet; the sociology of medicine and science; isolation; childhood and education; mental health; governmental anomie; lack of global solidarity, etc.

(CRM2) Canadian Contributions to Theoretical Criminology

Date: Monday, May 16 Time (ET): 3:00 PM - 4:30 PM

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.

Organizers and Chairs: Daniel Kudla, Memorial University; Timothy Kang, University of Saskatchewan

Presentations:

1. For Better or Worse: Institutional Regimes and Perceptions of the Criminal Justice System
Presenter: Holly Campeau, University of Alberta
Non-presenting author: Sandra Bucerius, University of Alberta

Relying on 193 interviews with arrested individuals in the jails of two US cities, and 164 interviews with incarcerated people in two prisons in Canada, this paper offers a cross-national analysis of how criminal justice agencies are understood within a broader set of "institutional regimes". Taken together, this sample includes significant numbers of Black and Indigenous Peoples -- the most overrepresented groups in each country's criminal justice system. In both national contexts, we find that people's expectations of criminal justice institutions, and their interpretations of the actions of officials, cannot be evaluated in a vacuum, merely by measuring these against normative ideals of law and justice. Instead, individuals interconnect their expectations and make sense of their experiences by drawing on legacies of social institutions that have either failed or protected them – whether this be family, the Church, schools, or other state actors. People's experiences of criminal justice agencies are refracted through their perceptions of an array of institutions. We conclude that the criminal justice system is, for our participants, part of a fabric of social institutions that set the warp and weft of life, and thus part of an interactive institutional regime that informs their hopes and frustrations.

2. Care and Control?: Examining the Role of the Penal Voluntary Sector in Community Supervision
Presenter: Alyssa Leblond, Queen's University

Since the 1990s, the Canadian Penal Voluntary Sector (PVS) has gained an increasingly prominent role in the delivery of social service programs for criminalized individuals. Through incorporating non-governmental organizations (NGOs), such as the John Howard Society (JHS), who identify as penal reform advocates, the PVS supplements the services offered by the state both in institutions and the community. Academic inquiry examining the PVS in the UK argues that it has been shaped to a neoliberal agenda rendering it enmeshed with the day-to-day operations of the criminalization system, rather than supplementing the rehabilitative efforts as intended. This inquiry has focused largely on the role of the PVS in delivering programs/services at the back end

of the criminalization system, during prisoner re-entry. Minimal research has examined the role of the Canadian PVS in supervising accused on bail at the front end of the criminalization system when individuals are to be presumed innocent. Questions arise as to the function and consequences of restrictive bail conditions, such as requiring a bail supervisor. Contributing to this literature, the present project examines the community supervision experiences of people on bail supervised by the John Howard Society Kingston's (JHSK) Bail Verification and Supervision Program (BVSP). Employing a mixed-method design, I will code JHSK client case files, conduct ten interviews with JHSK bail supervisors, and twenty with clients. This project will make a theoretical contribution to the literature by creating a framework combining Foucault's (1991) governmentality and Marxian punishment theory in order to capture the implications of carceral expansion on the 'supportive' services delivered by NGOs. This framework will provide the ability to theorize bail supervision as a form of targeted poverty governance that intervenes in the lives of the poor, without needing to secure a conviction, aiming to create self-regulating and normatively 'prosocial' individuals.

3. Mapping the Field of Canadian Critical Criminology
Presenters: Mitra Mokhtari, University of Toronto; Phillip Goodman, University of Toronto

Critical criminology is sometimes conceptualized not by what it is, but by what it is not. Instead of learning about its core values, critiques, commitments, and empirical analyzes, informal accounts of critical criminology frequently place it in contradistinction to 'mainstream' criminology (Martel, Hogeveen, and Woolford 2006). While epistemically incomplete, this approach can be functional in the U.S. context, given the pronounced gulf between, for example, abolitionist accounts of racial and colonial state violence and explanations of why some individuals (and not others who are 'similarly situated') commit crime and deviance. In Canada, however, the situation is murkier and thus ripe for analysis. This is because Canadian criminology writ large is often understood as a 'wide net' or 'big tent.' Its intellectual and political center is assumed to be modestly left of American criminology, yet sufficiently amorphous to encompass everything from penal abolition to reformist desires to collaborative partnerships with government entities seeking to make policing and punishment more 'efficient' and 'effective.' As a result, critical criminology in Canada has much less obvious foil than in the U.S. This raises the question: what is the subfield of Canadian critical criminology? In this paper we empirically explore how scholars and other commentators describe the subfield of Canadian critical criminology. Using syllabi and other data gathered from websites and documents produced for public consumption by Canadian criminology departments, we examine the place that critical criminology holds within the broader field of Canadian criminology. In so doing, we aim to contribute both a better understanding of what critical criminology is (and is not) in Canada, as well as raise questions about the past, present, and future of criminological inquiry in our country.

4. Desistance derailed: What can persistent offenders teach us about the desistance process?
Presenter: Timothy Kang, University of Saskatchewan
Non-presenting author: Candace Kruttschnitt, University of Toronto

We seek to determine what processes are responsible for reoffending when an individual seems to be gliding towards desistance. How do social contexts intersect with subjective experiences to underpin a resurgence in offending? Face-to-face interviews were conducted with a sample of "persistent offenders" (at least 30 years old with at least four prison commitments). We focus here on a subsample of 19 women and 17 men who, at some point in their life, desisted from crime for at least three years. We draw on their reports of social contexts, immediate and lifecourse narratives, and reflected appraisals to understand why their trajectories of desistance deteriorated. We find that respondents were haunted by their past through chronic intrusions in their lives from the criminal justice system. The prosocial quality of their social networks and employment opportunities were precarious and tainted by their pasts. When negative experiences occurred, our respondents turned to what they knew, whether crime for of financial need or substance use to cope. Although our respondents differed in their commitment to desistance, we find that their pasts made lasting structural impressions on their future trajectories that they ultimately could not overcome.

(DIS4) Prescribing Injustice: Disability, Illness, and Health Care

Date: Monday, May 16 Time (ET): 3:00 PM - 4:30 PM

Participants in this session will draw on a Disability Studies lens to examine the relationship(s) between disability and/or chronic illness and health. The scheduled papers will address these connections by exploring narratives of resistance to epistemic invalidation (Sebring), destigmatizing FASD through a comprehensive community needs assessment (Windsor & Peters), and illustrating how being multiply marginalized impacts access to care during the COVID-19 pandemic (Nangia & Yandav).

Organizers: Kristen Hardy, University of Winnipeg and Brandon University, Danielle E. Lorenz, University of Alberta

Chair: Danielle E. Lorenz, University of Alberta

Presentations:

1. Disability and Access to Healthcare Services in Canada During COVID-19: An Intersectionality Approach to Discrimination in Healthcare

Presenter: Charu Yadav, Laurentian University
Non-presenting author: Parveen Nangia, Laurentian University

This study investigates the impact of COVID-19 on access to healthcare services by people with disabilities. It applies the theory of intersectionality in understanding the impact of disability on access to healthcare services when it intersects with gender, race, and sexual orientation. It uses data from Statistics Canada's survey on the 'Impact of COVID-19 on Canadians – Experiences of Discrimination, 2020'. This survey collected data online from 36,674 Canadians 15 years of age and over, including 5,531 persons who identified themselves as having a disability. Preliminary results show that compared with 33% of persons without a disability, 59% of those with a

disability experienced accessibility issues with multiple healthcare services. They had greater difficulty in getting appointments, referrals, and contacting physicians or nurses. They had to wait for a longer period to get health care services. For a majority of them, care was not available when required. Lack of access to healthcare services had a greater negative impact on their physical and mental health. The persons who belonged to two marginalized groups had more difficulties accessing healthcare services. For example, 62% of females with a disability, 71% Indigenous people with a disability, and 64% LGBTQ2 persons with a disability experienced accessibility issues with multiple services. A combination of three marginalized identities worsened access to healthcare services. Results show that 74% of the Indigenous females with a disability and 67% of the LGBTQ2 females with a disability had accessibility concerns with multiple healthcare services. Using logistic regression analysis, this study examines the intersectional impact of various marginalized groups on access to healthcare services and provides recommendations for overcoming barriers to discrimination in healthcare.

2. Bringing Focus to the Service/Support Needs of Individuals Personally and Professionally Impacted by Fetal Alcohol Spectrum Disorder

Presenters: Adrienne Peters, Memorial University; Katharine Dunbar Winsor, Bishops University and Concordia University

Scholarly attention continues to be dedicated to understanding the social and health-related impacts of substance use on our society and to our communities; this includes the widely socially and culturally acceptable alcohol. One health-related outcome of prenatal alcohol exposure is fetal alcohol spectrum disorder (FASD). FASD is a lifelong neurodevelopmental disability that impacts many facets of individuals' everyday lives, thereby necessitating ongoing supports and services (Cook et al., 2016). In Canada, it is estimated that four percent of the general population has FASD, with a higher prevalence for specific populations (e.g., children in care; individuals in the justice system; and Indigenous communities; CanFASD, 2018; Popova et al., 2019). Although FASD is the most common acquired developmental disability in Canada, it continues to be stigmatized, misunderstood, mis-/under-diagnosed, and underfunded. Therefore, there is a considerable degree of misinformation and limited training/practical focus on the neurodevelopmental disability, including what supports and services are needed in various regions of our country across multi-domain areas to assist individuals living or working with FASD. To identify the specific needs of individuals, parents/caregivers, and professionals impacted by FASD in Newfoundland and Labrador (NL) this research presents the focus group findings from a comprehensive community needs assessment of FASD in NL. These results represent voices of individuals with lived experience, as well as community stakeholders, health and justice/legal professionals, educators, and policymakers. Using the developmental/ life course perspective, this presentation identifies key FASD needs and service barriers in the province, guiding recommendations to, first reduce stigma and inequities in this area of our health, education, social, and justice systems, and second to improve the delivery of and access to critical services/supports for individuals impacted by FASD in NL. This research informs more tailored, evidence-based information to understand the specific challenges encountered in developing/implementing/delivering these services in diverse regions.

3. Epistemic Invalidation and the Clinical Encounter
Presenter: Jennifer Sebring, University of Manitoba

Scholarly conversations on epistemic justice, and in particular, epistemic harms in the clinical encounter abound in this moment. Such experiences are particularly prevalent for people living with chronic illnesses, who have to frequently engage with healthcare systems to manage their illnesses. Yet, there are few empirical studies that speak to the lived experience of epistemic harm, and fewer that do so through a critical disability lens. Grounded in feminist disability scholar Susan Wendell's conceptualization of epistemic invalidation," this study sought to understand how epistemic invalidation is experienced, and what its implications are for the care and wellbeing of people with chronic illnesses, especially when experienced repeatedly over time. 10 self-identifying women and non-binary people living with chronic illnesses partook in this participatory research study. Arts-informed methods were used to illustrate participants' healthcare experiences, followed by group discussions in a workshop setting. All participants expressed experiencing epistemic invalidation. Notably, participants contextualized these experiences via their social locations. In particular, age, body size, gender, sexuality, race, and the nature of their diagnosis and medical history (e.g., history of mental illness; having a rare or 'contested' illness) were deemed relevant to participants' experience of epistemic invalidation. Further, epistemic invalidation had consequences for participants' mental and physical wellbeing, their willingness to access care, and their relationships with medical professionals as well as friends and family. Through its critical disability orientation, this study sheds light on the embedded nature of systemic discrimination in healthcare and its implications for patient care.

(EDU4) Igniting Change through the Sociology of Education

Date: Monday, May 16 Time (ET): 3:00 PM - 4:30 PM

This session explores 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.

Organizers and Chairs: Alana Butler, Queen's University; Cathlene Hillier, Crandall University

Presentations:

1. Full Circle: Indigenizing Sociology through the Medicine Wheel
Presenter: Shelly Ikebuchi, Okanagan College

In the Fall of 2021, I took a course at UBC on Indigeneity, Technology, and Education. My final project was to Indigenize a sociology course. As a non-Indigenous scholar, I felt ill-equipped to take this on, but was committed to making my course more inclusive. Initially, I looked for resources and materials to add to my syllabus. However, I was reminded that what students learn is only part of their education. I have always tried to be inclusive in _what _I was teaching, but I realized that fitting Indigenous scholars into an academic framework was not enough. This

approach does not take into account what types of knowledge are valued, or how that knowledge is transmitted. I realized that I had to embrace both Indigenous content and Indigenous ways of knowing/pedagogies. Inspired by the work of Dr. Pamela Toulouse (2016), an Ojibwe researcher, I opted to use the Medicine Wheel, as a framework for my course. Instead of fitting Indigenous knowledge into sociology, I opted to fit sociology into an Indigenous framework. The course that resulted was, in many ways, a critical reflection on knowledge and on the discipline of sociology. Exploring sociology through the domains of the Medicine Wheel, the physical, emotional, intellectual, and the spiritual, meant critically examining the importance of place, community, and what counts as knowledge. It also encouraged a focus on self-awareness and social awareness. I will be running three sections of the Indigenized course in the upcoming semester. The final course includes guest speakers, more Indigenous content, and new (to me) teaching strategies such as Talking Circles. The goal of this presentation is to reflect on and share my experiences with this type of approach to Indigenization.

2. Discovering inequities in historical narrative: A discourse analysis of the representation of First Nations in "Discover Canada: a study guide for citizenship"

Presenters: Narjes Hashemi, McGill University
Non-presenting author: Nikasha Tangirala, McGill University

“Discover Canada”, the current citizenship guide is a tool that assists newcomers in understanding the requirements of formal citizenship to Canada but also a guide for understanding the informal, cultural citizenship of the nation (Jafri, 2012). As such it’s important that it provides an accurate historical account that doesn’t misrepresent the relations between ‘settlers’ and First peoples of Canada. For the purpose of this paper, we will be conducting investigative discourse analysis in order to identify how the historical narrative of First Nations peoples has been represented in “Discover Canada”. We will focus primarily on semantics, narrative content, and structure. In this way, we will be asking the following research/guiding questions to streamline our inquiry: Firstly, what is the historical narrative of First Nations peoples as presented by the citizenship guide? What does this narrative imply about the relationship between Indigenous peoples of Canada and non-indigenous Canadians? As “Discover Canada” is an example of educational material, we will utilize critical pedagogy as an overarching theoretical framework and draw from decolonization theory. Critical pedagogy is examining that which, “... [goes] beneath surface meaning...to understand the deep meaning, root causes, social context, ideology, and personal consequences of... discourse” (Shor, 1992). Methodologically, we will employ discourse analysis in order to determine how historical narrative is being presented and how language aids in this process. Considering the citizenship guide, discourse not only constitutes individual meaning but serves as a reflection of broader Canadian values given the nature and intention of the educational material. Discourse analysis allows us to derive meanings about the narrative of Aboriginal peoples of Canada and how it’s presented to new immigrants.

3. Radical Teachings in Ivory Towers: Exploring the Capacity for Subversion in Elite Educational Institutions

Presenter: Madeleine Barberian, University of Toronto

There is a growing local and global awareness of importance of quality primary and secondary education in relation to access of desirable post-secondary pathways. Furthermore, there continues to be both believed and documented stratification in the access of quality primary and secondary education in Canada and countries with similar socioeconomic and political circumstances. While literature in the sociology of education tends to tackle this unfortunate socioeconomic reality by focusing on inadequacy in state-funded education systems, this paper expands upon the notably small body of literature focused on positive social change in and via elite primary and secondary educational settings. Using a Bourdeusian framework, I understand the purpose of educational institutions, particularly elite schools, to be the acquisition of social capital. However, using secondary data analysis, I question the capability of these institutions to bestow said social capital on their students and to do so without subversion in the process of social reproduction given the current socio-cultural climate. I understand subversion not as something utterly destructive to the elite secondary institution but instead as a non-ideal tool for positive social change in privileged communities. These elite schools, while characteristically separate from the State, are not immune to the growing cultural demand for education to take on issues of justice, inclusivity, and activism. This wide-ranging call for deviation from historical objectives of maintaining, accumulating, and stratifying forms of capital put these Ivory Towers in a unique situation for pedagogical growth. By critically examining data previously collected on the responses of elite schools to this contemporary cultural phenomenon, I believe we can understand the potential for positive subversion in a space which is arguably at the centre of communities of privilege.

4. 'Democratic citizenship' without the political; (Neo)Liberal Democratic Citizenship Education in the Twenty-First Century

Presenters: Cihan Erdal, Carleton University; Jacqueline Kennelly, Carleton University

A common focus of the scholarly engagement with civics education from the last two decades, with only a few notable exceptions, is how to promote and strengthen an ideal democratic and active citizen within curricula, addressed to policy-makers and teachers; the 'ideal citizen' in question is simply that of the current curricula, without critical insight or analysis into how such curricula reproduces neoliberal ideologies nor how such ideology fundamentally challenges democracy (e.g. Saha and Print, 2010; Birdwell, Scott, and Horley, 2013; Reichert, 2016; Andersson, 2019). As we enter the third decade of the twenty-first century, in what ways do (neo)liberal democracies seek to shape the civic engagement of their youngest citizens? We approach this question by conducting a closer investigation of the underlying assumptions and discursive positionings of the twenty-first century 'citizen,' as represented through civics education curricula at the national, provincial, and state level in five Anglo-American liberal democracies: Canada, the USA, Australia, England, and New Zealand. More specifically, our paper problematizes how the discursive construction of a market-oriented, enterprising, entrepreneurial citizenship is enmeshed with another remarkable effort for the detachment of democratic politics from collective, emancipatory, or radical action and deliberation, what Wendy Brown (2019) defines as de-democratization of the political, and of 'social' from its fundamental entities as solidarity and social justice. Our analysis highlights that the civics and

citizenship education promotes neoliberal democracy which incorporates a refined, frail, and fugacious form of civic and democratic engagement.

(FEM1A) Northern Blood: The Politics of Menstruation in Canada

Date: Monday, May 16 Time (ET): 3:00 PM - 4:30 PM

Participants in this session are part of a forthcoming edited volume, *Northern Blood: The Politics of Menstruation in Canada*. Invited authors will shed light on the four main themes developed in the book: menstruation activism; menstruation experiences; menstruation politics and policy; and the state, place and governance of menstruation.

Moderators: Francesca Scala, Concordia University and Lisa Smith, Douglas College

Panelists:
Gillian Anderson, Vancouver Island University
Victoria Doudenkova, Réseau Québécois d'Action pour la Santé des Femmes
Karen Farley, University of Waterloo
Zeba Khan, University of British Columbia and Founder of Free Periods Canada
Niki Oveisi, University of British Columbia and Associate Director at Free Periods Canada
Elgin Pecjak, University of Ottawa
Deyvika Srinivasa, University of British Columbia and Policy Coordinator, Free Periods Canada
Maliha Tariq, University of Waterloo

(HOU1B) The Importance of Home and Inequity II

Date: Monday, May 16 Time (ET): 3:00 PM - 4:30 PM

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 feature 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.

Organizers: Katie MacDonald, Athabasca University, Esther De Vos, Independent Scholar

Chair: Katie MacDonald, Athabasca University

Presentations:

1. Community Wellbeing in the Liveable City: A Framework for Domicide
Presenter: Andrew Crosby, Carleton University

In October 2021, the City of Ottawa formally approved a New Official Plan seeking to transform the municipality into "the most liveable mid-sized city in North America." A few weeks prior, City Council approved an Official Plan Amendment (OPA) for the Heron Gate neighbourhood, a predominantly racialized, immigrant, working class neighbourhood south of the downtown core. Heron Gate offers its residents strong cultural supports, social networks, and amenities for the many immigrant and refugee families that settle there. Yet, the neighbourhood has faced patterns of racial stigmatization and neglect, and has been deemed by outsiders as unliveable. The OPA permits property owner Hazelview Investments, a financialized real estate firm, to demolish 559 (more) homes and to intensify the 40-hectare community with over 50 new apartment buildings. In 2016 and 2018, hundreds of townhouses were demolished on two parcels of land in the community, displacing hundreds of people. The OPA greenlights demolition-driven eviction for those living within the remaining parcels of land in the neighbourhood. Within this context, my research examines the notions of liveability, demoviction, and domicide as the deliberate destruction of home (Porteous and Smith 2001) to make sense of how the OPA's framework for community wellbeing serves to transform a lower-income community into an affluent neighbourhood. In particular, I examine the first phase of redevelopment that markets new "liveable homes" offering "resort-style living" to white demographics, exploring how discourses of liveability and domicidal practices are driven by intersecting dynamics of race, gender, and class.

2. iGenNB: A case study for intergenerational homesharing program development

Presenters: Andrea Trenholm, St. Thomas University; Joyce Ang, St. Thomas University; Dina Gallardo, St. Thomas University

Non-presenting authors: Fiona Williams, Silvermark; Olubukola Abiola, The Ville Cooperative; Aimée Foreman, Silvermark

iGenNB: Intergenerational Living for Community Wellbeing (a pilot program and research study led by The Ville Cooperative in partnership with Silvermark and St. Thomas University) sought to bring the first intergenerational homesharing program to New Brunswick. Funded by the Healthy Seniors Pilot Project, the primary purpose of this innovative housing program was to support New Brunswick's aging population to "age in place," a desire that the majority of seniors in this province had previously expressed. In addition, iGenNB simultaneously sought to support students and young adults struggling to secure affordable housing. Despite the fact that there is ample evidence that intergenerational connections and relationships are an important contributor to health and happiness as we grow older, and a route to success in early life, non-familial intergenerational relationships and homesharing are not common in our society. Instead, we tend to live in age-segregated neighbourhoods and housing arrangements, which widens the gap between older and younger community members. The iGenNB pilot project team found that introducing this social change took substantially longer than anticipated and required a relational approach. Key findings that will be elucidated in this paper include an examination of the transitional phases of life of both older adult and younger adult participants, benefits of the development of intergenerational relationships, and the importance of intensive program support, particularly at the beginning of a homesharing match.

3. Finding Home with a Criminal Record: Navigating Stigma in Ottawa's Rental Housing Market
Presenter: Samantha McAleese, Carleton University and MediaSmarts

Securing safe and stable housing post-incarceration remains a challenge for thousands of people across Canada. Homelessness, like unemployment, is yet another collateral consequence of punishment facilitated through various forms of stigma - both interpersonal and structural. As people with criminal records, with support from community-based frontline housing and social service workers, attempt to find a home, they are limited by the increasing demand for police record checks and other housing-related policies, practices, and programs that exclude them from the place where they want to live. This paper summarizes findings from my doctoral research on the exclusion and pervasive punishment experienced by people with criminal records in Ottawa. Interviews with twenty-two actors from within the penal voluntary sector, and reflection on a decade of advocacy work and community engagement in this area, provide insight into the reality of navigating the rental housing market with a criminal record. Findings are discussed in light of Canadas renewed commitment to a right to housing framework and the ongoing housing and homelessness crises in many major cities including Ottawa. While people with criminal records are often sidelined in these conversations, this research provides evidence of the real and ongoing harms that result from the cycle between criminalization, incarceration, and homelessness especially for groups who face additional discrimination in the rental housing market due to race, income source, age, and parental status. Finally, I offer policy and program recommendations along with future areas for research and advocacy as people and communities across continue to Canada focus on ending homelessness.

(KNW2B) Sociology of Knowledge II: Diversity in Knowledge Creation

Date: Monday, May 16 Time (ET): 3:00 PM - 4:30 PM

How does diversity influence knowledge creation? Despite a budding rhetoric of diversity, we continue to live in a culture that retains objectivity as a standard in knowledge creation. Just as the New York Times motto about “All the News That’s Fit to Print” conceals the power of editorial agency, an appeal to objectivity in social science obscures the everyday, local, contingent events, experiences and decisions that inflect our understanding of the real world. This session explores the role of diversity in challenging the sociocultural pressures, hierarchies, hostilities, and other contingencies that permeate the production of social science knowledge.

Organizers and Chairs: Lily Ivanova, University of British Columbia, Will Keats-Osborn, Independent scholar

Presentations:

1. Feminist Epistemologies and Critiques of the Construction of Knowledge on Menstruation
Presenter: Carolanne Magnan-St-Onge, Université du Québec à Montréal
Non-presenting authors: Isabelle Courcy, Université du Québec à Montréal; Margaux Nève, École des hautes études en sciences sociales (EHESS)

Cette présentation reprend certains courants épistémologiques féministes qui critiquent la construction des savoirs autour de l'expérience des menstruations. D'abord, l'EMPIRISME FéMINISTE pointe du doigt le risque de biais qui sillonne les recherches sur l'expérience des menstruations, puisque celles-ci ne prendraient pas en compte l'effet des attentes sociales sur l'auto-évaluation que font les femmes de leurs symptômes prémenstruels (Parlee, 1974; Romans et al., 2013). Le STANDPOINT FEMINISMnous permet de mettre en avant comment les différentes positions sociales de la personne qui sait influent sur ce quelle sait et sur la manière dont elle construit un savoir (Harding, 1991). La PHéNOMéNOLOGIE FéMINISTE, par sa considération du « CORPS VéCU », met en exergue l'importance de la corporiété dans la matéralité des rapports de pouvoir genrés et de leurs effets sur les subjectivités. Le cadrage médical et commercial des menstruations comme problème hygiénique aurait produit un rapport aliéné des femmes à leur propre corps (Young, 2005). CERTAINES PERSPECTIVES FéMINISTES AU SEIN DES éTUDES CRITIQUES SUR LE HANDICAP nous permettent de mettre en avant le cadrage du corps féminin comme "incapable" (Wendell, 1989). Dans cette perspective, le « handicap » causé par les menstruations peut être envisagé comme une construction misogyne du corps féminin. Une autre posture, au sein des études critiques du handicap, FEMINIST QUEER CRIP, légitime pour sa part l'existence, la prévalence, la chronicité et la cyclicité de l'expérience matérielle de la douleur menstruelle (Przybylo et Fahns, 2018). Ensuite, nous analyserons une proposition de conciliation des apports présentés : la posture de MATERIAL-DISCURSIVE-INTRAPSYCHIC EPISTEMOLOGICAL STANDPOINT (Ussher, 1996). Enfin, nous déplacerons notre regard vers l'éPISTéMOLOGIE DE L'IGNORANCE, afin de souligner la manière dont la construction d'ignorance se développe autour de certains maux ou maladies pouvant être associés à certains groupes discriminés, dans notre cas : les femmes (l'endométriose en est un cas emblématique).

This presentation takes up some feminist epistemological currents that critique the construction of knowledge around the experience of menstruation. FEMINIST EMPIRICISM points to the risk of bias and error that runs through research on the experience of menstruation, which fails to take into account the effect of social expectations on womens self-evaluation of their premenstrual symptoms (Parlee, 1974; Einstein, 2012). STANDPOINT FEMINISM allows us to highlight how the different social positions of the subject affect what is known and how knowledge is constructed (Harding, 1991). FEMINIST PHENOMENOLOGY, through its consideration of the "lived body", emphasizes the importance of embodiment in the materiality of gendered power relations and their effects on subjectivities. The medical and commercial framing of menstruation as a hygienic problem has produced an alienated relationship of women to their own bodies (Young, 2005). CERTAIN FEMINIST PERSPECTIVES WITHIN CRITICAL DISABILITY STUDIES allow us to highlight the framing of the female body as "incapable" (Wendell, 1989). From this perspective, the "disability" caused by menstruation can be seen as a misogynistic construction of the female body. Another posture within critical disability studies, FEMINIST QUEER CRIP, for its part legitimizes the existence, prevalence, chronicity, and cyclicality of the material experience of menstrual pain (Przybylo and Fahns, 2018). After, we will analyze a proposed reconciliation of the contributions presented: the MATERIAL-DISCURSIVE-INTRAPSYCHIC EPISTEMOLOGICAL STANDPOINT (Ussher, 2000). Finally, we will shift our gaze to the EPISTEMOLOGY OF IGNORANCE, in order to stress the way in which the construction of

ignorance is developed around certain illnesses or diseases that may be associated with discriminated groups, in our case: women (endometriosis is an emblematic case).

2. The company you keep: How network disciplinary diversity enhances the productivity of researchers

Presenter: Dimitrina Dimitrova, Toronto Metropolitan University
Non-presenting authors: Tsahi Hayat, Sammy Ofer School of Communications; Barry Wellman, University of Toronto

We examine a Canada-wide research network funded by the federal government. Our goal is to understand how the productivity of researchers, who collaborate with each other from a distance, is affected by the networks in which they are embedded. We focus on the effects of brokerage and closure on the researchers' publication rate, which is interpreted as an indicator of their productivity. The paper analyzes researchers' communication networks, focusing on structural holes and diversity. In addition, we take into account the personal qualities of the focal researcher such as seniority. We find that disciplinary diversity among researchers' peers increases the researchers' productivity, lending support to the brokerage argument. As well, we find support for two statistical interaction effects. First, structural holes moderate diversity so that researchers with diverse networks are more productive when their networks also have a less redundant structure. Diversity and structural holes, when combined, further researchers' productivity. Second, seniority moderates diversity; so that senior researchers are more productive than junior researchers in less diverse networks. In more diverse networks, junior researchers perform as well as senior researchers. Social capital and human capital are complementary. We conclude that the benefits of diversity on researchers' productivity are contingent on the personal qualities of the researchers and on network structure. This suggests that the brokerage / closure debate needs a more nuanced understanding of causal relationships.

3. The Faculty Factor: A Cultural Approach to Diversity and Decolonization in Post-Secondary

Presenter: Lily Ivanova, University of British Columbia

How do faculty lived experiences with post-secondary education influence their own pedagogical values and goals as educators? Historically, post-secondary institutions have evolved from deeply classed, gender normative, and culturally homogenizing values and practices. As the field of higher education strives to correct and adapt from inequalities stemming from this legacy, practical efforts have focused on creating infrastructure and programming to support this mission, including policy, resource centers, educational workshops, and experimentation with pedagogical tools in the classroom. Research on teaching and learning has often followed suite, shadowing and spear-heading pilot programs, tools and collaborations. While interventions focused on institutional infrastructure and programming offer helpful frameworks, resources, and gathering points, the work of shifting cultures of inequality is complex and multi-faceted. This project applies a cultural sociology framework and methods to understand the influence of intergenerational academic culture on current efforts to improve equity and diversity, decolonization, and mental health outcomes in post-secondary institutions. Drawing on six years of research and advocacy work at a Canadian post-secondary institution and preliminary research

at four post-secondary institutions across a breadth of institutional styles and cultures, this project builds on findings that the equity, diversity and mental health landscape in universities is deeply shaped by faculty values, expectations, and the academic culture inherited through their own post-secondary experiences.

4. Unknown Unknowns - What are we missing by excluding voices from sociological research?
Presenter: Anastasia Kulpa, University of Alberta

Despite the discipline's claims to an inclusive and progressive identity, significant structural inequalities remain in sociology. One of these involves who occupies positions from which it is possible to define the knowledge that constitutes the discipline. The production of peer-reviewed publications, the gold standard in this area, is practically, if not officially, restricted in Canadian sociology. Contingent faculty are less likely than full-time faculty to produce such research, given economic realities encouraging taking on higher teaching loads, difficulties securing funding, and limitations that make existing funding, if available, less helpful in affording contingent faculty the freedom to research. As a discipline, we are forced to function without the answers to questions contingent faculty would ask in the pursuit of sociological knowledge, without acknowledging the existence of these omissions, let alone their contours. The types of people who disproportionately occupy contingent faculty positions offers hints at the potential silences in sociological knowledge. Contingent faculty are more likely to be women, people of colour, people with disabilities and/or first-generation academics. Excluding the questions asked by such groups presents a significant challenge to the claim that sociological knowledge is inclusive, progressive, and emancipatory. Given the design of existing disciplinary structures, there is an inherent assumption that sociological knowledge produced by those in tenured or tenure-track positions is more valuable than that produced by sociologists occupying other occupational positions. Beyond questions of if this is a justifiable assumption or not, what might the discipline and the university look like if it were structured to consider the potential for all actors to contribute meaningfully to the expansion of sociological knowledge?

5. Moving Towards Neurocosmopolitanism through Research-based Theatre
Presenter: Matthew Smithdeal, University of British Columbia

The neurodiversity movement invites us to imagine a radically different world. It is relatively easy to imagine a world where having a neurotype that diverges from the norm doesn't result in being stereotyped and dehumanized. It's a bit harder to imagine a world where being neurodivergent is commonly accepted, rather than being merely accommodated. Considerably more difficult to imagine is a neurocosmopolitan world, where neurodiversity is celebrated and appreciated as contributing to novel forms of experiences and ways of being in the world, which in turn acts as a rich source of distinct ways of knowing the world (Savarese, 2014; Walker, 2020). I will explore how Research-based Theatre (RbT) can be used to move us towards a neurocosmopolitan future. RbT offers an innovative arts-based method of inquiry and knowledge sharing that uses embodied approaches to catalyze dialogue and foster new understandings of critical and complex social issues (Belliveau and Lea, 2016). Importantly, scenes can be fundamentally informed and shaped by the lived experiences of members of the populations being portrayed through story

telling sessions, while not requiring individuals to continuously publicly retell their stories and divulge possibly traumatic aspects of their past. RbT is uniquely situated as an effective and ethical tool to help foster empathy between both neurotypical and neurodivergent participants, and generate greater awareness of the unique ways other members of the community may experience and know the world. By experiencing a scene together, audience members can discuss sensitive issues in light of the shared experience, commenting on characters and situations rather than needing to divulge possibly traumatic aspects of their own experiences. A further benefit of this approach is that participants can experience the situation through a third-person perspective. They can see the challenges faced by other parties that they may not normally be privy to otherwise.

(RAS4) New developments in data management and research methods

Date: Monday, May 16 Time (ET): 3:00 PM - 4:30 PM

Recent technological advancements around data management and security, coupled with COVID-19 restrictions limiting social interactions, have had a substantial effect on sociological research methods. Changes to researchers' work have included increased use of remote data access and data sharing, 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.

Chair: Lisa Kaida, McMaster University

Presentations:

1. Addressing Canada's information needs during a pandemic: A discussion of Statistics Canada's data and research approaches during COVID-19

Presenter: Kristyn Frank, Statistics Canada

The COVID-19 pandemic presented several social, economic, and health concerns in a rapidly changing situation. Given the need for timely and relevant information, Statistics Canada implemented a variety of approaches to data collection and research. This presentation will highlight how selected approaches addressed Canadians' information needs during the pandemic and discuss their strengths and limitations.

2. Video interviews beyond the desk; Virtual Yarning

Presenter: Hanika Nakagawa, University of Manitoba

I am a global Indigenous woman (Amami) with dyslexia researching the living memories of foodway transitions amongst the Amami elders of Tokunoshima. The Amami Islands are the northernmost islands of the Ryukyu kingdom and have a long history of tension with both Japan and America. Yarning is an in-depth interview method specific to Pacific Islander Indigenous peoples. It is participant-led, meaning the questions are open and interviews end when participants have finished speaking. The interviews can be singular and long and/or divided into a series. Yarning interviews with the participants include cooking, breaks, tours, walks, ride-alongs and other forms of location change. While yarning is traditionally a face-to-face method, I will share how it has morphed in response to the pandemic, balancing participants' familiarity with technologies and the flexibility of yarning against strictly abiding by Covid protocols and incorporating technologies like "pocket wifi", smart phones and "we transfer". Although there are many different platforms researchers can use to record video calls, the Research Ethics Board only permits use of specific platforms managed by the University. Sharing the data is also made difficult with the combination of file size, system security, and limitations of physical contact. I conclude by suggesting that while virtual yarning is a worthwhile new method in the pandemic, the pandemic has rendered IT units de facto ethical review boards which may violate Indigenous community norms.

3. Conducting Community-Engaged Research During the COVID-19 Pandemic
Presenter: Diana Singh, McMaster University

Partnering with community organizations on community-engaged research initiatives provides a number of benefits to knowledge production and knowledge mobilization beyond the scope of what can typically be done without the collaboration. In addition to making contributions to the advancement of scholarly knowledge, there is also an opportunity to expand the scope of knowledge mobilization activities that can address key issues and address problems 'on the ground.' While community-based research provides researchers a unique opportunity to answer the "so what" question that social science scholars often get asked, there are a number of methodological and logistical challenges associated with leading these types of research projects—many of which have been further complicated by the reliance on remote data access and sharing. This presentation will discuss some of the benefits and challenges associated with the application of sociological research methods to the community-engaged research context during the COVID-19 pandemic.

4. Doing More with Digital Data: Recent Advances in Computational Cultural and Political Sociology
Presenter: John McLevey, University of Waterloo

Recently, computational sociologists have proposed exciting new methods and models for analyzing the structure and evolution of complex cultural and political constructs using large text datasets collected from the web, social media, and digital archives. Many of these methodological developments are based on a foundation of 'word embeddings' that represent the relative meaning of concepts as vectors in latent social-cultural space. In this talk, I provide a non-technical introduction to the theory, methods, and substantive applications of embedding

methods in the social sciences, with an emphasis on how they enable researchers to address problems that were intractable as recently as several years ago. I then discuss two important critiques of these methods and propose an alternative approach that overcomes these limitations and is more closely aligned with sociological theory. Finally, I demonstrate this new approach with an exploratory analysis of the structure and evolution of 120 years of scholarly discourse on democracy and autocracy across all disciplines.

(SCY2B) Researching and reflecting on early childhood in contemporary Canadian society: Participating with children and educators

Date: Monday, May 16 Time (ET): 3:00 PM - 4:30 PM

In this session, presentations discuss research inquiring into a variety of experiences of educators, children, and young people as they negotiate and create communities in which they can imagine 'otherwise'.

Organizers: Noah Kenneally, MacEwan University, Laurel Donison, Brock University

Chair: Laurel Donison, Brock University

Presentations:

1. A relational approach to understanding children's agency in an outdoor play space
Presenter: Laurel Donison, Brock University

In this paper I focus on exploring play in an outdoor space through a relational lens of agency. I attempt to contribute to what Spyrou et al (2018) explain is "a larger, ongoing conversation regarding endeavors to engage with the child, children, and childhood beyond received frames" (p.5). I focus on data I collected as part of my MA thesis in Early Childhood Education which examined young children's perspectives on their outdoor play space. This data includes interviews, field notes and participants' photographs of their outdoor play space at a childcare center in British Columbia. I discuss how "agency arises as a relational dynamic" (Spyrou, 2018, p.5) among the more than human world and children. I focus on the different ways the trees, rocks, sky, water, shovels, pails etc interact with the children. These entanglements create experiences that exist within the data and produce agency. These relationalities that I explore create room to see the outdoor space differently and move beyond an understanding of agency as individualized. They provide insight into the many ways the more than human world participates with children in their play and creates ongoing opportunities for entangled relationships within the children's assemblages. These assemblages demonstrate how agency is a "complex, situational and collective achievement" (Raithelhuber, 2016, p. 99) and as a result shapes the data that is included in the photographs, interviews and fieldnotes.

2. Unpacking the complexity of youth actions, responses, and engagements in early childhood
Presenters: Paulyn Mandap, X University; Janelle Brady, X University

Conversations sparked around the oft-forgotten role of youth when it comes to conversations on early childhood in the 30th year anniversary on Why RECE still matters? Subsequently, the author attended the What matters in Early Childhood conference and a topic in the similar vein was raised. The author's emerging scholarship on the role of Black, Indigenous, and racialized youth's subject-locations examines the significant roles they play in early childhood. The project engages the possibilities of youth participatory action-research to engage the prevalent questions of early childhood experiences at the intersection of race, gender, class, sexuality, migration status, place of birth, disability, neighourhood, and other markers of social-location. Through the engagement of youth via participatory methods, the study engages the rights of the child to problematize the top-down approaches and notions to childhood embedded in childhood innocence and the requirement for a caring adult to resolve the various issues, policies, practices, and experiences of children in early years. However, the project seeks to examine the ways that youth voices are, and can be, in collaboration and partnership with children for their current realities and futures. Pressing conversations in the Canadian context are being raised about affordable childcare, climate justice, Black liberation, Indigenous self-determination, and equity for poor, racialized, 2SLGBTQIA+ communities. How can youth imaginaries be more than romanticization, but at the forefront of movements for social change that deeply impact children and families from multiple intersectional social-locations.

3. Children co-creating rights relationships: exploring children's embodied rights in COVID times
Presenters: Noah Kenneally, MacEwan University; Jennifer Sibbald, MacEwan University; Brittany Aamot, MacEwan University

Over the past two years, the COVID-19 pandemic has meant an increase in safety restrictions and guidelines, initiated to maintain children, educators and families' health and wellbeing, but which have also further limited children's choices and experiences. Thinking with relational approaches to children's rights (Hall and Rudkin, 2011; Kenneally, 2017, 2021), relational approaches to early childhood education (Makovichuk, 2020; Makovichuk et. al., 2017; Makovichuk et al., 2014; Thomas, 2021), and relational material approaches to understanding early childhood (Davies, 2014; Lenz Taguchi, 2010, 2021; Taylor and Pacini-Ketchabaw, 2018), this presentation will explore the ways children's rights became embodied by children, educators, and families in particular, by the children themselves. In our practice, we asked questions about opportunities for community building via a cohort system; how play and social interactions might be influenced by masks and physical distancing; and how to advocate for children's citizenship within the confines of pandemic restrictions. In our theorizing, we wondered about how a reciprocal practice of relationships, an ethics of care, and interdependent understandings of social life might lead to new thinking about children, educators, and families creating relationships in which children's right are enacted together created by the many human and more-than-human members of our early childhood community. In this session, we will discuss Early Learning at MacEwan (ELM)'s explorations of children's rights in adverse times, and how these ongoing explorations push us to reimagine children's capacities and our own roles as early childhood practitioners.

(SOM4) Immigrant Belonging at the intersection of Religion and Nationalism: Making sense of Citizenship in the Global North and the Global South

Date: Monday, May 16 Time (ET): 3:00 PM - 4:30 PM

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.

Organizers and Chairs: Övgü Ülgen, Université de Montréal; Gözde Böcü, University of Toronto

Presentations:

1. Vertical, Racial, and Religious Mosaic? The Role of Religion in Early Canadian Pluralism
Presenter: Daniel R. Meister, University of New Brunswick

Introducing the official policy of multiculturalism in 1971, prime minister Pierre Trudeau acknowledged the plurality of languages and religions already present in Canada and affirmed their presence as beneficial. But was religion diversity valued in the precursors to official multiculturalism, the philosophies of cultural pluralism that developed in interwar Canada – most famously, the notion of the mosaic? Previous works by sociologists and historical sociologists have emphasized that the mosaic contained class-based hierarchies (Porter 1965) as well as racial ones (Meister 2021). Yet in these studies, especially the latter, little attention was paid to the role of religion. This paper seeks to amend this oversight by interrogating the role that religion played in the development of early cultural pluralism, in the context of the massive immigration flows of early- to mid-twentieth-century Canada. Both Porter and Trudeau understood that ethnicity and religion were often inseparable, but what was the view of the early pluralists? Was religion something that required assimilation, or did it too form part of the colorful tapestry or mosaic that Canadian society was understood to be becoming?

2. Language, Religion, and Complexity: An Empirical Exploration from Québec
Presenter: Övgü Ülgen, Université de Montréal

In December 2021 a teacher named Fatemeh Anvari was fired from her job in the Outaouais region located in Quebec, which is about ten kilometers away from Ottawa. Faced with the controversy caused by the removal of the teacher, the Premier of Quebec from the Coalition Avenir Quebec (CAQ), Francois Legault, declared that the authorities of the school board should have never hired this person. Fatemeh Anvari is a Muslim woman wearing a hijab. The modernization attempts of the Quiet Revolution of the 1960s operationalized through the process of deconfessionalization of public institutions and linguistic regulations led to the birth of a new national community constituted by the French Canadians of Quebec. They have, to a great extent, transferred their institutional identification from the Church to the provincial state. In this paper, I lay out some episodes and controversial affairs that took place during the Quiet Revolution and post Quiet Revolution periods shedding light on the cultural and religious pluralism in Quebec. After that, my paper aims to discuss empirical findings of my dissertation highlighting the relationship between language and religion from a generational perspective of the North African Jews in the province. Drawing on life-story interviews with eighteen participants from different generations, I conclude that even though Quebecois nationalism of the 1960s formed itself in opposition to Catholicism and adopted a secular identity entrenched in language and territory, religion has not disappeared from the secular Quebecois identity in the decades that followed.

3. Beyond Religion: The Othering of Muslim Immigrants and Citizens in Europe
Presenter: Gözde Böcü, University of Toronto

Together with other minority groups, Muslims have been perceived as 'the other' in Europe not only since 9/11 but throughout history and most recently since the advent of large-scale guestworker migration to Europe. Despite decades of migration flows, integration, and accommodation in their respective host countries, Muslim immigrants and citizens still experience othering processes in their respective host societies. These 'othering processes' or 'exclusive practices' are not only constructed based on religious affiliation or practices but rather the result of an array of issues and topics that go beyond immigrant religious positionality in the host country. Often, such processes also occur due to changing political transformations in and increasingly due to the shifting narratives of their respective host countries. In this contribution, I focus on these complex processes of othering through the case study of Muslim immigrants and citizens in Germany and shed light on these layered, complex processes of othering targeting Muslim groups in Europe.

4. Chosen People: Compelling Symmetries in US Southwest Chicanx Assertions of Jewish Identity
Presenter: Michael L. Trujillo, University of New Mexico

Former New Mexico state historian Stanley Hordes often tells a story about his initial discovery of New Mexico's supposed "crypto-Jews." Just after he began his then-new job, members of the state's "Hispano" community began to stop by his office and tell him of their suspicions that their

Nuevomexicano neighbors or even that they themselves might be Jewish. According to this story, many Nuevomexicanos (some might suggest nearly "all") are descendants of Iberian Jews forced to convert to Catholicism in the 15th Century. These Nuevomexicanos supposedly maintain elements of Jewish belief, identity, and/or traditions into the present and are, thus, "hidden," "crypto" Jews. Still, a counter-current of Jewish Studies scholarship disputes the validity of the evidence. In this framing, Nuevomexicano Judaism is a baseless claim to white identity and Eurocentric interpellation of Jewish otherness on (post) colonial peoples. Nevertheless, in the years since Hordes's initial conversations, a Southwestern Sephardic Jewish identity has emerged as a regional alternative to Chicanx, New Mexican Hispano, and Latinx Indigeneity. In this paper, I explore the scholarly debate about this form of crypto-Judaism's supposed "authenticity" including key texts written by Chicanx and Jewish creative writers and scholars. They imagine a symmetric Nuevomexicano/Jewish condition through an allegory that juxtaposes the Inquisition and the Holocaust. This narrative simultaneously (re)constitutes Nuevomexicanos as members of a persecuted religious group that has suffered systematic genocide as well as the ethnicity of global import whose history precedes that of the United States, the Mexican nation, the Spanish conquest of the Americas, and the birth of Christ. At the same time, this narrative asserts European origins for a multiracial population with significant indigenous ancestry.

(WPO1B) Gender, Inequity and Intersections

Date: Monday, May 16 Time (ET): 3:00 PM - 4:30 PM

Despite the many changes over the past several decades to workplace organization and practices, labour market policies, and values and beliefs, women continue to face employment inequities. This session explores gendered and racialized institutional and structural barriers that foster and reinforce workplace and labour market inequities that deeply affect women's work experiences. Papers address issues such as: white women's role in upholding institutionalized whiteness and patriarchy in policing; the role of Islam in shaping Muslim women's career decisions; the gender segregated labour market and gendered pay inequality; and, efforts to change the Employment Equity Act in Canada to counter past discrimination. Together, the papers contribute to a greater understanding of the reproduction and exacerbation of gender and race-based inequities and discrimination in workplaces and the labour market more generally.

Organizers: Vivian Shalla, University of Guelph, Karen Hughes, University of Alberta, Tracey L. Adams, Western University

Chair: Alla Konnikov, University of Alberta

Presentations:

1. "We Eat Our Own:" Investigating the 'Old Girls Club' in Canadian Policing.
Presenter: Lesley Bikos, Western University

After sixty years of employment equity legislation, on average policing in Canada remains 78% male-dominant and 88% white (Statistics Canada, 2019). Policing in North America has often

been described as an 'old boys club,' but little investigation into white women's role in upholding the status quo has been completed. Women have made some progress in senior leadership (19%) and middle management (20%) roles, but these women are disproportionately white. Thus, white women have been the most successful to-date in relation to diversity representation, accumulating at least some power in the institution, albeit limited. Recent work (see Bikos 2022), reveals that some white women upheld white supremacist patriarchy within the institution (consciously or not), further entrenching gendered and racialized power structures. Using a mixed methods sample of 116 interviews from 31 police services across Canada and a nationwide self-report online survey (N=727), this study explores the premise of an 'old girls club' in policing, its impact on women outside of it, and its role in the maintenance of institutionalized whiteness and patriarchy.

2. Islam at Work: How does religion shape Muslim women's career decisions?
Presenter: Awish Aslam, Western University

First-generation immigrant Muslim women report lower rates of labour force participation when compared to other immigrant groups. Popular and some academic discourses attribute this, in part, to Islam, which is believed to discourage women's participation in paid work by prioritizing their commitment to unpaid domestic activities within the home. Because second-generation immigrant Muslims report higher rates of religiosity, as compared to the first generation, a pertinent question is, how does religion guide Muslim women's career decisions? I address this question through in-depth interviews with 95 second-generation immigrant Muslim women. Findings show that Islam does play a significant role in shaping Muslim women's decision-making about their work lives. Although participants orientations to Islam varied, all women's career choices were influenced by a preference to avoid work that was considered incompatible with the rulings of Sharia (e.g., work that entailed participating in and/or profiting from haram or prohibited activities, such as those involving gambling, alcohol, and deceit or dishonesty). When participants did encounter potential conflicts between their faith and their work obligations, they negotiated these conflicts through "everyday ijtihad." Muslim women's faith in Islam also motivated them to seek socially responsible work that allowed them to serve others and/or their communities, which often directed them into helping occupations. Countering discursive constructs of Islam as a gender-oppressive religion, participants frequently referenced women's rights in Islam as a liberatory force that supported their participation in paid work. However, they also drew on Islam to challenge the perception that women's empowerment or worth should be reduced to their participation in the paid workforce. Ultimately, these findings suggest that while religion may shape Muslim women's career decisions, Islam, on its own, does not hinder Muslim women's labour force participation. More consideration should be given to gendered and racialized institutional and structural barriers.

3. Social Reproduction of Pay Inequality through occupational segregation in Canada and US
Presenter: Galiba Zahid, University of Manitoba

The persistence of gender pay inequality is one of the most momentous manifestations of gender inequality in Canada and US. despite significant scholarly and political investigation, statistics

Canada 2019 report states 43.4% of the gender pay gap remains unexplained. This paper addresses the unexplained portion of pay inequality through a social reproduction investigation of the devaluation of feminized occupations in Canada and us from 1980 to 2020. In analyzing pay inequality in regards to gender, popular explanations offer human capital differences, exclusionary social practices, motherhood penalty and woman's atypical choices of employment. However, these explanations fail to account for job-level pay inequality between female and male dominated occupations. The study finds that women and men's educational attainment and employment cycles are increasingly homogenizing, greatly reducing the validity of human capital explanations that attribute differences in education, labor force experience and job tenure to the pay gap. There is also a converging trend of work hours for recent cohorts of both genders raising generalizability concerns of explanations that argue for women's part-time labor force participation. However, Canada and us witness a persistent gender segregated labor market and consequent pay inequality. Despite women's increasing participation in previously male dominated occupations, overall female participation in 'women's' occupations have remained steady. This creates 'job ghettos' which results in a master status labeling of occupations according to cultural gender status beliefs. The study compares wage levels of female and male dominated occupations to identify devaluation of occupations. By synthesizing findings and using public government data from Canada's labour force survey, Statistics Canada, US bureau of labor statistics and us census the paper critically assesses the social reproduction of occupational segregation and pay inequality.

(CND2) Canadian Network of Durkheimian Studies Cluster Meeting

Date: Monday, May 16 Time (ET): 5:00 PM - 6:00 PM

We aim to critically, creatively, and reflexively combine empirical, theoretical, historical, and textual research together, with a view to egalitarian, emancipatory, and democratic practice in sociology and political practice more broadly. Our 2022 meeting will discuss items such as: news and updates from members, membership engagement and expansion, communications protocols, website development, organizational matters, connections with other Research Clusters, publication and conference opportunities, and planning for 2023.

Chair: Ronjon Paul Datta, University of Windsor

(CRM4) Criminology and Law Research Cluster Meeting

Date: Monday, May 16 Time (ET): 5:00 PM - 6:00 PM

This cluster brings together scholars and professionals in the areas of crime, punishment, law, criminal justice, regulation, and policy. Researchers in sociology, criminology, law, and professionals from Canada and elsewhere will find a platform that promotes dialogue, networking, and the meaningful exchange of research and pedagogy in the field. This meeting is open to current members and those interested in learning more about our cluster activities. Attendees will have an opportunity to network with others working in this field of research

and/or teaching. We welcome feedback on our current activities and encourage suggestions for future initiatives.

Chair: Nathan Innocente, University of Toronto

(DIS8) Sociology of Disability Research Cluster Meeting

Date: Monday, May 16 Time (ET): 5:00 PM - 6:00 PM

The Sociology of Disability covers a number of methodological approaches to understanding disability. Research in this area spans many fields and topics, including medicine, sexuality, education, and a wide range of others. This meeting is open to current members and those interested in learning more about sociologies of disability. Attendees will have an opportunity to network with graduate students, postdoctoral fellows, faculty, and community researchers working in this field of research and teaching. We welcome feedback on our current activities and encourage suggestions for future initiatives.

Chairs: Kristen Hardy, University of Winnipeg; Danielle E. Lorenz, University of Alberta

(EDU10) Sociology of Education Research Cluster Meeting

Date: Monday, May 16 Time (ET): 5:00 PM - 6:00 PM

Sociology of education covers a wide methodological, theoretical and conceptual terrain. While research in this area is most associated with examinations of schools, inequality, and economic development, this scholarship intersects with a variety of research including studies of early child development, parenting, childhood and adolescence, and health. This research cluster will serve to enhance dialogue and networking among sociologists of education in Canada. Our meeting will more comprehensively envision the goals and priorities of the cluster.

Chairs: Alana Butler, Queen's University; Cathlene Hillier, Crandall University

(HOU2) Sociology of Housing Research Cluster Meeting

Date: Monday, May 16 Time (ET): 5:00 PM - 6:00 PM

This meeting is open to current members and those interested in learning more about our cluster activities. Attendees will have an opportunity to network with others working in this field of research and/or teaching. We welcome feedback on our current activities and encourage suggestions for future initiatives.

Chairs: Katie MacDonald, Athabasca University and Esther de Vos, Independent Scholar

(KNW7) Sociology of Knowledge Research Cluster Meeting

Date: Monday, May 16 Time (ET): 5:00 PM - 6:00 PM

We welcome all scholars of any career stage who are interested in the study of knowledge in all its forms. We advocate an expansive view of knowledge as a research topic, and welcome scholars curious about the full spectrum of representations of reality and social life, including those using knowledge as a lens for examining other sub-fields and empirical subjects in sociology. Because we're a new cluster, we're especially interested in hearing from folks interested in discussing or getting involved in the future of the cluster. Our aim is to create a positive, accessible, and laid-back venue for exploring this far-reaching topic.

Chairs: Will Keats-Osborn, Independent Scholar; Lily Ivanova, University of British Columbia

(SOS2) Sociology of Sport Research Cluster Meeting

Date: Monday, May 16 Time (ET): 5:00 PM - 6:00 PM

This meeting is open to current members and those interested in learning more about our cluster activities. Attendees will have an opportunity to network with others working in this field of research and/or teaching. We welcome feedback on our current activities and encourage suggestions for future initiatives.

Chair: Martine Dennie, University of Calgary

(BCS2) Reflections on Embodied Research in Sociology

Date: Tuesday, May 17 Time (ET): 11:00 AM - 12:30 PM

This session highlights the voices and experiences of established Black sociologists in Canada. Our objective is to have panellists present their ongoing research and to reflect on embodiment, ideas, presentations, and the overlap of anti-racist theory and practice in their work. We will discuss research topics from a diverse array of fields, including but not limited to culture, anti-Black racism, Black feminism, critical race theory, health, and anti-racist methodologies, among many others. We feature theoretical and empirical research, including qualitative, quantitative, mixed-methods, and interdisciplinary scholarship. We are particularly interested in work that illuminates the history, growth, trajectory, and future of the Black sociology tradition in Canada. This session is organized by the Canadian Sociological Association's Black Caucus.

Chair: Johanne Jean-Pierre, Toronto Metropolitan University

Presentations:

1. Le racisme anti-noir, une limite à l'élargissement de la francophonie acadienne
Presenter: Leyla Sall, University of Moncton

Au début des années 2000, l'Acadie du Nouveau-Brunswick a décidé de se tourner vers l'accueil et l'intégration d'immigrants francophones afin d'assurer sa vitalité et son élargissement. Si la préférence pour des immigrants européens ou nord-africains est souvent affichée à travers la promotion de l'immigration francophone à l'étranger, les immigrant's noirs sont bien présents dans cette francophonie minoritaire. Ils sont des immigrants qualifiés, des réfugiés et des étudiants finissant en transition vers la résidence permanente. Toutefois, en raison des discriminations raciales dans les secteurs du marché du travail francophone, leur intégration économique et sociale est largement compromise. Aussi l'élargissement des espaces francophones locaux à travers l'immigration est-il en train d'échouer. Pourtant, les immigrant's noirs francophones ne sont pas dépourvus d'une volonté de s'intégrer à la francophonie acadienne. Face à l'intensité des discriminations raciales dans leur communauté d'accueil, ils déploient des stratégies pragmatiques de survie qui se traduisent par leur intégration dans des niches d'emploi structurelle et conjoncturelle et par l'associationnisme. Par ailleurs, en l'absence d'une véritable politique de lutte contre les discriminations raciales, nous assistons à l'émergence d'une francophone néo-brunswickoise fragmentée dont la configuration se présente sous la forme d'une « tranche napolitaine ».

2. Beyond Bias: The Political and Organizational Roots of Racially Discriminatory Policing
Presenter: Anne-Marie Livingstone, McMaster University

In general, research on racial profiling has sought to prove the existence of racial bias and misconduct in police behavior. While important, the presentation argues that we need to situate police conduct in a larger context of policing that not only authorizes but even requires police officers to engage in racial profiling. Findings from a qualitative and participatory study on policing conducted with a team of Black and racialized youth in Montreal revealed that police interceptions reflected a pattern of practices corresponding with what the technical literature calls "pro-active policing," that is, police stops aimed ostensibly at "preventing crime." In combination with the police department's decades-long racist campaign against so-called "street gangs" in Montreal, police officers have been authorized to arbitrarily intercept Black youth on the pretext that they are prone to delinquency, or "pre-delinquent" as Hinton (2016) describes it. Policies like "pro-active" policing, campaigns against street gangs, "broken windows" policing, "hots spots" policing, and "reasonable suspicion" are all instantiations of a carceral state that is continually growing and encroaching on the lives and safety of Black and racialized youth. In effect, these policies function as proxies for race and crime that enable the carceral state to violate the rights of Black and other racialized citizens.

3. The Decolonizing Project of Blackness and La Francophonie
Presenter: Amal Madibbo, University of Calgary

This talk emphasized ways in which my new book posits Black intellectual and political thought as a decolonizing project to fight anti-Black racism and linguistic discrimination from the perspectives of Black Francophones.

(COM3B) Sociology of Space, Place, and Time II

Date: Tuesday, May 17 Time (ET): 11:00 AM - 12:30 PM

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 discuss 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.

Organizers and Chairs: Pouya Morshedi, Memorial University; Foroogh Mohammadi, Memorial University

Presentations:

1. Grief and liminality: Examining the impact of emotional and spatial in-between-ness on the grieving Iranian diaspora in the aftermath of the downing of flight PS752

Presenters: Zohreh BayatRizi, University of Alberta; Rezvaneh Erfani, University of Alberta
Non-presenting author: Samira Torabi, University of Alberta

This paper stamps from our ongoing research which we presented in last year's CDAS. Our project involves 50 interviews with Iranian-Canadians who were affected by the shooting down of Ukrainian Flight PS752 in January 2020. Our interviews have led us to an inquiry about the relationship between grief and liminality among diaspora populations. Grief is a social experience and there is no place like home for those who experience loss. But what if the grieving occupy a liminal space? Homi Bhabha (1994) uses the concept of liminality to refer to the sense of living in-between two borders, the sense of belonging to both, or neither. Many of our interviewees are in a state of in-between-ness that shapes their emotional experiences, as a population that has left its "homeland" but has not acquired a comparatively strong sense of belonging and being at home in Canada. For some, the tragedy played a central role in (re)encountering their liminality as an emotional state (rethinking where the 'home' is, avoiding traveling to Iran) while for others this was accompanied with an action (changes in decision to apply for Canadian citizenship, to vote, or to volunteer in the community). Our research invites reimagining death studies through a liminality perspective that draws attention to political, social, cultural, postcolonial, and mental health aspects of living and grieving as immigrants.

2. Memory Landscapes in the City: Ukrainians in Edmonton

Presenters: Jeffrey Stepnisky, MacEwan University; Assia Rami, MacEwan University

In this presentation we review ongoing research on the construction of Ukrainian collective memory in downtown Edmonton, Alberta. The first wave of Ukrainian settlers arrived in Canada at the end of the 19th century. Often, these Ukrainians are remembered as farmers and associated with rural prairies. However, other Ukrainians lived and worked in cities. In Edmonton, some of the urban spaces that were important to the early Ukrainian community include the

Galician hotel, the Rudyk block, the Ukrainian bookstore, and the Ukrainian National Home. Our research draws on theories of collective memory and space to examine whether and how this Ukrainian urban history has been memorialized in Edmonton. In the first part of the presentation, we review the media in which Ukrainian collective memory, in Edmonton, has been produced: archives (both physical and digital), museums, plaques, memorial trees, and forests, among others. In the second part of the presentation, we explore the concept of urban memory landscapes and consider how Ukrainian collective memories have been built (and not built) into the landscape of the downtown core. Finally, we place this description of Ukrainian memory in the context of the memories of other groups that are represented in, or missing from, the downtown landscape, including the Indigenous communities that live on the Treaty 6 territory within which Edmonton is located. Alongside the concept of memory landscape this presentation reflects on issues such as the spatial displacement of memory over time, and the interaction between communities through memory and memoryscapes.

3. Spatial Histories: Geography, Memory, and Alternative Narratives of the Iranian Revolution of 1979

Presenters: Azar Masoumi, Carleton University; Ronak Ghorbani, York University

In distinction from the overwhelming tendency to conceive history primarily in terms of its temporal chronologies, this presentation considers the spatiality of history and historical memory. Engaging with seven Oral History interviews with diasporic Iranians in Toronto on the Iranian revolution of 1979, we show that narratives of historical events are deeply shaped by the geographical location of the remembered self: those emplaced in differing geographical locations at the time of the revolution not only remember disparate events, but also associate different temporalities with the revolution itself. For instance, while those remembering the revolution from the capital city of Tehran produce narratives that more closely align with the official historiography of the revolution (such as in recounting street protests and the culmination of the revolution on February 11th, 1979), others remember events and dates that are only peripheral to official accounts (such as the arson at Cinema Rex on August 19th, 1978 or the hostage crisis that lasted from November 4th, 1979 to January 28th, 1980). In other words, both the content of memories (i.e. what narrators remember) and their temporal associations (i.e. which calendar dates narrators remember) are informed by the embodied geography of memories. Those whose geographical locations diverge from the largely capital-focused vantage point of official histographies produce narratives that diverge from official accounts. In short, geography is central to historical narrative. Hence, we argue that history is spatial and spatialized by memory: it is, quite literally, narrated from specific geographical locations and, thus, shaped by the embodied spatiality of the narrated self.

(CRM1A) The Sociology of Policing: Policing Marginalized Populations

Date: Tuesday, May 17 Time (ET): 11:00 AM - 12:30 PM

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.

Organizers and Chairs: Daniel Kudla, Memorial University; Andrew Crosby, Carleton University

Presentations:

1. "There's some dangerous stuff in there": Police officers' perceptions of homeless encampments

Presenter: Celine Beaulieu, University of Alberta

Homeless encampments are easily recognized in urban spaces as ad-hoc accommodation sites where unhoused individuals reside in tents and temporary shelters. Despite increased public attention to the presence of encampments, minimal research has examined how police officers perceive these sites. Such an omission is noteworthy given that the police are often the primary agency responsible for ‘dealing with’ these locations and populations. This presentation draws upon 23 semi-structured interviews conducted with police officers in Western Canada to contextualize the interactions between law enforcement officers and unhoused individuals associated with encampments. I pay particular attention to how officers perceive the ‘perils’ or ‘risks’ posed by these sites. More specifically, this presentation assesses how officers conceive of what they see as the perils associated with homeless encampments: (1) needle exposure, (2) make-shift weapons, (3) open fires. Employing a narrative criminological approach, I focus on how participants’ distinctive articulations of perils demonstrate what they perceive as officers’ professional responsibilities (and their limitations) and the factors shaping their abilities to improve these situations. In the process, the paper provides insights into some of the specifics of police culture in Canada.

2. An Analysis of By-Law Enforcement Responses to Homelessness and Homeless Encampments Across Ontario

Presenter: Natasha Martino, Wilfrid Laurier University

Approximately 30,000 Canadians experience homelessness each night. The actual number of people experiencing homelessness is certainly higher, with many people making up the hidden homeless, couch surfing, or sleeping in their car to avoid emergency shelters. COVID-19 has created additional strains for people experiencing homelessness, and communities attempting to respond to homelessness. The increased visibility of homelessness and encampments during the pandemic has led to public unrest and divisiveness concerning responses to homelessness. Some municipalities have been working closely with law enforcement, including police and by-law enforcement to address homelessness in their community. While many scholars focus their research on policing and homelessness, there is a lack of literature on the relationship between

by-law enforcement and homelessness. While it is evident that COVID-19 has expanded the role of law enforcement in response to homelessness, the role of by-law specifically is unknown and understudied. My SSHRC-funded, exploratory research addresses this gap, investigating the by-law enforcement response to and management of homelessness and encampments across Ontario. Using mixed-methods qualitative surveys and semi-structured interviews, my research answers the following research questions: 1. What perceptions do by-law enforcement officers hold towards people experiencing homelessness, homeless encampments, and public safety? 2. How have these perceptions been impacted by COVID-19? The methodological process used provided both breadth and depth to a new and meaningful area of research. I received 46 survey responses and conducted 9 interviews with by-law enforcement officers to inform my analysis. A constructivist grounded theory methodology and social constructionist theoretical framework was employed to understand how by-law enforcement officers make sense of their social environment. I also drew upon theoretical concepts from new institutionalism throughout my analysis. This research expands the knowledge on law enforcement responses to homelessness and encampments in Ontario, addressing the identified gap in the literature on by-law enforcement.

3. Policing encounters with individuals experiencing homelessness across Canada during the first wave of COVID-19

Presenter: Elliot Fonarev, University of Toronto
Non-presenting authors: Joseph Hermer, University of Toronto; Cinthya Guzman, University of Toronto

Law enforcement had long been a primary municipal response to poverty and lack of affordable shelter, shaping intrusions into the lives of unhoused people in public space. As social institutions across Canada adjusted in response to pandemic lockdowns in March 2020, individuals experiencing homelessness faced major shifts in service access and policing encounters in public space. Our research draws on interviews with 130 outreach and service providers for individuals experiencing homelessness, conducted across Canada between 2020-2021, as well as an institutional mapping of anti-homeless laws across Canada, media analysis, and FOI requests in key cities. This presentation will cover results of our findings from interviews with service providers related to police interactions with clients and service providers, describing what police use of force looks like for unhoused individuals, including many who are part of Indigenous and racialized communities, across Canada.

4. Here and There: Police Perceptions of Safe Injection Sites in two Western Canadian Cities

Presenter: Rebekah McNeilly, University of Alberta
Non-presenting authors: Harvey Krahn, University of Alberta; Kevin Haggerty, University of Alberta; Sandra Bucerius, University of Alberta; Luca Berardi, McMaster University

Since Canada's first safe injection site (SIS) opened in Vancouver in 2002, we have seen the adoption of this harm-reduction strategy in major urban centres across the country, including Edmonton, Calgary, and Toronto. Despite being a more recent approach to the evolving opioid overdose crisis, international research points to its effectiveness in reducing deaths and reversing

overdoses. Moreover, research suggests that areas adjacent to SISs have not seen increases in crime. Nevertheless, SISs are a source of controversy among policy makers, politicians, law-enforcement, and the public. One of the greatest predictors of SISs' success is the cooperation of, and 'buy-in' from, law-enforcement. Yet, SISs create ambiguities for police officers, whose role has been (and continues to be) the apprehension of people who use drugs criminalizing drug use rather than treating it as a public health issue. Our research team conducted 93 qualitative interviews with police officers from two mid-sized cities in Alberta. Interviews addressed officers' perceptions of the overdose crisis, SISs and SIS staff, and the challenges inherent in working near these sites. These data are supplemented by service wide web surveys, highlighting, among other things, participants' demographic information. Our findings suggest that while ambiguity remains around police roles relating to SISs, officers' perspective have generally shifted to a more favourable view of SISs in the last decade despite an almost unanimous feeling among officers that SIS staff labeled all law-enforcement as problematic and an impediment to the functioning of SISs. In our final section we make numerous policy recommendations that include an implementation strategy for police best practices concerning SISs.

5. Perceptions of Police Racial Profiling and Treatment of Indigeneous Peoples in a Western Canadian City: A Multinomial Logistic Regression Analysis

Presenter: Henry Chow, University of Regina

Policing in Regina, one of the Canadian cities that persistently reports high crime rates, is certainly a daunting challenge. According to Statistics Canada (2020), Regina had the highest Crime Severity Index in 2019. A review of studies exploring police-public relations in Canada has revealed that the Canadian public generally held favourable views of the police (e.g., Ibrahim, 2020; O'Connor, 2008; Tufts, 2000). However, these sentiments were not consistently displayed across all population groups. For instance, studies examining the relations between the police and minority communities have revealed the concerns expressed by members of minority groups regarding the unfair treatment of minorities by the police, as well as injustice and racial bias in law enforcement practices (Angus Reid Institute, 2020; Cao, 2021; Chow, 2002; Chu and Song, 2008). Based on a questionnaire survey undertaken in Regina, this paper attempts to explore the perceptions of police racial policing and treatment of minorities among university students using multinomial logistic regression.

(DIS1) COVID-19: A Critical Moment for Disability Studies in Education

Date: Tuesday, May 17 Time (ET): 11:00 AM - 12:30 PM

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.

Organizers: Alan Santinele Martino, University of Calgary, Patricia Douglas, Brandon University

Chair: Patricia Douglas, Brandon University

Presentations:

1. Disrupting normative logics: Reading student experiences during the COVID-19 pandemic through critical disability studies and anti-colonial theory

Presenters: Fady Shanouda, Carleton University; Lex Burgoyne, OCAD University; Cary Dipietro, Centennial College; Susan Ferguson, OCAD University

The foundations of higher education are inextricably part of historical and ongoing processes of colonial knowledge production. The day-to-day experiences of diverse learners can thus be understood as barriers to learning that reflect and reproduce gendered, racialized, ableist and heteronormative hierarchies that, taken together, uphold the settler-colonial project. This paper explores the lived experiences of university students shared through a qualitative survey conducted by a university teaching centre during the COVID-19 pandemic. Focusing on student narratives, the data was analyzed through a disability-oriented critical discourse analysis (Grue, 2011; 2016). This interpretive framework, guided by critical disability studies, sociology of education, and anti-colonial theory, draws upon students lived experience of education to demonstrate that learning environments are not neutral, highlighting the ways in which the university is fundamentally invested in protecting normative embodied relations to education (Titchkosky, 2008; 2011; Dolmage, 2017). While there is considerable literature on student success in higher education, too often students are conceptualized as individuals responding to neutral and taken-for-granted practices within universities. Our analysis instead locates students' experiences in relation to systemic barriers tied to embedded assumptions and pedagogical practices that maintain settler colonial logics in higher education. The pandemic offers a unique site for this investigation. While many universities are engaged in conversations about the "return to normal", our analysis uncovers the normative assumptions that inhere within Western educational practices. While we found unmistakable contradictions across student narratives about their learning experiences and ideal learning conditions, we argue that these contradictory discourses trouble normative educational practices and, taken together, constitute a desire among students for critical forms of access to learning. By placing these contradictions in tension with a "return to normal" we advocate for radical forms of pedagogical reimagining that actively refuse the colonial logics of normalcy and the hierarchies of exclusion.

2. Building up and Breaking Down: Mobilizations of mental health in a time of broken infrastructure

Presenters: Anne McGuire, University of Toronto; Kelly Fritsch, Carleton University

In July 2020, Ontario Minister of Education Stephen Lecce confirmed that public schools would re-open for the 2020-2021 school year, following a five-month-long shutdown due to the COVID-19 pandemic. To ease this transition, Lecce announced his government's "unprecedented" investment of tens of millions of dollars in student mental health. The funds were directed to support the development of diagnostic/therapeutic mental health programs in K-12 schools and the hiring of in-school mental health workers. When pressed by reporters to elaborate on the safe return to school from a physical health and safety perspective, Lecce acknowledged that his government would not be providing funding for smaller class sizes, access to rapid testing, or outdoor learning, nor was it able to address the deteriorating infrastructure of our public-school buildings, leaving some kids to learn in classrooms with windows cannot open. In this paper, we confront the seeming illogicality of governments pouring money into mental health resources with one hand, while using the other to cut the very services and resources that ensure our collective access to health, both mental and physical. We note, for example, how Lecce mobilized the mental health investment as an effective cover for his government's brutal and ongoing acts of defunding public education and public health. We argue that mental health investments focused solely on medicalized risk spectrums and personalized therapeutics run the risk of serving larger processes of financialization, privatization and austerity, political systems that exacerbate inequity and damage people's mental and physical health. Drawing on contemporary work in mad/disability studies and crip theory, we suggest that a turn towards non-individualizing ideas of mental variation and the relationality of risk, might provoke us to refocus our advocacy on dismantling structural inequities, creating infrastructures that safeguard and promote the flourishing of all our bodies/minds.

3. Intensive interactions: (Neuro)Queer intimacies, and 'animate literacies' in the special education classroom.

Presenter: David Ben Shannon, Manchester Metropolitan University

In this paper, I draw from a series of music composition episodes from my in-school doctoral research-creation study--specifically my use of the communication strategy 'intensive interactions'--to (neuro)queer what passes as 'literacy' in the special education classroom. Public discussion of school closures due to COVID-19 has emphasised the need to 'catch pupils up' with state-sanctioned disciplinary expectations of children's progress in 'literacy' and 'numeracy.' This discussion fails to account for the ways in which these disciplines are grounded in homonormative and white supremacist pedagogical expectations. 'Intensive Interactions' is a two-way communication strategy for supporting neurodivergent service users in exploring the fundamentals of communication (Hewett, 2018). Rather than teaching linguistic concepts (for instance, through signs or picture exchange) or modifying behaviour (for instance, through social stories or applied behaviour analysis), Intensive Interactions emphasizes reciprocity and intimacy, with the 'teacher' attending, mimicking, or responding to the young person's every stim, sigh, loll, and rock. I contextualize my use of Intensive Interactions using the queer-crip framework on intellectual disability called 'neuroqueer theory.' Neuroqueer theory is an emerging 'dis-identification' of intellectual ability that "work[s] on and against dominant ideology" (Muñoz, 1999, loc. 458). Although neuroqueer theory has been used to rethink curriculum and pedagogy (e.g. Roscigno, 2020; Shannon, 2020), it has most often been taken up

in the field of literacy to reinforce normative notions of what it means to be literate by emphasizing (neuro)typical literacy skills (e.g. Kleecamp, 2020). In this way, its retains the deficit-centric perspective of much educational research in the special education classroom.

(EDU1A) Committing Sociology: Navigating The Institutional Impacts of the Interdisciplinarity of the Sociology of Education I

Date: Tuesday, May 17 Time (ET): 11:00 AM - 12:30 PM

The classroom is often a contested, complicated space for educators and students alike. The aim of this session is to explore research and theoretical approaches that use frameworks of sociology of education as they inform the in-classroom work and goals of educators. It explores how the sociology of education can be used in the classroom to respond to or to foster social change. Specifically, the session highlights combining online classes with digital ethnography (Liao), rape culture with educational activism (Robinson), and violence with pedagogy (Roman).

Organizers: Danielle E. Lorenz, University of Alberta, Nicole Patrie, University of Alberta, Qingyan Sun, University of Alberta

Chair: Qingyan Sun, University of Alberta

Presentations:

1. Understanding Online Classes as a Social Practice: An Exploration with Digital Ethnography
Presenter: Yujie Liao, McGill University

The need for social isolation due to the COVID-19 pandemic has led universities worldwide to seek support from digital media to revive educational activities, either actively or passively. Even though colleges and universities are gradually restoring offline classes, as a consequence of the continuing impact of COVID-19, online classes have become a routine practice of higher education instead of a mere alternative. Researchers who conduct digital ethnography have discussed various facets of the virtual world, such as individuals' self-presence, the reconstruction of culture and online communities. However, the explorations of online classes with digital ethnography are inadequate. Online classes supported by universities are based on the established administrative and power structures of educational institutions, whereas the openness and individuality of cyberspace are likely to impact these structures. On the other hand, the online classes do not conform to previous definitions of the virtual world proposed by digital ethnographers since teachers' and students' identities in online classes are anchored by their authentic offline relationships. These attributes of online classes make them a third kind of community existing beyond the virtual world and offline classes. In my proposed presentation, I will discuss the implications and challenges of using digital ethnography, a sociology-born approach, to study online classes. I argue the theoretical potential of digital ethnography for defamiliarizing online classes as a social practice. I concentrate my discussion on how digital ethnography helps understand the building of cultural communities, the reshaping of educational norms, and the changing teacher-student-knowledge relationships in online classes.

2. In Every Classroom: The politics of undoing rape culture
Presenter: Gillian Robinson, University of Alberta

I have been the teacher-lead for a Queer-Straight Alliance for several years, and responsible for implementing school board Sexual Orientation and Gender Identity policy. The board would often point to spectacular events, such as pride flags or parades, to claim itself progressive. When it came to actual instances of transforming the system itself for inclusion, there were protocol or philosophical obstacles, despite the commitment to queer-inclusive policy. Supports instead seem to be targeted toward only certain youth in the face of safety threats (Airton, 2013). This creates a deficit narrative about queer youth. Through my experience volunteering with a sexual assault centre, I found that similar narratives were replicated in their public education programming. Although their whole-class sexual health programming was designed to educate sexual assault survivors, present or future, it did not consider that future rapists and harrassers would also be privy to these lessons. In fact, this programming also focused largely on supporting victims rather than undoing rape (Deer, 2013). All types of student identities experience discrimination due to failed gender performances (Butler, 1990), so why are supports targetted in a reactive way towards students that we perceive as queer? Harmful attitudes about entitlement and masculinity lead to rape culture and thus rape (Bourgeois, 2014), so why do we not tackle these attitudes head on when talking about assault? Further, this model of victim accomodation does nothing to educate students about the mobilization of sexualities as a tool for racial colonial conquest (Stoler, 1995; McClintock, 1995). Instead of this approach that targets only the victims of oppression, I urge educational institutions to reconsider their thinking around these topics. This talk would focus on the politics of targeting the staff and students in our buildings who uphold these structures of oppression rather than the current models of deficit narratives.

3. The role of education: the (dis) advantages of a commitment to stopping violence
Presenter: Sigrid Roman, OISE, University of Toronto

There are no signs to indicate that conflict is decreasing in the world (Davies, 2003). As we know, there are “security” solutions to conflict and/or violence but in this paper, I am interested in how the formal education system may assist. Formal education here is defined as “teaching and learning that takes place in specially constructed buildings for a certain number of hours a day, over the course of many days during a year” (Ostby, Urdal, Dupuy, 2018), with a special emphasis on what can be done at the secondary level (grades 9-12). What are the implications of thinking about education as active in this endeavor? What are the implications for doing nothing? What could the agenda be? In this paper, I argue that for education to be effective in curtailing and/or preventing violence, defined broadly as “any kind of restriction (violation) imposed on an individual” (Mider, 2013: 704), it must include at least three essential aspects: 1) it must critically challenge and change existing systems of power inside the school system itself such as its actual organisation, social patters and value promotions so that it indirectly does more to contribute to peace than to underlying causes of conflict, 2) it must reorient its goals specifically towards positive social change and transformation through its pedagogical practices and 3) it must

destabilize pathologized and reactionary views of violence by reorienting its curriculum content and directly teaching about and learning from conflict and violence.

(FEM5A) Intersectional Feminist Sociologies in a Digital Age I

Date: Tuesday, May 17 Time (ET): 11:00 AM - 12:30 PM

This session invited 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.

Organizers: Ayesha Mian Akram, University of Windsor, Lisa Smith, Douglas College

Chair: Jennifer Jill Fellows, Douglas College

Presentations:

1. Gender, Sex, and Tech! An Intersectional Feminist Guide
Presenter: Lisa Smith, Douglas College; Asher Faerstein, Douglas College; Rim Gacimi, Douglas College

In this presentation we will share an overview of a forthcoming edited volume, *Gender, Sex, and Tech! An Intersectional Feminist Guide*, edited by Lisa Smith and Jennifer Jill Fellows. This inter-disciplinary collection was in part the inspiration for the two sessions that explore intersectional feminist sociology and the digital age. In addition to providing an overview of the text and the range of contributions, we will speak to some of the ways that technology was present throughout the work of writing collaboratively. We will also consider the work of pulling together the collection during the COVID-19 pandemic, and the ways this impacted the work and scholarship of contributors. Finally, we will explore some of the ways we are carrying the work of the text forward, through additional research and creative outputs.

2. "Be Fit. Be White. Be…": Sexual racism and issues of consent among queer men dating app users
Presenter: Christopher Dietzel, Dalhousie University

Although dating apps offer men who have sex with men (MSM) opportunities to connect and develop relationships, racialized MSM experience sexual racism from other MSM on dating apps, especially white MSM. studies show that racialized MSM who perceive their race to be devalued in gay male culture may engage in higher risk sexual activities. other research has found that racialized MSM face higher rates of non-consensual sexual interactions than white MSM. as such, racism and other forms of discrimination and harm may have consequences on how racialized

MSM practice consent and engage in sexual activities with other MSM. this session presents results from a thematic, intersectional analysis of 25 interviews with self-identified MSM dating app users to examine non-consensual sexual practices that exclude, fetishize, and exploit racialized MSM. findings show that participants excluded MSM dating app users because of their race and that racialized participants were targets of sexual racism, fetishization, and coercion. these findings reveal how MSM dating app users exploit racial hierarchies and politics of desire to manipulate racialized MSM into consenting to sexual activities, and how racialized MSM dating app users are targets of technology-facilitated sexual violence.

3. Thinking about today's "pick me girl" and critically considering the possibilities and limitations of contemporary girlhood

Presenter: Amber-Lee Varadi, York University

Today, girls who claim that they are “like one of the boys” and unlike most other girls for instance, in the way they talk and behave and through the boys they interact and spend time with are known as a “pick me girl” across a variety of social media platforms. A recent figure to poke fun at on TikTok, a popular video-based social media platform, the “pick me girl” is a target of shame and embarrassment among youth in North America. This presentation draws on existing girlhood studies literature to consider the contemporary figure of the “pick me girl” and examine where backlash against her comes from. From seemingly “trying too hard,” to being “desperate” for male approval and attention, to being “anti-girl power” by resisting Western ideals of conventional femininity, this presentation considers the difficulties that “pick me girls” and girls in general often face when navigating long-lasting expectations of heteronormative femininity and desires to play and experiment with their appearance, relationships, and interests. Throughout this presentation, discussions and questions about youth sexuality and girls’ friendships are raised, as dominant expectations of appropriate femininity and heteronormativity impact girls’ ability to interact and bond with one another and their male counterparts. Within Western ideals and understandings of conventional femininity, girls’ heterosocial friendships with boys puts their respectability at risk, and the motives of the “pick me girl” are questioned in a context where all girls are assumed to be straight and trying to get a boy as a result. Accordingly, this presentation also compares girls’ capacity to take up masculinity and examines how a girl’s heterosexuality or homosexuality shape the way in which her masculinity is accepted, critiqued, or deemed inauthentic. This research asks: What does the “pick me girl” tell us about the possibilities and limitations of girlhood today?

(KNW6) The Embodied Social Production of Social Science Research

Date: Tuesday, May 17 Time (ET): 11:00 AM - 12:30 PM

Challenging notions of the disembodied researcher, these papers explore the experiences of social science researchers committed to igniting change through their research focus on social justice. Contrary to notions of autonomous intellectuals, free to pursue intellectual curiosities and pursue social justice research topics, it is important to understand researchers as embodied and positioned within systems shaped by institutional systems and processes, as well as funding

bodies. Although generally rendered invisible, this context has considerable influence over the way that research gets defined and undertaken. The papers will explore how these issues impact researchers engaged in research projects focused on social justice commitments. Each paper will consider the contextual challenges associated with navigating the ever- changing requirements of institutions and funding bodies related to seeking research grants, acknowledging the salience of researchers' gender and other identities.

When exploring how knowledge is socially produced, it is integrally important to interrogate how the researcher's own embodiment may inform the way in which the research is conceptualized and operationalized. For those that do not approximate the "ideal" academic, constructed as white, male, heterosexual and able, seeking funding and navigating institutional processes often involve unanticipated challenges, as the way in which research projects are configured may not neatly fit into preconceived notions of what constitutes acceptable academic research and knowledge creation. The panel will also explore the strategies used by highly successful researchers and the significance of mentoring, as a means of navigating the often fraught terrain of undertaking social science research through a critical social justice lens. Mentorship is especially critical for women and those from traditionally marginalized groups, who have not always been welcomed into academia.

Chair: *Anne Wagner, Nipissing University*

Panelists and Presentations:

1. Funding, gender and knowledge production: Rethinking the connections
Presenters: Sandra Acker, OISE, University of Toronto; Oili-Helena Ylijoki, Tampere University

This paper explores the multiplicity of ways in which gender enters into (or could enter into) conversations about research funding. Our research in Canada and Finland in recent years has concerned the discourses, practices, policies and power relations that impact upon funding in a given time and place; the application and adjudication processes; the ways in which universities and funding bodies encourage, support or demotivate potential researchers; how new principal investigators or those who move into larger project frameworks learn to manage projects; and the emotions and social relations involved.

This discussion draws upon our experiences as researchers, our reading of the literature and our projects on the social production of research to focus on how we might best conceptualize the interrelations of research funding and gender. One popular method is the comparison of women's and men's successes in publications or grant acquisition through bibliographic methods. While important in mapping the landscape of research productivity, this approach is incomplete without qualitative studies that consider reasons, perspectives, reactions and emotional responses to the contemporary intensification of institutional and governmental pressures to compete for secure external funding and their gendered features and implications. Often "women" and "men" are considered to be homogeneous categories, disregarding intersectional identities. We argue that "productivity" is not identical to knowledge contributions, nor are academic researchers simply disembodied performers. Performativity

pressures, researcher histories and motivations such as augmenting social justice come into play. Additionally, we note that studies that compare arrangements in different countries have the potential to enhance our understanding of conditions and contexts under which the nexus of gender and funding takes different forms.

2. Racialized Researchers: Navigating the Terrain of the Research Funding Landscape in Canada
Presenters: Anne Wagner, Nipissing University; Marie Vander Kloet, University of Bergen

The social production of knowledge emerges from within processes shaped by institutional systems, processes and funding bodies. Yet, the embodiment of individual researchers is often rendered invisible in academia which has traditionally been founded upon preconceived notions of the ideal academic subject – White, cis, male, able-bodied (Henry et al, 2017). This paper explores the salience of this taken for granted assumption, questioning the impact of such assumptions on the research process, including conceptualization, framing and implementation of research projects.

This paper draws on interviews with Black, Indigenous and racialized women researchers from multiple Canadian universities with rich and multifaceted research funding histories. These accomplished researchers focus explicitly on social justice and social change in their work. Many participants identified unanticipated challenges, associated with not approximating the imagined 'ideal' academic and seeking to operationalize social change through their research. Tensions were often identified between dominant conceptions of acceptable academic research and knowledge creation, as per institutional REBs and funding bodies, in contrast to social justice priorities. These ruptures were especially pronounced for racialized, Black and Indigenous researchers whose methods and epistemologies include a degree of community collaboration, which often do not seamlessly align with institutional demands.

These highly successful researchers' experiences and insights illustrate what is needed to design research supports and systems that embrace varied epistemological and methodological approaches not constrained by Euro-Canadian systems of knowledge production. Excavating these tensions enables us to consider how less rigid conceptualizations of research which may: challenge the normalization of the disembodied researcher, acknowledge the significance of the coproduction of knowledge with communities, and embrace the possibilities created through research designed to ignite social change.

3. Mentoring in Canadian academic women's research funding trajectories
Presenters: Michelle McGinn, Brock University; Sandra Acker, OISE, University of Toronto

How do women academics in Canada navigate the joys and despairs of seeking and securing research funding? To what extent do their commitments toward critical social justice perspectives influence and inform their experiences?

As part of a larger study on the embodied social construction of research in Ontario, Canada, we interviewed 24 women academics in social work, education, sociology, and geography with sustained research funding records and social justice themes in their work. Although we did not

ask directly about mentors or sponsors, many participants spontaneously told stories about the ways their research careers had been kick-started by others who included them in funded research projects, advised them on acquiring grants, and nudged them toward strategic opportunities that were foundational to their research funding trajectories.

Although some of the women had sustained support from one or more senior colleagues that they named as "mentors," others turned to peers inside or outside their institutions to collaborate on research proposals and collectively build toward future successful research grant activity. Most, but not all, of the latter connections were with other women, giving the appearance of a sisterhood of colleagues supporting one another. For Indigenous or racialized academics, this sisterhood frequently comprised other Indigenous or racialized scholars, a feature that was even more prevalent in the women's discussions of the junior colleagues and students that they mentored toward research careers.

The women's accounts demonstrate the potential that can be achieved through empowering models of mentorship rooted in social justice. Nonetheless, we argue that reliance upon informal learning with and from others is too often hit and miss. Several women recommended formalized structures to extend the supports available to a broader range of scholars while also attending to the multiple forms of identity taxation experienced by those who hold marginalized social identities in academe.

(PLN3) Beyond the Crossroads: Persisting Colonial Patterns, Changing Settler Mindsets
John Porter Tradition of Excellence Book Award Lecture

Date: Tuesday, May 17 Time (ET): 11:00 AM - 12:00 PM

Drawing on the author's 2020 book, *Canada at a Crossroads: Boundaries, Bridges, and Laissez-Faire Racism in Indigenous-Settler Relations*, this presentation will first outline a model – informed by group position theory, settler colonial theory, and critical Indigenous studies – for explaining persistent anti-Indigenous racism. Based on ethnographic, archival, and interview research with Anishinaabe, Métis, and white residents of Treaty #3 Territory (Northwestern Ontario), it will highlight how social psychological processes – including settlers' sense of group superiority and entitlement, subtyping, and avoidance – reduce the effectiveness of commonly proposed solutions, such as intergroup contact and education.

This is a Q&A live session with our Keynote Speaker. Delegates may view the presentation in advance available 'on-demand' through the CSA Conference virtual platform.

Keynote Speaker: Jeffrey Denis, McMaster University

Moderator: Vanessa Watts, McMaster University

(PSM1) Emerging and Enduring Cleavages in Contemporary Political Mobilization

Date: Tuesday, May 17 Time (ET): 11:00 AM - 12:30 PM

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.

Organizers: Sébastien Parker, University of Toronto; Martin Lukk, University of Toronto

Chair: Sébastien Parker, University of Toronto

Discussant: Martin Lukk, University of Toronto

Presentations:

1. The Political Religion of Trumpism and the Nature of its Rituals
Presenter: Blake MacDonald, Acadia University

This paper presents an analysis of five Donald Trump rallies, each rally being connected to a politically significant moment for the former President. I approach Trumpism as a form of fascism, and fascism as a form of political religion, where one's political identity is akin to a religious identity. Using the concept of the sacred and the profane, and their connection to religion, I explore how the political religion of Trumpism creates meaning through dichotomous thinking, with Trump's rallies (rituals) serving as the locus of meaning-making for the religion of Trumpism. I analyze how Trump utilizes his rallies to dictate who/what is aligned with the sacred, and who/what are aligned with the profane. I also note the fluidity of the line between sacred and profane, and how Trump is able to redraw this line to place and re-place certain persons and ideas when he sees fit. This work seeks to understand processes of meaning-making within Trump's political rituals, and exactly how he creates meaning.

2. Social Cleavages and Political Identification in Europe: The End of Dealignment?
Presenter: Sébastien Parker, University of Toronto

Political analysts have long been interested in the relationship between social cleavages, such as gender, social class, and religious identification, and political outcomes, such as voting behavior and partisanship (e.g., Lipset and Rokkan 1967; Bartolini and Mair 1990). Contemporary discussions often center on determining the political relevance of bases of economic and cultural conflicts reflecting emerging and enduring core cleavages (Bornschier and Kriesi 2012; Gethin et al. 2021; Hooghe and Marks 2018; Piketty 2018; Teney et al. 2014). As well, there are ongoing, intense debates on the extent to which the trends fundamentally suggest either processes of realignment or dealignment (Dalton 2018; Dalton and Welzel 2014; Dassonneville et al. 2012; Goldberg 2020; Kriesi and Schulte-Cloos 2020; Marthaler 2008). In this paper we contribute to this literature by conducting a comparative analysis of trends in political identification across key social cleavages in a variety of countries in Europe, supplemented by an in-depth analysis of four case studies: France, Hungary, Spain, and Sweden. Using data from the European Social Survey (2002-2018), we focus on political identification, as measured by the extent to which respondents

feel close to a given political party. In contrast to most analyses of social cleavages, we present formal tests of the degree of convergence or divergence (or maintenance) of trends across key social cleavages. This provides an alternative way of evaluating various theoretical accounts that, unlike the metric-based approach, provides a more detailed, informative description of the data. Preliminary findings reveal important variation in trends across Europe, as exemplified by our four diverging case studies, for political identification and their socio-structural roots.

3. Twitter Versus Reddit - How the GOP Navigates Online Discourse and Support from their Base
Presenter: Kayla Preston, University of Toronto

The political arena across the globe has moved online. While studies have shown that political parties and movements are influenced by online movements, research still needs to examine how political parties interact and speak to the concerns of their supporters online. Research should consider how and if political parties and political bases converge to find common ground. This is especially essential to consider during major party shifts in leadership and power. In this paper I examine large data scrapes of 31,966 tweets from official Republican Twitter accounts (the party account, House and Senate accounts) as well as 3000 posts from Reddit supporter accounts (r/Republican, r/Conservative and r/republicans) to explore the convergence and impact that supporter groups have on real world political discourse from official parties online. In this paper I make three arguments, first official party discourse and online supporter accounts make similar arguments about immigration and the threat of border security. Second, the GOP and its supporter groups both seem to align on their views of liberal and Democrat incompetence. Three, both the GOP official accounts and their supporter accounts on Reddit call to a political and social crisis in which they believe political action is needed to repair. This research suggests that while Reddit supporter accounts are often viewed as more extreme, they align with their moderate Republican party counterparts on these three main issues, creating a bridge between political base and establishment that may provide an opportunity for conversation on issues of convergence.

4. Transnational Property Ownership and the Rise of Housing Nationalism in Canada
Presenter: Nathanael Lauster, University of British Columbia
Non-presenting author: Jens von Bergmann, MountainMath

Over the past decade Housing Nationalism has risen to a central position within Canadian politics, making its way first from BC provincial politics in 2016 before emerging as a central plank within all party platforms during the 2021 Federal election. We briefly describe the recent rise of Housing Nationalism in Canada; we outline its chief characteristics in terms of media framing and policy-making; and we detail related policies (e.g. BC's Foreign Buyer Tax) and inquiries. We follow by cautioning that Housing Nationalism presents particular challenges for Canada. Trouble arises from Canada's multinational history; the resurgence of white nationalism and hate crime; impediments to immigrant integration; and challenges to Canada's transnational ties. We gather baseline data concerning these points, including transnational property ownership based on a combination of Canadian administrative and survey data. These demonstrate a concerning rise in anti-Asian hate crimes associated with Housing Nationalism and that Canadian residents

generally own far more properties abroad than the number of properties owned in Canada by residents elsewhere.

(RAE4A) Anti-Asian Racism in Canada: Historical, Social, Economic, Cultural, and Political Processes I

Date: Tuesday, May 17 Time (ET): 11:00 AM - 12:30 PM

Since the global outbreak of COVID-19 in 2020, assaults on individuals of Asian descent have increased dramatically in Canada and other western countries. The rise of anti-Asian racism and the experiences of racism by Asians during the pandemic are rooted in historical and institutional structures that are xenophobic and exclusionary. These two sessions bring together papers which explore the historical, social, economic, cultural, and political processes which inform and are informed by anti-Asian racism, as well as the impact of anti-Asian racism on Asians and Asian communities using diverse theoretical frameworks and methodological approaches.

Organizers: Guida Man, York University, Alvin Yang, Universität Kassel and University of Ottawa

Chair: Guida Man, York University

Presentations:

1. Racial Geographies of Public Health: Histories of Anti-Chinese Racism in Lethbridge, Alberta
Presenter: Suzanne Lenon, University of Lethbridge

In 1910, the small prairie city of Lethbridge, Alberta passed a municipal bylaw that contained a nuisance section targeting laundries in the name of public health. It came into effect January 1, 1911 and confined Chinese laundries to a roughly three-square block zone that came to be called the “Restricted Area”. In this paper, I discuss some of the entangled relationships between race, public health, and municipal governance in the context of a white settler prairie city. I begin by situating the bylaw’s nuisance section within the broader legislative and social context of anti-Chinese sentiment of the time, often expressed through the trope of “yellow peril” that purportedly threatened the health and vitality of an emerging white settler nation-state. I then turn to the local context and, drawing upon archival newspaper coverage, I trace the ways that this nuisance section was in fact the outcome of long-standing efforts by white-settler residents and municipal leaders to geographically restrict where Chinese-owned businesses, especially laundries, could operate. It had the effect of intensifying the already racialized spatial arrangements in the city’s downtown core, creating what became known (is known today) as Chinatown. The nuisance section shored up racialized socio-economic hierarchies even as it appears as race neutral, one that wove racial difference into its practice. Moreover, Chinese business owners were being restricted within city limits while the people of the Blackfoot Confederacy, on whose territory Lethbridge sits, were simultaneously being relegated to increasingly smaller reserves in the name of capital accumulation. The bylaw was repealed in 1916; however, the paper also reflects on its resonances with the current context of Covid-19:

While the bylaw is a small example from the Canadian hinterland, it is an exemplar of the larger story of the articulation of anti-Asian/anti-Chinese racism through public health measures.

2. Anti-Asian Racism in the Covid-19 Era: Surveys from the USA
Presenter: Secil Ertorer, Canisius College

In this paper, following Powell (1997), I explore "what race does" to people in the COVID-19 era. The use of anti-Chinese rhetoric such as the "Chinese virus," and "Chinese eating mice" by some government leaders have reportedly encouraged anti-Asian xenophobia and attacks against people of Asian descent around the world (Human Rights Watch, 2020). As several academic and civil society groups have reported, the COVID-19 pandemic has made people who are perceived as "Asian" more vulnerable to harassment, racism, and discrimination. In this vein, this study explores COVID19-induced xenophobia and racism in the United States where the former president publicly used the term "Chinese virus" and there is no coordinated governmental response aimed at protecting people of Asian descent from people who are influenced by this rhetoric. The quantitative analysis of a survey with Asians and Pacific Islanders in the United States (n=333) reveals that there has been a significant increase in anti-Asian racism after the COVID-19. Study participants have experienced or witnessed some form of harassment or racism in relation to the coronavirus. While inappropriate jokes, slurs, derogatory language are found to be common everyday racism, vandalization of property, denial of housing or a job, and physical attack are the most severe forms of discrimination faced by the participants of the study. Asians who identify as biracial with a mix of European and Asian descent reported a significantly lower number of incidents than all other Asian ethnic groups in the study. Experiences of racism were correlated with mental health. Furthermore, these experiences have a negative effect on victims' sense of belonging to the American society, which is likely to create more divisions and segregation within the American society.

3. The Nexus of Geopolitics, Pandemics and Racism: Rethinking Anti-Asian Racism during COVID-19
Presenter: Xiao Alvin Yang, Universität Kassel
Non-presenting author: Karl Yan, Zhejiang University

Why is there rising racism in Canada against Asian Canadians, particularly against Chinese Canadians, during the COVID-19 Pandemic? What factors contribute to it? What are the relationships among pandemics, geopolitics, and anti-Asian racism? This paper sheds light on these questions by advancing a novel theoretical approach, combining variables at both international and domestic levels as well as both top-down and bottom-up processes. This goes beyond the conventional theories of international relations that take top-down approaches, which often neglect the issues of race and migration and bottom-up processes. Conversely, it also complements conventional migration studies and sociology theories that take bottom-up approaches, which often ignore geopolitics at the international level. Using the within-case process tracing, we scrutinize the interaction of pandemics, geopolitics, and anti-Asian racism in the Canadian context across several different historical and contemporary periods. In particular, we examine how the discourse of the COVID-19, the Sino-American rivalry, and the global

resurgence of nationalism at the international level, especially in the US, can "travel" to and affect Canadian society. Finally, we address several critical conceptual confusions and misperceptions of Chinese Canadians in the public discourse in Canada. In sum, we show how these international factors interact with Canadian domestic conditions and historical context, creating contemporary misperceptions between people and contributing to the rising Anti-Asian Racism in Canada.

(RES2A) Conceptualizing and Applying Relational Sociology I

Date: Tuesday, May 17 Time (ET): 11:00 AM - 12:30 PM

This session is 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.

Organizer and Chair: Monica Sanchez-Flores, Thompson Rivers University

Presentations:

1. A Relational Approach to Process-Tracing and Case Study Research
Presenter: Peeter Selg, Tallinn University

In this paper, the author aims to problematize from a trans-actional or process-relational perspective all five elements that are usually considered the fundamental components of case study research design. These elements are: 1) the research question; 2) the role of theory or hypothesis; 3) the understanding of units of analysis; 4) the relationship between empirical data and theories; 5) the criteria for interpretation of the findings of case study research. All of these elements are usually defined and reflected upon in inter-actional or variable-centered manner in empirical case studies and methodological reflections both in quantitative or qualitative approaches. The trans-actional or process-relational sociology as proposed via pragmatist tradition by Emirbayer, Dépelteau, Abbott and the author of this paper among others tries to avoid process-reduction in research as far as possible. One of the crucial research strategies (sometimes also deemed a method) to increase internal validity of case study research is called "process-tracing". In the second part, the paper considers what would process-tracing look like without reifying the outcome of the process into a dependent variable (quantitative or qualitative). Such reification happens even in approaches that explicitly call themselves "processual". Taking lead from the above mentioned authors (with special emphasis on Abbott's 'Processual Sociology' [2016]) the author reflects on how such reifications can be avoided. Finally, a couple of illustrations are provided of the approach based on the analysis performed in the forthcoming book 'A Relational Turn in Governing Wicked Problems: From Governance Failure to Failure Governance' (forthcoming in Palgrave Macmillan, 2022) on the different governance responses to the COVID-19 crisis by Taiwan, USA and Germany.

2. Constitution, Sufficient Reason and the Possible in Relational Sociology
Presenter: Peter Lenco, St. Francis Xavier University

One of the key points of debate in relational sociology has to do with the nature and function of causality or, perhaps more productively articulated, constitution. The paper argues that in order to (more) fully understand relations in the social sciences, a more nuanced approach to the constitutive relationship is required. The paper beings with Alain Badious dismissal of Leibnizs famous exposition of the principle of sufficient reason (PSR) well-travelled territory in philosophy, but almost terra incognita in sociology. Badiou is critical of Leibnizs PSR for ultimately leading causality back to a single, fixed source (God), thus precluding the ontological possibility of the event, something clearly Badiou cannot do without. I have a great deal of sympathy for this critique, but the paper argues that it is possible to reconcile PSR with the event. PSR can posit suitable reasons for every state of affairs, but these must be understood as directly linked to events; or, every state of affairs has a sufficient reason, but that reason is not deployed according to a plan, God, will or intellect, or in fact any intervention whatsoever. Rather, the world is a processual unfolding through events, events that we can map according to the immanent relations they effect. This argument is achieved only by denying the (notion of the) possible, as Deleuze does in Bergsonism. In short, everything happens for a reason, but that reason results in fundamentally emergent relations.

3. On The Need for Ontological Bookkeeping in Relational Sociology
Presenter: Joonatan Nõgisto, Tallinn University

This article is an intervention into the ontological debates within relational sociology, an intellectual field coalesced around the contention to put social relations at the center of sociological theorizing and research. The article proposes principles of ontological bookkeeping for keeping track of and comparing the ontological cost of relational theories, based on their explicit and implicit ontological commitments, i.e. the kinds of entities that must exist for statements made within the theory to be considered true. Such principles can serve to help demarcate the boundary of the scientific field of relational sociology, while also enabling us to hold relational scholars to account on their theoretical promises. Two contrasting ontic criteria are proposed to answer the question “what makes a theory relational?”: the first is inclusivist and is defined by the presence of an explicit ontological commitment to social relations; the second is exclusivist and is defined by the lack of implicit commitment to any other kind of entity. Depending on which criteria comes to mark the boundary of the discipline, it is argued that the future of Relational Sociology and its relation to the classical canon of social theory looks remarkably different.

(SCY4) Children and youth talking, moving and advocating: Innovative research engagements

Date: Tuesday, May 17 Time (ET): 11:00 AM - 12:30 PM

Papers in this session discuss innovative research engagements with diverse children and youth in ways that foreground talk, movement and advocacy.

Organizers: Rebecca Raby, Brock University, Noah Kenneally, MacEwan University

Chair: Noah Kenneally, MacEwan University

Presentations:

1. From researching with youth to research by youth: Participatory Action Research (PAR) insights from the first youth-authored post-secondary textbook

Presenter: Lindsay Herriot, University of Victoria

This presentation tells the methodological story of Trans Youth Stories: An Intergenerational Dialogue After "The Trans Tipping Point" (2021). It is the first primarily youth-authoured post-secondary textbook, grounded in various branches of feminism, queer and trans theory, disability theory, and childhood studies. After explicating how each of these theoretical underpinnings was enacting in the research praxis, we contend that a youth-authored book powerfully changes research about youth to research with and by youth. It also partially addresses the power discrepancies that youth participatory action research (PAR) tries to address (see Anyon et al., 2018; Camarotta and Fine, 2008; Shamrova and Cummings, 2017) by having youth participants create, tell, and publicize their own stories and findings as authors and co-researchers in their own right. To avoid romanticizing youth voices (see Lancy, 2012 for the seminal account of this pitfall) our book deliberately includes adult, scholarly perspectives as responses to the youth writing at the conclusion of each thematic section. This intergenerational dialogue links the youth's work to the scholarly literature in the field and offers crucial academic and practical interpretations. Rather than an authoritative evaluation of the youth's work, the scholarly responses summarize, contextualize, and extend each thematic section. In addition to the content-specific research about the various domains of young trans life in the volume, our book is presented here as a methodological roadmap for how youth-centred and youth-authored contributions can add to the growing field of participatory action research and childhood studies more broadly. We look forward to seeing many more youth-authored collections about a host of lived experiences and identities becoming post-secondary textbooks and mainstream volumes.

2. "I'm going to call my friend to join us": Connections and challenges in online video interviews with children during COVID-19

Presenters: Laurel Donison, Brock University; Rebecca Raby, Brock University

When the COVID-19 pandemic began it changed the way that much research was being done as pandemic protocols led researchers to use alternative methods to "capture understandings of the experiences of those affected by the pandemic" (Tremblay et al, 2021, p.1). We wanted to learn about children's views and experiences of the pandemic and so early in the pandemic we began conducting repeated, online video call interviews with a group of thirty children living in Southern Ontario and between the ages of five and 16. In this paper, we reflect on methodological, relational and ethical dimensions of this research project. We start from the position that children's viewpoints are important, that children are able research participants, that researchers and participants build meaning together, and that there are hierarchies that

must be attended to within researcher-participant relationships, especially when the researchers are adults and the participants are children. In this way, we also engage with concepts such as children's voice, participation, inequality and knowledge production. We explore three main themes: building relationships and developing rapport; entering and exiting children's worlds; and unexpected ethical challenges. Our focus on repeated online video call interviews is important because such an approach has rarely been used with children in the past but has become more prominent during the pandemic. Our findings explore how repeated online video interviews have the possibility to create "meaningful spaces for children and young people to engage in research" (Cuevas-Parra, 2020, p.4) in difficult times, but also bring certain research challenges.

3. Online Participatory Research in Partnership with Children and Young People

Presenter: Laura Wright, University of Edinburgh, International Institute for Child Rights and Development
Non-presenting author: Laura Lee, International Institute for Child Rights and Development

Increased involvement of children and young people in lead, collaborative, and advisory roles in interdisciplinary research has challenged 'traditional' adult research practises in numerous ways. Co-production recognises participants as experts and creators of knowledge, engages children and young people in decision-making, as well as addressing traditional adult-child hierarchies. #CovidUnder19 is a movement that aims to foster intergenerational partnerships between children, young people and adult members of the child rights community to develop evidence-based advocacy to uphold children's rights throughout the pandemic, as well as in response and recovery. Children and young people aged 14 to 19 from countries around the world are involved as co-researchers and advisors in data analysis and knowledge exchange. This presentation will critically reflect on the experiences of COVIDUnder19 young people as researchers designing questions on children's participation for the COVID 4P Log (an app designed to better understand ways practitioners and policy makers protect, provide, enable participation, and prevent harm in their practice) and their engagement in online art and play based participatory data analysis and report writing. It will be presented by an intergenerational team to explore strengths, challenges, and lessons learned, including the value of developing spaces for dialogue with children in decision making. The presentation will conclude by highlighting the need to strengthen the role of children and youth in participatory research on critical issues of children's participation in child protection and rights pertaining to COVID19 recovery, and provide recommendations for future research in childhood studies.

4. Keeping It Loose in the Schoolyard: Promoting Physical Literacy for Children and Youth through Landscape Design and Movement Provocations

Presenters: Lisa Sandlos, York University; Rennie Tang, California State Polytechnic University

In this presentation, we describe our collaborative, interdisciplinary research which examines the range, types and qualities of movement performed by urban children and youth in relation to the design of the schoolyard environments they inhabit every day and the significance of those movements for their physical, mental and social development. Beyond conventional kinesthetic

activities within physical education such as sports or fitness, we assert that self-directed, spontaneous, playful, non-prescriptive movement is essential for the health and well-being of children and youth. Contemporary structures shaping academic and social life lead to sedentary behaviors and deter students from moving with full physicality and expression. One way to encourage more wide-ranging movement expression is by building a culture of physical literacy into the design of schoolyard landscapes. We investigate how this can be achieved using the concepts of “flow” (from movement research theory and creativity studies) and “loose space” (from urban design theory) and applied through collaborations between movement educators and landscape/urban designers such as ours. Through a partnership between California Polytechnic University Pomona Department of Landscape Architecture (CPPLA) and Richland Elementary School in West Los Angeles, our research involved working with a sixth grade cohort of 22 students, paired with undergraduate students from the Department of Landscape Architecture (CPPLA) at California Polytechnic University Pomona who were tasked with designing and leading a series of outdoor workshops with the students at Richland as part of their landscape design studio course. Drawing on our observations of the process of interdisciplinary co-creation that took place at Richland Elementary School and our analysis of the qualitative data gathered in this research project, we recommend ways in which the physical, mental and social well-being of urban youth can be enhanced by basing schoolyard design practices on the dynamic potential and spatial realms of young bodies in motion.

(SOM5A) Sociology of Migration: Framing and Representations of Immigrants in a Policy World

Date: Tuesday, May 17 Time (ET): 11:00 AM - 12:30 PM

International migration can be defined as the movement of people across national borders. But this simple definition ignores how border crossing and settlement can be influenced by institutional actors, including the media, governmental agencies, private businesses and NGOS. These actors, and the individuals embodied in such settings develop and provide analytical and conceptual schemata (frames) that offer understandings to the public about migration and migrants. Papers in this session provide insights into how the media provides contradictory images of recent Syrian refugees and how media discourses in the aftermath of World War II shaped the imagery of the ideal immigrant that formed part of the federal government selection processes. The session concludes with a close look at how individual actors in Canadian federal district offices are trained (and train themselves) to do immigration work.

Organizers: Monica Boyd, University of Toronto, Lisa Kaida, McMaster University, Rima Wilkes, University of British Columbia

Chair: Amanda Cheong, University of British Columbia

Presentations:

1. Understanding the "Ideal" Canadian Immigrant through Immigrant Selection Policies and Processes among Post World War II Displaced Persons: A Newspaper Discourse Analysis

Presenter: Serperi Sevgur, Saint Mary's University

Non-presenting authors: Evangelia Tastsoglou, Saint Mary's University; Eugena Kwon, Saint Mary's University; Ümran Açıkgöz, Saint Mary's University

This paper focuses on the processes and policies utilized by the Canadian government in the selection of prospective immigrants to Canada among Europe's "displaced persons" (DPs) in the aftermath of World War II. Through a systematic analysis of historical newspaper records (Globe and Mail, 1944-1967), the major drivers of or venues for post- World War II Canadian immigration emerge and reveal, in turn, the boundary-making processes that shaped modern Canada. Labour needs for particular kinds of occupations and industries (e.g. mining, textiles and "needle trade", lumber industry, domestic work) were conveyed by employers to government, "bulk labour" schemes were devised and joint missions of government staff and employer agents visited and inspected displaced persons' camps in various European countries in order to select qualified workers. At the same time, "concerns" were being expressed in the news articles for unskilled or skilled foreign workers, who might not be able to perform up to "Canadian standards." Other immigration drivers consisted of citizen group and organizations' humanitarian concerns for alleviating the suffering of war victims, concentration camp survivors and other displaced persons, especially children were expressed. Family reunification was the only consistent venue through which immigrants could join their relatives in Canada. All of these mobility drivers unfolded in an ideological backdrop of aversion of communists as well as of those previously affiliated with the enemy side: both cast suspicion and raised obstacles to selection. Globe and Mail articles on displaced persons arriving in Canada from this period provide an enlightening glimpse into who is selected, why and who does the selecting and synthesize a clear picture of the "ideal citizen" of Canada. Gender, racialized and class stereotypical constructions of the displaced persons and respective power hierarchies and intersections emerge clearly from the discourse analysis of newspaper articles on "DPs."

2. Syrian Refugee Vetting in Canadian Newspapers: Orientalism, Humanitarianism and Moral Panics

Presenters: Ozgun Topak, York University; Cheery-Maria Attia, University of Toronto

This paper focuses on the representations of Syrian refugees in relation to Canada's refugee vetting system in Canada by analyzing a random sample of 80 newspaper articles from four major media outlets, the Globe and Mail, the National Post, the Toronto Star and the Toronto Sun, in 2015-2018. In around half of the examined articles, refugees are presented as security threats by an Orientalist discourse (Said 1978) which essentializes the Middle Eastern culture and Islam, and establishes violence as their central trait. The paper also discusses how the representation of Syrian refugees as security threats in an Orientalist fashion contributes to a 'moral panic' (Cohen 1972) about the Canada's refugee vetting system and the call for 'extreme vetting' measures, similar to those that were applied in the United States. The paper also discusses the alternative 'humanitarian' representation of refugees, which emphasizes on their victimhood, and emphasizes that this form of representation is similarly Orientalistic. The paper emphasizes that while the humanitarian framing does not necessarily lead to Moral Panics, it fails to question the human rights implications of the extreme vetting mechanisms for refugees, and serves to reproduce the power asymmetries.

3. Federal district constituency assistants and immigration casework in Canada : training, professional practice and discretion

Presenter: Danièle Bélanger, Université Laval
Non-presenting authors: Adèle Garnier, Université Laval; Laurence Simard-Gagnon, York University

Canadian federal district offices have become a main door to the otherwise hard-to-reach Canadian immigration bureaucracy. Within riding offices, constituency assistants deal with immigration casework and provide a unique free-of-charge in-person service to constituents, regardless of constituents' immigration and citizenship status. This paper analyses how assistants are trained and train themselves to do immigration work and how they do it. More specifically, it examines how assistants acquire knowledge about the workings of Canada's immigration management and bureaucracy, how they develop their professional practice, and how they exercise discretion. The analysis relies on data collected through an online survey with assistants working in immigration in 117 district offices across Canada as well as 33 in-depth interviews. Theoretically, the paper draws on conceptualisations developed in the sociology of professions, the sociology of expertise, and the study of discretion among street-level bureaucrats. The results underscore how the lack of formal training is compensated by the building of experiential learning and the mobilisation of resources. Professional practice is shaped by network connections, self-perceptions of mandate, and future professional plans. Finally, the paper provides insight into how assistants exercise discretion in their day-to-day work. The discussion aims to theorize the role of constituency assistants among other actors who mediate between candidates to immigration and the Canadian immigration bureaucracy including immigration lawyers, immigration consultants, and community organisations.

(WPO1C) Immigrants' Challenges in the Labour Market

Date: Tuesday, May 17 Time (ET): 11:00 AM - 12:30 PM

Immigrants to Canada face major challenges in integrating the labour market despite often having high levels of education, training, skills, and labour market experience. Immigrant women tend to experience the compounding effects of gendered structures and practices. Papers in this session address issues such as: the impacts of human resource education and training on immigrants, on diversity initiatives, and on human resource professional practice; the effects of gender, race, and ethnic-based bias on the social and economic mobility and quality of life of immigrant professional women; the challenges faced by women international medical graduates in navigating the health care system in Canada; and, the obstacles confronting internationally educated immigrant healthcare professionals in integrating the labour market and pursuing their professional careers. Collectively, the papers shed light on different, but interrelated, dimensions of the disadvantages faced by immigrant professionals in Canada, and the impacts of these disadvantages on their professional and personal lives and overall well-being.

Organizers: Vivian Shalla, University of Guelph, Karen Hughes, University of Alberta, Tracey L. Adams, Western University

Chair: Tracey L. Adams, Western University

Presentations:

1. Managing Immigrant Labour Market Inclusion: Critical Conversations across Human Resource Curriculum in Alberta Canada.

Presenter: Chene Redwood, University of Calgary

Employment is critical for the successful integration of immigrants. Despite immigrants being admitted to Canada as "the best and the brightest", they are often met with a labour market that pushes them into underemployment, poor wages and poverty. While many studies discuss the poor labour market integration of immigrants, few explore the role of local policy actors, such as human resource (HR) professionals who act as extensions of the immigration apparatus. Given HR professionals' role in deciding which applicants are recruited, shortlisted, and ultimately hired, it is important to understand how HR organizational and professional practice is shaped by what they learn. This presentation employs critical discourse analysis of course outlines from courses approved by HR professional association CPHR Alberta and HR management texts. The study investigates the stated and unstated ideological assumptions underpinning what is being taught and implied about immigrants and the hiring of immigrants. Findings suggest that official HR curriculum frameworks ascribe to individualistic paradigms of human capital theory that see immigrants as personally responsible for their poor labour market outcomes rather than organizational discriminatory practices. HR texts and course outlines mostly limit their discussions on immigrants to best practices for moving workers across countries within global international firms. Specifically, the movement of workers, foreign workers, and immigrants is often discussed within a framework of legal risk and labour management. While they acknowledge the importance of diversity in organizations, the course outlines and textbooks view immigrants as posing cultural deficiencies, low human capital, and high legal risk for employment discrimination cases and organizational homogeneity. As such, both the texts and course outlines view diversity and inclusion (specifically immigrant labour) as HR issues or challenges and a strategic business risk. The presentation will explore implications for immigrant labour market integration, organization diversity initiatives and HR professional practice.

2. Deskilling: Investigating the Struggles of Professional Immigrant Women Medical Graduates in Canada

Presenters: Salma Siddiqui, University of Toronto; Cindy Sinclair, University of Toronto

Professional immigrant medical doctors arriving in Canada as newcomers and ready to contribute to their new country's society and economy, are required to undergo the Canadian recertification process before they can work as doctors in Canada. The recertification process is long, expensive and challenging. Professional women graduate who are within the international medical graduates (IMGs) category are not given the equal opportunity to gain access to the profession to continue their medical careers. In the past, it was observed that IMGs contributed to the healthcare of Canada and can also help reduce the shortage of primary care physicians in the underserviced areas. IMGs are skilled professionals with many years of experience, but they are

still underemployed or unemployed in Canada and risk losing their professional career and becoming deskilled. IMGs are often forced to accept jobs below their educational and experience levels after they immigrate and hence may experience a downward shift both in their career and in their quality of life. This has particularly impacted the highly skilled immigrant women who strive to maintain their professional identities and balance the demands of family and work. Therefore, I want to highlight the need to re-assess the integration process of women IMGs and also to bring to the forefront the many challenges faced by women IMGs in navigating their way through the healthcare system in Canada.

3. Integrative and Inclusive Pathways for Immigrant Healthcare Professionals in the Canadian Workplaces

Presenter: Cindy Sinclair, University of Toronto
Non-presenting author: Salma Siddiqui, University of Toronto

Failure to recognize the skills and talents of internationally educated healthcare professional (IEHPs), including international medical doctors (IMDs), is a conceivable waste of valuable human resources and an injustice to humanity. Canada's immigration policy is designed to attract highly educated persons with promise of integration in the Canadian economy. Nevertheless, successful IEHPs and IMDs arriving in Canada with great expectation to continue their professional healthcare career continue to face challenges with recertification and integration in the healthcare workplace space. This session will host a discussion on what healthcare educators, sociologists and community leaders, and health technology specialists are doing to contribute to this conversation? How do these leaders intersect with each other, the government and academia, to reimagine the value of foreign skills in support of healthcare services to Canada's diverse patient population while preventing skills devaluation? How are stakeholders re-thinking and re-shaping trajectories to better prepare immigrant healthcare professionals for inclusive openings in the Canadian healthcare workplaces? How are these foci targeting the enhancement of humanitarian and compassionate care for Canadas growing diverse patient population? How could integrating IEHPs lead to a better quality of care in a pandemic?

(COM3A) Sociology of Space, Place, and Time I

Date: Tuesday, May 17 Time (ET): 1:00 PM - 2:30 PM

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 discuss 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.

Organizers and Chairs: Pouya Morshedi, Memorial University and Foroogh Mohammadi, Memorial University

Presentations:

1. Pokemon in the Suburbs: From kid to adult, how do we feel about it 25 years later?
Presenter: Allen Kempton, University of Toronto

Digital game play is deeply steeped in social processes. Playing in public spaces demonstrates how different social attitudes towards digital games and gathering in public is perceived and reacted to (Licoppe and Inada, 2012). The Pokémon franchise is not unfamiliar to studies of play and space, even prior to the phenomenon of Pokémon Go!, where children playing out in public spaces was not unusual at the height of the craze (Allison, 2003; Tobin, 2004; Horton, 2012). Pokémon Go! demonstrated how social attitudes towards public game play can be quickly negotiated but what about the original, mainline Pokémon games played on Nintendo's proprietary devices as opposed to an easily accessible game on a smart phone? This study investigates perceptions of playing Pokémon as an adult in a small Canadian region. Using ethnographic methods, I interviewed 15 Pokémon players in the "District", a region outside of major Canadian city featuring a large historically large automotive and industrial sector, as well as urban, suburban, and rural geographical characteristics. Pokémon provides an excellent case study for sociologies of space, place, and time by evolving over 25 years, invoking memories of play as a child, perceptions of public play, and negotiation of play spaces as the industry increases online components, reducing need for face-to-face interaction. The research found that participants have a strong desire for in-person play, but are confounded by local infrastructural issues (lack of transportation and dedicated play spaces), lack of industry support (no official tournaments nearby or sanctioned events), and stigmas of playing what is considered a child's game. Space and time become significant factors in one's play experience of the games, which is often seen as less fulfilling than in previous years, where the games actively promoted and required face-to-face interaction with others to complete properly.

2. "Who's Streets": Hip-hop as a place-making space for youth in carceral webs
Presenter: Anna Lippman, York University

For young people involved in criminal enterprise, homelessness, and/or social services, their relationship with public space is both necessary and fraught. For those who spend large parts of their lives occupying public space, for lack of any other safe and welcoming public spaces to occupy, actions middle-classed people undertake in private space are hyper-visiblized and overpoliced (both literally and metaphorically). Given Canada's colonial history, public space often exists as a carceral space for anyone who is poor, racialized, Indigenous, or mad. These identities are often swept away to carceral spaces like jails, hospitals, and shelters. Yet, despite these barriers, marginalized youth continue to occupy public space; part in defiance, and part out desperation. These young people receive messages everyday about not belonging, but they use hip-hop culture to "speak back" and re-claim public space. Hip-hop, a culture with the four key artistic elements (MCing, DJing, graffitti and breakdancing), provides a space for these young people to formulate and identify positive self-identities. Youth join imagined communities, where they learn key issues about self-knowledge (the fifth key element of hip-hop culture) and ignite their sociological imagination to connect their lived experience with larger social issues.

Furthermore, hip-hop as a culture artform is borne of re-claiming public space. From the graffiti you've seen in any urban centre, to those kids who refuse to turn their speakers down when they drive, hip-hop seeks to take space for those historically excluded from the conversation, and force every single commuter to consider their message. Hip-hop, and particularly rap music, provides marginalized groups the opportunity to share their unmediated perspective on their lives and key social issues impacting them.

3. On Drifting Apart
Presenters: Sida Liu, University of Toronto; Gihad Nasr, University of Toronto

Sociologists have written thousands of pages on collective action but surprisingly little on how people and groups drift apart. It is as if the Durkheimian social solidarity does not fade with time and there are only Simmelian strangers but no processes of estrangement. However, the detachments of lovers, friends, or family members are routine phenomena in social life, so are the splits of business partners, organizations, or nation-states. The breakdown of a social relationship, an unfolding process that we call "drifting apart" in this paper, is not merely a "negative" process of collective action or social relation. It involves a distinctive set of actors, structures, interactions, and human emotions that deserve a serious sociological inquiry. Following the tradition of interactionist and processual sociology, this paper seeks to develop a conceptual framework for making sense of this complex and dynamic process. The framework focuses on three aspects of drifting apart: relational, temporal, and spatial. The relational aspect outlines the various ways a relationship can change in terms of actors, positions, and interactions. The temporal aspect traces the duration, speed, and rhythms of a drifting process. The spatial aspect examines the physical and social spaces in which a drifting process unfolds.

4. The Construction of Washrooms as a Social Space
Presenter: Luna Johnson, University of Saskatchewan

North American public restrooms have remained nearly identical for a century. Despite this, there is insufficient published research trying to understand these spaces, what their impact is on social behaviour, or how they can be improved. There is a clear potential for a change in design to make bathrooms more dignified, cheaper to maintain, cleaner, less prone to vandalism, and safer. The objective is to lay the groundwork and increase our understanding of washrooms as social spaces. The publications that do exist focus on accessibility for disabled users, menstruation needs, or building codes. Further examining this will provide insight into the design process of these social spaces, the values that go into designing these spaces, how institutions hold themselves accountable for the social behaviour within these spaces, and explore what factors of design may improve washroom facilities. A series of interviews on the topic will be analyzed with internal documents from federal organizations. These two sources of data will provide a well-rounded understanding of both personal statements and internal communication, to understand the values that go into the construction and its impact. The project will contribute to a greater understanding of privacy instruments, how social spaces influence social behavior, perceived dignity's influence on social deviance, and the potential of higher privacy stalls to effectively reduced maintenance costs or vandalism.

(CRM1B) The Sociology of Policing: Critiquing and Reforming Police Practices

Date: Tuesday, May 17 Time (ET): 1:00 PM - 2:30 PM

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.

Organizers and Chairs: Daniel Kudla, Memorial University; Andrew Crosby, Carleton University

Presentations:

1. Globalization and Policing in Tuvalu
Presenters: Tanya Trussler, Mount Royal University
Non-presenting authors: Danielle Watson, Queensland University of Technology; Sara Amin, University of the South Pacific

The globalization of policing is not recent phenomenon, often including the importation of policing models, usually from the Global North to the Global South. There are many practical explanations for the spread of different models of policing across authorities, such as inter-jurisdictional police cooperation during transnational criminal activity (Tauri 2016), or external assistance from foreign policing agencies with natural disasters or violent conflict (Bowling 2009). Often there are positive results associated with inter-jurisdictional practices; however, there are substantial drawbacks and often different models of policing produce conflict (Nadelman 1993; Bowling 2009; Tauri 2016). This research examines how police in Tuvalu navigate a hybrid system of criminal justice where the relationship between traditional and religious institutions is sometimes at odds with a developing state and a more standardized form of policing. Drawing on interviews with police, community leaders, and religious leaders, we found police walk a fine line for satisfying newly developing state authority with long standing traditional and religious authority in this post-colonial society. Overall, findings indicate there is no one model of policing that can be successfully implemented without compromise and understanding of the nuances of the adopting state.

2. "It's a new way of policing": Cultural Scripting in High-Risk Offender Management Programs
Presenters: Tianyi Xing, University of Toronto
Non-presenting author: Dale Ballucci, Western University

Despite the ongoing call for police reform, outrage and protests over police violence remain prevalent in North America. Among politicians and scholars interested in policing, police culture has been a significant explanatory source for the struggles and challenges in police reform. Police

culture literature suggests that individual officers' enduring attitudes and values impose negative impacts on the implementation of reforming policies on the ground. This article draws on 33 semi-structured interviews conducted with officers from specialized high-risk offender management programs across 4 Canadian jurisdictions. Bridging cultural sociology and criminology to build on the existing typologies of police cultures, we analyze how officers make sense of their roles in monitoring and assisting high-risk offenders in the community. We pay special attention to the cultural scripts (the taken for granted and latent scripts that inform practices) officers engage with to navigate through the complicated, sometimes contradictory, moral and cultural ideologies. This work contributes to the literature that challenges the previous conceptualization of police culture as a homogenous and monolithic phenomenon. In demonstrating the dynamic interaction between officers' personal culture and police culture, the findings of this paper also contribute to the discussion on changing police culture.

3. "Freeze! or I'll...": " Making sense of police penality, confinement, and carcerality
Presenter: Aidan Lockhart, University of Guelph

No one gets to prison without the help of police. This arguably trivial truism informs an unorthodox theoretical framework which, I argue, has important ramifications for a critical sociology of police. By and large, sociological treatments of penality tend to separate prisons from the police that fill them. This distinction improves analytic clarity, but at the expense of analytic fidelity. Only the police have the power to set in motion the whole complex of institutional apparatuses that transform suspect into prisoner. Indeed, the majority of police power derives from a structural-symbolic tethering to the prison. And yet, we know very little about how police themselves make sense of this coupling between their badge and the prison bars. Drawing on in-depth interviews with active-duty officers, this paper explores the subjective experience of policing in terms of their position in the wider carceral apparatus. I argue that, contrary to conventional understanding, the police function as carceral workers mobile appendages of an otherwise immobile prison leviathan. What's more, I argue that police ought to be understood as agents of carceral penality in their own right. I conclude with some thoughts on how this conceptual refinement can strengthen a critical sociology of policing and inform directions for police reform.

(DIS2A) Sociological Perspectives on Disability I

Date: Tuesday, May 17 Time (ET): 1:00 PM - 2:30 PM

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).

Organizers: Alan Santinele Martino, University of Calgary, Margaret Campbell, St. Thomas University

Chairs: Kristen Hardy, Brandon University; Alan Santinele Martino, University of Calgary

Presentations:

1. The Romantic and Sexual Lives of Sexual Minorities People with Developmental and Intellectual Disabilities in Alberta, Canada

Presenters: Alan Santinele Martino, University of Calgary; Meghan Robbins, University of Calgary

While a growing body of literature has addressed the intimate lives of people with labeled/with developmental and intellectual disabilities, this literature has primarily focussed on the experiences of heterosexual people with less attention paid to the unique positioning of disabled people who identify as lesbian, gay, and bisexual (LGB) (Dinwoodie, Greenhill, and Cookson, 2016; Santinele Martino, 2017, 2020; Toft et al., 2019). In addition, ableist and heteronormative assumptions that disabled people cannot identify as LGB has hidden the rich array of sexualities in this social group (Jungels and Bender, 2015; Santinele Martino, 2020). To address this gap, this exploratory qualitative study sought to better understand how LGB disabled people make sense of their sexual identities and navigate romantic and sexual relationships. We conducted 30 semi-structured, in-depth qualitative interviews with adults labeled/with developmental and intellectual disabilities in Alberta, Canada. To be eligible, participants had to be at least 18 years old, self-identify as having a developmental or intellectual disability, have a clear understanding of their legal guardianship status, live in Alberta, and have an interest in sharing their romantic and sexual experiences. Interviews were thematically analyzed (Aurini et al. 2016) from a critical-constructivist framework (Guba and Lincoln 1994) using NVivo. Our preliminary findings suggest a significant lack of comprehensive sexuality education available to LGB disabled people. Sexual and gender identities were rarely discussed in formal education settings and some parents and caregivers did not feel comfortable addressing these topics. As a result, many participants had to do their own research and use the internet and pornography as primary sources of information. A few participants also counted on queer communities to develop a vocabulary and engage in self-exploration. It was often the case that the sexual scripts learned by disabled people tend to be exclusively heteronormative fashion and never include queer identities or relations as possibilities. Participants also noted that there is still little to no representation of queer disabled voices on the internet and in the media, especially for women and people of colour. Finally, while some participants suggested that queer spaces are generally accepting of those with disabilities, many said that these spaces are often inaccessible, which leads some people to be left out and forgotten in these spaces.

2. Fly, Chicken, Fly! -The (Im)Possibilities of Disability Justice

Presenter: Maria Karmiris, OISE, University of Toronto

In the children's animated film Chicken Run (2000), a group of hens, revolt against the farmers Mr. and Mrs. Tweedy and the barb-wired fenced-in chicken coup that encloses and encompasses their orientation to a life of production and the exploitation of their labour. The purpose of this paper is to apply critical concepts within postcolonial studies, disability studies, queer studies and post-structural feminisms, in order to explore Halberstam's (2011) provocative question: "How does Chicken Run, a film about "revolting chickens," imagine a utopian alternative" (p. 31)? In part, I seek to explore the ways disability scholars and activists might learn with and from the

talking hens in this children's film in a manner that disrupts the hegemony of the normative western colonial subject while also foregrounding the possibilities of our interdependencies (Berne, 2015; Mingus, 2011; 2017). In other words, how might revolting chickens that fly serve as an invitation to eschew bare life (Adams and Erevelles, 2017; Agamben 1998; 2005, Membe, 2003) while embracing disabled differences as integral to our human relationships and the cultivation of social systems and structures that generate the conditions for thriving and nurturing lives?

(EDU1B) Committing Sociology: Navigating The Institutional Impacts of the Interdisciplinarity of the Sociology of Education II

Date: Tuesday, May 17 Time (ET): 1:00 PM - 2:30 PM

Education is not experienced in isolation from the rest of students' lives. This session considers the ways systems of education further minoritize students whose identities are already marginalized within Canadian society. Participants in this session take education institutions as their place of research but do not limit the exploration of student, parent, and teacher experience to educational sites. In particular, the session explores the ways minority students cross boundaries in English and Language Arts (Banakar and Clark), the role of tutoring in exacerbating inequalities (Azan), and how students who are not English/French bilingual are not valued in schools (Alvarez Murillo).

Organizers: Danielle E. Lorenz, University of Alberta, Nicole Patrie, University of Alberta, Qingyan Sun, University of Alberta

Chair: Nicole Patrie, University of Alberta

Presentations:

1. Dialogues on minority students and boundary crossing in English Language Arts classrooms
Presenter: Negar Banakar, University of Calgary
Non-presenting author: Douglas Clark, University of Calgary

How does boundary crossing influence minority students' identity development in dominant classrooms? English Language Arts (ELA) classroom environments are rich settings for "committing sociology" due to the diverse range of topics that can be studied through texts, discussions, and learning activities. As more students are impacted by immigration in the Canadian education system (Statistics Canada, 2017), the engagement in ELA classes could become more essential for fostering empathy for peers' lived experiences as well as exposing students to the necessity of dialogue for raising awareness of white innocence (Gotanda, 2004). Teachers' intentional lesson planning could mitigate students' misconceptions regarding others' worldviews by providing opportunities to practice effective communication and withholding premature judgments. Education policies could mitigate student marginalization rather than act as political artifacts that reinforce power dynamics (Flores, 2016; Winner, 1980). The abovementioned power dynamics can be addressed effectively at a grassroots level due to the

personal connection of the participants to the experiences of their peers and teachers. In order to demonstrate a need for changes in policy to address student marginalization, it would be helpful to draw on data and input from grassroots initiatives, students, and families at a classroom level. The goal of this presentation is to explore the ways in which educators can design ELA classrooms to deliberately incorporate perspective-building into the fabric of the environment (Gutiérrez, 2008).

2. From the Peripheral to the Transboundary: Tutoring services, Parentocarcy and Inequalities in Education.

Presenter: Alaa Azan, University of Ottawa

In Canada, families who seek tutoring largely have high socioeconomic status, advanced educational backgrounds, and are white. For this group of parents, tutoring has become a core competitive strategy and one that is affordable relative to other private alternatives (Davies, 2004). Consequently, tutoring services have experienced exponential increases in enrollment in Canada (Aurini and Davies, 2004). While Canadian research has documented organizational changes (Aurini, 2006) and parents' motives to enroll in tutoring services (Gale, 2016), the lived experiences of students and their parents with tutoring services and the extent to which tutoring is contributing to inequalities in education are notably absent from the literature to date. In response, the current study investigates the experiences of high school students receiving math tutoring services (n =3) and their parents (n =2). The extent to which their participation in tutoring demonstrates transboundary learning (Kim and Jung, 2019b) is also examined in response to claims that tutoring services represent mainly peripheral learning environments as opposed to a core part of students' learning (Aurini and Davies, 2013). Guided by a poststructuralism theoretical framework, the study employs qualitative methods to respond to three questions: (1) What are the lived experiences of high school students receiving math tutoring in Ottawa, Ontario (Canada)? (2) What are parents' motives for seeking tutoring? and (3) How do participants perceive the learning taking place in different environments (e.g., tutoring vs. school)? Data are analyzed using thematic analysis and interpreted using a transboundary learning framework. Findings suggest a shift in the relationship between tutoring and schooling from peripheral to transboundary learning, whereby tutoring is not regarded as peripheral as it has in the literature. This shift is occurring in conjunction with an increase in the parentocracy discourse whereby parents' socioeconomic status determines the child's educational trajectories (Brown, 1990), suggesting an increase in educational inequalities.

3. Bilingualism as a social practice in education

Presenter: Edna Alvarez Murillo, University of Calgary

Bilingualism, in an ideal world, would be the ability to understand and use two languages. However, languages do not exist in a vacuum; they are spoken by people living in society where there are conceptions or misconceptions about languages. There are languages of prestige and minoritized languages (Patrick, 2010); there are also speakers conceived as legitim while others are seen as non-legitim (Bourdieu, 1985). In this sense, it would be reasonable to consider bilingualism "as a wide set of sociolinguistic practices connected to the construction of social

difference and of social inequality under specific historical conditions" (Heller, 2007, p.3). Now, if we consider bilingualism as a social practice, what social differences and social inequalities could be constructed around this phenomenon? What spaces of social reproduction could allow an observation of this social practice? I chose Spanish bilingual schools located in Canada for two main reasons. First because in this space bilingualism is openly addressed, but also neglected since bilingual programs are only designed for monolingual students to learn a second language. Secondly, many immigrants who arrive to Canada are often bilingual or multilingual and yet this reality is not considered in schools which put immigrant students at a disadvantage compared to monolingual students. Framing my analysis of bilingual education in the idea that bilingualism is a social practice, I focused on two words: difference and inequality. If there is a difference, then there is a comparison between two elements. But since we are also dealing with inequality, the comparison would imply that something is better or superior to the other. In my research, I have found that not all bilingualism is accepted as valid. There is a bilingualism that is encouraged at schools and even perceived as beneficial since it develops intellectual skills; however, the bilingualism or multilingualism of immigrant students is regularly ignored.

(FEM5B) Intersectional Feminist Sociologies in a Digital Age II

Date: Tuesday, May 17 Time (ET): 1:00 PM - 2:30 PM

This session invited 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.

Organizers: Ayesha Mian Akram, University of Windsor, Lisa Smith, Douglas College

Chair: Lisa Smith, Douglas College

Presentations:

1. Out of the Room and Off the Page: Continuing Feminist Conversations Beyond the Classroom
Presenter: Jennifer Jill Fellows, Douglas College

In 2019 I and a colleague, Dr. Lisa Smith, sat down together to draft up a new course for our Gender, Sexualities and Women's Studies program at Douglas College. The course was supposed to be an examination of technologies from feminist perspectives. When we were done, we realized that this wasn't just a course, but was a book. And today, I'm here to tell you that this isn't just a book, but a conversation. I interviewed every contributor to the book, to see where they're research was now, and I added a few more scholars who were unable to contribute to the book, but had something to say. I now have a podcast ready to engage students and listeners outside the classroom. And I have ways for these listeners themselves to reach out, engage, and

continue the conversation. In this presentation, I will demonstrate that academic podcasting is uniquely suited to feminist goals and aims through its status as a DIY technology. The low barrier to entry means that many voices can be easily represented through podcasting. The RSS feed of podcasting also escapes the discriminatory possibilities of the algorithm. The conversational model used in many podcasts is a collaborative rather than combative model of knowledge mobilization, echoing values held in feminist empiricist theories of knowledge (Longino, 2002). And the ability to capture emotions and context exemplifies a pluralist and situated account of knowledge that eschews a "view from nowhere" (Haraway 1988; Harding 2015). Finally, podcasting culture serves as a way to create a conversation that extends beyond the podcasts themselves, inviting others into this communal space of knowledge-making and knowledge-sharing.

2. Feminist Guide to Hacking this Tech: Fitness Apps as Biopedagogies
Presenters: Natasha Crawford, Douglas College; Sarah Kulewska, Douglas College

We will present our findings from our first episode of the 'Feminist Guide to Hacking This Tech' podcast which we conducted as a part of undergraduate research. We examine fitness tracking apps as biopedagogies and highlight all the ways in which they are problematic and detrimental to minority groups, in particular women, people of color, and non-binary or transgender people. Diet culture in a fatphobic society has manifested in countless ways, however, the rise of fitness trackers over the last ten years has pushed unhealthy eating and exercising habits in the name of 'good health', which are concerning at best and inherently dangerous at worst. We explore different theories surrounding ableism, self-surveillance, the culture of disordered eating as well as a plethora of other issues that have stemmed from the usage of this technological application that was originally marketed as an empowering way to manage one's own health and weight levels. We also investigate the topic of "heath" as the word itself is a construct that many have widely equated to thinness, rather than a state of well-being as reflected by physiological levels. In addition, we examine age and ageism in relation to these apps and self-surveillance. Finally, we draw on our own lived experiences with fitness app and how growing up with this all-consuming diet culture and obsession with tracking has affected us, both in the past and in current day. Overall, our aim is to take a critical look at all the insidious ways this technology actively and passively harms user's health and wellbeing, as well as all the ways in which they are excluding or affecting minority groups whilst simultaneously contributing to the datafication and commodification of the self.

3. Master Wanted: A Feminist Analysis of Azuma Hikari
Presenter: Mayra Hernandez Rodriguez, Douglas College

Recent feminist scholarship examining popular virtual assistants has highlighted that "Siri" and "Alexa" are gendered in several ways. Siri and Alexa have been created to demonstrate specific characteristics and behaviour that align with feminine practices of being submissive and serviceable. In Japan, developers have created a feminine virtual assistant that takes this a step further; this new product is marketed as being able to solve the problem of loneliness and social disconnection. The software Gatebox and the hologram character "Azuma Hikari" is marketed

for lonely men to give them company and recreate the fantasy of a relationship, presented as a "perfect wife or girlfriend" with characteristics of helpful, submissive, attentive attributes and with a childlike and sexualized look. In this proposed paper, I present research carried out as part of a final project for an undergraduate course. In my analysis, I drew on gender binary, modernism and standpoint theories. I will show that many of the criticisms leveled at virtual assistants like "Siri" also apply to "Hikari", but that Hikari is also unique in terms of marketing and intended use. I will demonstrate that "Azuma Hikari" is a technological sexist tool that reproduces the binary construction of gender and sex, reinforces gender stereotypes and the subordination of women, while serving as a medium to reaffirm hegemonic masculinity.

(IND3A) Indigenous-Settler Relations and Decolonization I: Reconciliation

Date: Tuesday, May 17 Time (ET): 1:00 PM - 2:30 PM

The presentations in this session engage with Indigenous-settler relations and/or decolonization.

Organizer and Chair: Binish Ahmed, Toronto Metropolitan University

Discussant: Jennifer Matsunaga, University of Ottawa

Presentations:

1. Whither Age of Apology? State Responses to the Unmarked Burials at Residential Schools
Presenter: Katherine Morton Richards, Memorial University

Apologies are politically wrought. The act of publicly naming an issue and offering an apology is something that is increasingly called for and received within Canadian Federal Politics. Prime Minister Trudeau's liberal government has increasingly engaged in apology work, particularly in relation to ongoing impacts and consequences of settler colonialism. In the shadow of the Truth and Reconciliation Commission and Final Report, the necessity of owning and giving voice to responsibility for violence perpetrated by the Canadian State against Indigenous children, families and nations is increasingly obvious. The spring and summer of 2021 has brought about the rediscovery of hundreds of previously unrecorded and/ or unmarked burials of Indigenous children on the grounds of former residential schools. With each new discovery, the intensity and the totality of the genocidal violence perpetrated against Indigenous children becomes clearer to members of the settler-colonial society, who until these discoveries, have been largely ignorant to the testimony of Indigenous survivors of residential schools and their families who have known of children being killed, dying at and disappearing from residential schools for generations. This research examines the texts of public reactions to these recent discoveries made by Canada federal level politicians to render visible the often- disappeared patterns and conventions of settler apology. This paper picks up the "Era of Apology" and questions whether the contemporary state responses to the unmarked graves at residential schools demonstrates the continuation, or the recession of the deployment of public apology as the major vehicle of settler colonial discourses of reconciliation.

2. Tools of Reconciliation: Public Instruments of Neocolonialism
Presenter: Conrad Flegg, University of Victoria

This paper examines the Aboriginal Peoples Survey 2017, empirically and critically, as a means of examining how the state (and by proxy, settlers) approach Indigenous communities. Logistic regression is used to explore the relationship between employment probabilities as they are related to education, demographics information, reconciliatory variables, and pragmatic solutions to helping a marginalized group attain better probabilities for education. It is informed by post/colonial theories and guided further by key documents adopted by Canada. This theoretical background is critical of the data gathered by the Federal government, as it is primarily aimed at economic inclusion (Statistics Canada, 2020). While the Truth and Reconciliation Commission's (TRC) Calls to Action calls upon the governing powers of Canada to "eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians" (2015, p. 1-2), Glen Coulthard (2014) articulates a critique about how the liberal state's means of inclusion are only done on their own terms. Linda Tuhiwai Smith (2012) suggests that academia studying Indigenous peoples is never done for them. The collection, interpretation, and dissemination of the collected data continues that assimilationist trajectory. While material security is important for all, the available tools to address this disparity noted in the Calls are colonial tools. This paper offers both a good-faith analysis of the dataset as it has been presented for the purposes of its collection, while also being critical of who this dataset serves, and what ends are served by its collection and dissemination.

3. A Genealogy of Decolonization and Reconciliation from a Transnational and Transcultural Perspective : the Case of the Dialogue Between Las Casas and Guaman Poma de Ayala
Presenter: Jean-Philippe Desmarais, Université du Québec à Montréal

Within a few decades, the symbolic scheme of interpretation of settler-Indigenous relations shifted profoundly in Canada. In this new so-called "era of reconciliation", settlers lifeworld (from which I speak) must necessarily reconstruct itself from and for this new normative context so it can become increasingly open toward decolonial values and policies that could trigger institutional reforms prior to a real reconciliation/decolonization dialogical process. Social sciences can participate in this critical actualization of settlers' traditions and lifeworld by critically actualize our collective memory in a relational way, reconceptualize past conflicts in a productive endeavor that can bolster reconciliation possibilities. From the perspective of a genealogy of reconciliation, this presentation aims to acknowledge the meaning of a transnational historical persona, Bartolome de Las Casas, the Spanish missionary and jurist known as the "Universal Protector of [Indigenous Peoples]". I will argue in this presentation that there is a part of Las Casas oeuvre that is not acknowledged in contemporary debates, that is, the transcultural becoming of his final juridical and political conceptualizations and narratives. Although those last Lascasian's texts were censured and a vast majority of them were burned by the colonial authorities in the 16th century, a few texts were kept alive and had been appropriated in the 17th century by the Andean writer and royal petitioner Guaman Poma de Ayala, whom Walter Mignolo considers as the textual origin of decolonial thought. Considering this transcultural anachronistic dialogue, my interpretation suggests that this history should be

thought of as the origin of a transcultural, juridical and political tradition of reconciliation. The characteristics of this non-violent revolutionary tradition which will be detailed in this presentation informs the contemporary debates around reconciliation in Canada as well as the international law synthesized in the Declaration on the Rights of Indigenous Peoples of the UNO.

4. Sustaining the Commitment: Reconciliation Work in Challenging Times
Presenters: Stephen Svenson, Wilfrid Laurier University; Kelly Davis, Wilfrid Laurier University

For 4 years Kelly Davis (Haudenosauenee) and Stephen Svenson (settler academic) have worked together in a variety of educational settings and formats to realize the goals set forth by the Truth and Reconciliation Commission. In this paper, we discuss our successes and difficulties in working together and sustaining a commitment to reconciliation work both in the university and public settings during challenging times. We run through a variety of examples of successful collaborations that include teaching in each other's classes, delivering workshops and co-hosting a reconciliation podcast. We discuss how the example of the Two Row Wampum and the Haudenosaunee principle of the good mind as well as basic human values of reciprocity, friendship, and forgiveness allow us to sustain an often difficult but ultimately necessary commitment that enables our necessary reconciliation and decolonization work to continue.

(PSM3) Class and Contention: Legacies of the Maple Spring
Classe et contestation: Héritages du printemps érable

Date: Tuesday, May 17 Time (ET): 1:00 PM - 2:30 PM

2022 marks the 10-year anniversary of a mobilization wave that shape Québec's and Canada's recent contentious history: the Printemps Érable. In 2012, activists fought against the liberal government's tuition hike. Mobilising thousands of students through strikes and street protests, the movement lasted several months, and mobilisations included artistic political engagements, pots and pans neighbourhood protests and the creation of local participatory democracy assemblies.

L'année 2022 marque le 10e anniversaire d'une vague de mobilisation qui a façonné l'histoire récente de la contestation au Québec et au Canada: le Printemps Érable. En 2012, des militants.es se sont opposés à l'augmentation des frais de scolarité proposée par le gouvernent libéral. Mobilisant des milliers d'étudiants.es à travers des grèves et des manifestations, le mouvement a perduré pendant plusieurs mois, variant ses formes de mobilisation pour inclure des productions artistiques, des manifestations de casseroles dans les quartiers de plusieurs villes et la création d'assemblées de démocratie participative.

Moderators: Barry Eidlin, McGill University; Marie-Lise Drapeau-Bisson, University of Toronto

Panelists:

Dimitri Della Faille, Université du Québec en Outaouais
Jaouad Laaroussi, Université du Québec à Montréal
Camille Robert, Université du Québec à Montréal
Arnaud Theurillat-Cloutier, Collège Jean de Brébeuf

(RAE4B) Anti-Asian Racism in Canada: Historical, Social, Economic, Cultural, and Political Processes II

Date: Tuesday, May 17 Time (ET): 1:00 PM - 2:30 PM

Since the global outbreak of COVID-19 in 2020, assaults on individuals of Asian descent have increased dramatically in Canada and other western countries. The rise of anti-Asian racism and the experiences of racism by Asians during the pandemic are rooted in historical and institutional structures that are xenophobic and exclusionary. These two sessions bring together papers which explore the historical, social, economic, cultural, and political processes which inform and are informed by anti-Asian racism, as well as the impact of anti-Asian racism on Asians and Asian communities using diverse theoretical frameworks and methodological approaches.

Organizers: Guida Man, York University, Alvin Yang, Universität Kassel and University of Ottawa

Chair: Alvin Yang, Universität Kassel and University of Ottawa

Presentations:

1. Anti-Asian Racism and COVID-19: Experiences of East and Southeast Asian Youth
Presenter: Janice Phonepraseuth, York University

During the COVID-19 pandemic, Asians continue to encounter racialization, racism, and stigma from those who believe that they are to blame for COVID-19 and its outcomes. Drawing on interview data with East and Southeast Asian youth (ages 18 to 35), this presentation examines their experiences by asking: 1) how does anti-Asian racism during COVID-19 impact the identities and interactions of Asian youth and 2) in what ways do they challenge the discrimination they face? Asian youth explain the racism, stigma, and anxiety that they face when going out in public. Additionally, youth discuss how others disregard ethnic differences and assume that all Asians are Chinese, thereby redefining their identities and linking them to the virus. To cope with these challenges, Asian youth use several strategies, such as avoiding or challenging anti-Asian racism. The findings from the study contribute to the growing literature on anti-Asian racism during COVID-19.

2. Anti-Chinese/Asian Racism in the time of Covid-19: Experiences and Strategies for Change in the GTA
Presenters: Guida Man, York University; Keefer Wong, York University; Ernest Leung, York University; Elena Chou, York University
Non-presenting author: Victoria Ogley, York University

Anti-Chinese/Asian racism in Canada has historically been centred on the othering of Chinese/Asian bodies as the “Yellow Peril,” whereby persons of Chinese/Asian descent were seen by white settlers as the carriers or vectors of disease and as diseased bodies. With the recent SARS (2003) and H1N1 (2009) pandemics, “Yellow Peril” has made a resurgence in the racialization of Chinese/Asians once again as diseased bodies and as carriers of disease. As the COVID-19 pandemic continues into 2021 and the foreseeable future, preliminary findings are

slowly emerging on the social and economic well-being of Chinese who have been the targets of anti-Chinese/Asian racism, and the ways in which they attempt to deal with or manage the stress and trauma of racism and xenophobia. Based on in depth interviews from an ongoing SSHRC funded research and using an intersectional analysis, our paper is exploratory, and it will examine the experiences of anti-Chinese/Asian racism and racialization during the COVID-19 pandemic from the perspective of ethnic Chinese in the Greater Toronto Area. We will put individual interviewees as the subject of the research, and embed their experiences of racism/racialization in the historical, social, political, economic, and cultural processes of Canadian society to investigate how their experiences of racism/racialization are shaped by these processes. As well, we will explore the various strategies the interviewees adopt to cope with or to mitigate their experiences of racism.

3. Anti-Asian Racism and the Politics of Bottoming-Notes on Power and Intimacy
Presenter: Qingyan Sun, University of Alberta

Owing to the location of Chinese labourers in the settler-colonial economy and the anti-Chinese racism that harnessed dynamics of gender and sexuality towards the end of the 20th century, Chinese men and other men of East-Asian descent were discursively constructed to be homosexual, asexual, and at times, sexually deviant within Canada. This stigmatization of East-Asian men's sexuality continues till the present day. As such, in queer sexual politics in the US and Canada alike, East-Asian men are represented in diverse media as effeminate and appropriate only to occupy the sexual position of the bottom, representing passivity and not agency. This gendered racism, however, has not been sufficiently examined empirically. In this paper, I adopt an autoethnographic approach to interrogating anti-Asian racism in Canada with a focus on the coupling of white men and men of East-Asian descent. Specifically, I collect and analyze my experience(s) as a queer Chinese man and a foreigner aspiring to be free of sexual stigma in a Canada advertised as the benevolent multicultural state. Building on the feminist philosophies of Sarah Ahmed and Judith Butler, queer studies, and intersectional feminism, I argue that the passivity in romantic encounters constructed for East-Asian men in the so-called private domain parallels and interacts with the power dynamics and racial politics of Canada's public domain. Through this analysis, I outline that the public-private division is artificial and unable to be sustained: critical analyses of racism and power are thus incomplete without considering the private sphere where power is never not present. Therefore, critical ethnic and antiracist studies must also consider the private sphere/space if they intend to expose the ways ideologies of race, gender, sexuality, and ability covertly travel and liaise in the maintenance of a settler-colonial infrastructure.

(RAS3) Resisting Racism and Colonialism in Sociology

Date: Tuesday, May 17 Time (ET): 1:00 PM - 2:30 PM

Organized by the CSA Research Advisory Subcommittee, this panel brings together panelists with varying expertise and experience to consider how the CSA has played a role in racial inequality and colonialism, and to develop goals and strategies for moving forward to confront racist and colonial structures in the discipline and the academy.

Moderator: Kyle Willmott, Simon Fraser University

Panelists:

Elaine Coburn, York University
Wesley Crichlow, Ontario Tech University
Enakshi Dua, York University
Kristin Lozanski, King's University College at Western University
Irene Shankar, Mount Royal University
Vanessa Watts, McMaster University

(RES2B) Conceptualizing and Applying Relational Sociology II

Date: Tuesday, May 17 Time (ET): 1:00 PM - 2:30 PM

This session is 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.

Organizer and Chair: Monica Sanchez-Flores, Thompson Rivers University

Presentations:

1. Shame Economies
Presenter: Christopher Powell, Toronto Metropolitan University

Drawing on the affect theory of Ahmed, Massumi, and Sedgwick, and relational sociologies of emotion stretching back to Elias, Mead, Hochschild, and Smith, this paper examines (a) how shame moves from person to person, circulating through social relations, (b) how this circulation produces an emergent economy of shame, (c) how this economy stabilizes the social order, including relations of domination, exclusion, and systemic violence, and (d) how modeling the economy of shame could aid in egalitarian social transformation. My own work on genocide proposes that what Elias calls the 'civilizing process' establishes social order by propagating a network of relations of deferentiation, in which subjects defer the violence of the sovereign by deferring to the sovereign's authority, locking social difference into relations of domination. Shame is both external/objective, an inferior social status, and interior/subjective, a negative self-appraisal. To compensate for their shameful subjugation to the sovereign, privileged subjects pass their shame on to others: men to women, white colonizers to Indigenous and racialized

peoples, straights to queers, and so on. These passings-on are integral to the emotional coherence of privileged subjects, so that challenges to privilege based on universalistic conceptions of justice trigger the return of deferred shame, which subjects find genuinely painful. This pain helps explain both performative activism and white fragility, which attempt to avoid the painful shame of losing privilege through either co-optation or denial. Since not challenging privilege would only maintain the status quo, the shame economy presents a strategic challenge for actors seeking systemic transformation. Anti-racist education provides some models for responding effectively to this challenge.

2. Decolonized relational sociology at the foundation of global IR theory
Presenter: Benjamin Klasche, Tallinn University

The need for a transformation or re-casting of International Relations (as an academic discipline) that requires it to step away from its Eurocentricism (Bilgin, 2016) and its Whiteness (Sabaratnam, 2020) has been called for several times, among others, by demanding a Global IR theory (Acharya and Buzan, 2017) that addresses and corrects IRs Western bias, acknowledges the difference in the experience of the members of the international community, and creates equity of the authority of knowledge produced outside of the colonial heartland (Tickner and Smith, 2020). The list of demands that a transformation of the discipline must consider must, therefore, be also expanded with the need to acknowledge the interconnectedness of humans, non-humans and even the ecosphere (esp. Kurki, 2020). This all points towards processual relationalisms potential to advance the cause for Global IR theorising. However, based mostly on a European and white canon, processual relationalism is just another Western theory that might be problematic to apply universally (see, e.g., Go, 2018). Therefore, a need for decolonization arises. One way to decolonise a subject is critically examining whether the discipline remains indebted to approaches that emerged in imperial centers…ruling over the colonial margins (Shilliam, 2021, p. 3). Another option arises by engaging and connecting with indigenous or autonomous sociological work (Meghji, 2020, ch. 2). However, it is very important to not just study indigenous knowledge to reproduce colonial ideas but also to overcome the splitting of the world in the West and the rest and instead birth radical relationalism (Meghji, 2020, ch. 1). I firmly believe that a truly global IR theory must incorporate knowledge from the disregarded traditions to paint the desired picture, and relationalism could be the binding force for this project.

3. Structural Inequality as a Challenge for Comparison in Discourse Analysis
Presenter: Zoltan Lakatos, Budapest University of Technology and Economics

Barriers to comparison of socially meaningful objects (groups, behaviors, attitudes, etc.) across different contexts are an ongoing concern, as attested by advances in research aimed at detecting and overcoming them. This paper presents problems stemming from structural variance (incongruity) of discourse contexts which, in addition to pertaining to different socio-cultural groups are also separated by a century plus gap: Press coverage of, respectively, late-19th Jewish and early-21st century Muslim migrants. Their study involving geometric data analysis displays the crux of the apples-to-oranges problem in that the investigation seeks to find (a) in a joint space of the two groups (b) discourse clusters (frames) capturing distinct logics of

representation and (c) the latent dimensions in which those frames get articulated. A commonsensical yet mistaken route would be to isolate those clusters in a "pancultural" analysis (that is, in a joint sample but ignoring the two subsets), as some of the discourse frames isolated without considering the groups represented (Jews versus Muslims) might not be found in their respective subsamples. As a result, the researcher might gloss over frames that only exist in discourse on one of the groups. On the other hand, when looking for group-specific frames within separate samples, another issue arises in terms of dimensionality since the latent forces structuring the discourses in the two subsamples are likely to be incomparable (if anything, at the metric level). Nonetheless, innovative methods from the geometric data analytical toolkit make it possible to both reveal group-specific discourse clusters and locate these along dimensions that are common to the groups. The implications include the group-specific mechanisms at work in representation: Like attitudes in general, racialization is relational, hence impossible to apprehend with reference to a general template.

4. A relational theory of autopoietic communication
Presenter: Mónica Sánchez-Flores, Thompson Rivers University

In this paper, I examine Niklas Luhmann's theory of Social Systems and discuss the usefulness of autopoietic communication to conceptualize social interaction (trans-action) in late global capitalism. However, Luhmann's macro representation of the social fails to consider the micro aspect of embodied human meaning making that I argue is structurally coupled to communication and to human language(s). Luhmann explicitly takes the notion of autopoiesis from biologists Humberto Maturana and Francisco Varela, while he conceptualizes human beings in his theory as "psychic systems" (with problematic embodiments). Maturana has proposed that people's nervous systems are coupled to human meaning making and language(s), and that languages are alive and sustained in the relationality of people. From a relational perspective, I suggest that human biology and cognition is necessary to explain meaning making and communication at all levels of social analysis. Using Maturana's theory and other conceptual sources, I translate Luhmann's macro theory of meaning and communication into a relational theory that includes and conceptualizes embodied human beings in relation and conversation with one another as well as social systems in communicative trans-action in late modernity. This exercise may throw some light into approaching analysis of complex systemic socially constructed processes (such as racialization and racism).

(SCY5) Intersecting Discourses, Bodies, and Inequalities

Date: Tuesday, May 17 Time (ET): 1:00 PM - 2:30 PM

In this session, we aim to explore how children and youth's lives shape and are shaped by intersecting discourses, bodies, and inequalities. Papers reflect on the role of intersecting narratives of childhood and youth, and discourses around gender, sexuality, disability, race, and class. Presenters consider how such discourses intersect, how children and youth respond to and push back against these narratives and discourses, and how young people's experiences of these discourses emerge through interactions with other bodies, technologies, and institutions. The

papers in this session locate children and youth within nuanced relations of power, and provoke thinking about agency, knowledge, and the boundaries of childhood and youth.

Organizers and Chairs: Amber-Lee Varadi, York University; Lindsay C. Sheppard, York University

Presentations:

1. Disability Theory and Childhood Studies
Presenters: Abneet Atwal, Brock University; Kathryn Underwood, Toronto Metropolitan University; Thanh Thanh Chung, Toronto Metropolitan University; Alison Smith, University of Toronto

Within childhood studies, a myriad of disability theories are considered. More recently, there has been a push towards Disability Justice as a key theoretical approach in the context of childhood. However, we question whether other theoretical approaches may be better suited for childhood studies. In working with young disabled people to analyze data for the Inclusive Early Childhood Service System (IECSS) project, we learned that disabled young people want services but that they don't always want to be defined by the services they are accessing (Davis, Doucet, Atwal, and Underwood, 2021). We propose that a social relational model might be a better theoretical approach to use within childhood studies. A social relational approach highlights that we need to get to know the people we are working with, including disabled children and their families. Shifting to a social relational approach would be beneficial for disabled children, their families, and the professionals who work with them. In this paper, we will outline the benefits of using a social relational approach. Further, we will explore other theoretical approaches which could benefit our work with disabled children and their families such as Mad Studies, Deaf Studies, Queer and Trans Studies, Black Studies, and Indigenous Studies.

2. Igniting change through TikTok: Intergenerational transmissions of feminist knowledge
Presenter: Shauna Pomerantz, Brock University

The morning after a vigil for Sarah Everard, the women kidnapped, raped, and murdered by a police officer in South London, twelve-year-old Miriam came to breakfast in Canada and asked her mom, "How can this happen?" As Miriam showed Shauna TikToks about Everard's death, they tried to make sense of what does not make sense, "of coming to register something that is difficult" (Ahmed, 2017, p. 21). This experience began a research study between mother, daughter, and TikTok that explores how immersion in a digital medium generated intergenerational, multidirectional feminist learning. bell hooks (2000, p. 1) defines feminism as "a movement to end sexism, sexist exploitation, and oppression." One only comes to feminism, hooks explains, when one "understand[s] sexism" (p. 1). Through TikToks labelled with the hashtags #97percent and #notallmen, Miriam gained a language she could apply to her burgeoning awareness of sexism in the world and in her life. And Shauna gained deeper appreciation for TikTok as a tool of social transformation. Employing an autoethnographic method and practice that we call radical media engagement, we focused on how a media form is interwoven with, and affects one's, familial relations (Pomerantz and Field, 2021), as well as how

youth digital cultures may unsettle parents' knowledge and what they think is "best" for their child. Through radical media engagement, we highlight TikTok as a facilitator of feminism among parents and children, including intersections of sexism and racism that make some stories more visible and others. In so doing, we also highlight a unique research study between parent and child that proliferates what involving young people in research can mean.

3. "It's a giant faux pas": Exploring trans youths' beliefs about deadnaming and the term deadname

Presenter: Julia Sinclair-Palm, Carleton University

The word "deadname" is a noun often used to describe the name that a trans person was given at birth and that they no longer use. Most trans people do not want to be referred to by their birth name, and recent research highlights the importance of using the chosen name of a trans person (Pollitt et al., 2019; Russell et al., 2018), and the strategies trans youth draw on to avoid being deadnamed (Travers, 2018; Meadow, 2018). Drawing on interviews with trans youth ages 15 to 28 in Canada and Australia, I explore their beliefs about the concept of deadnames and the practice of deadnaming. Working with Judith Butler's (2001) theory of giving an account of oneself, I analyze participants' narratives about gender and names. My thematic analysis of the data is also supported by my engagement with trans studies (Spade, 2011) and youth studies (Sinclair-Palm, 2017; Gill-Peterson, 2018). Trans youths' narratives about names, offers insight into how they navigate their desire for recognition and negotiate the role of their birth name in the story of their gender and self. In this paper, I address trans youths' emotional experiences of being deadnamed, and the strategies they used to avoid this. I also explore the desire some trans youth had for people in their life to know their birth name. These stories reflect the pressure trans youth sometimes face to "kill" their old names in order to create a coherent narrative of who they are. Trans youth in our study often used different names in different contexts, and their rationale for these decisions is part of how they navigate cisnormative spaces, like schools. Educators can better support trans youth by reconsidering the assumptions they might have about names and the complex relationships we all have to names.

(SOM5B) Sociology of Migration: Migrants and the Production of Precarity

Date: Tuesday, May 17 Time (ET): 1:00 PM - 2:30 PM

In the past, discussions of Canadian immigration policy emphasized the recruitment of permanent residents as part of her nation building efforts. However, today, the growing use of temporary workers calls attention to the precarious nature of their status, their partial or non-existent to citizenship rights, their exploitation in the labour market and their vulnerability to "shocks in the system" including the impact of COVID-19 on the social and economic well-being of these migrants. The three papers in this session provide evidence on the production of precarity and on the consequences for the migrants.

Organizers: Monica Boyd, University of Toronto, Lisa Kaida, McMaster University, Rima Wilkes, University of British Columbia

Chair: Secil E. Ertoter, Canisius College

Presentations:

1. The Revolving Door of Immigration: Canadian Refugee Protection and the Production of Migrant Workers

Presenter: Azar Masoumi, Carleton University

Given the dramatic rise in the number of temporary work visas issued by the Canadian governments vis-à-vis permanent residencies in recent decades, critical scholars such as Nandita Sharma (2001) have conceptualized Canadian immigration policy as increasingly transforming into a migrant policy: accommodating the production and flow of low-cost, precarious migrant workers who, in part, become migrants because they are blocked from access to the more secure status of permanent immigrants. This presentation extends this insight by considering the production of precarious migrant workers also in and through Canada's supposedly politically and economically neutral refugee protection regime. Engaging with statistical data since the early 1990s, I suggest that the Canadian refugee protection regime has contributed to the production of precarious migrant workers by deeming some vulnerable nationalities (such as Jamaicans and Trinidadians in the early 1990s and Mexicans in the mid-2000s) illegitimate for refugee protection. By diminishing these nationals' chances of access to refugee status in Canada, the Canadian refugee regime has primed these nationalities for their role as potent sources of precarious migrant labour. In effect, Canadian immigration has operated like a revolving door: pushing some nationalities out of the secure realm of refugee protection, and pulling them through the temporary and precarious streams of migrant work.

2. Essential but Excluded: The Experience of Migrant Care Workers in Canada

Presenter: Jana Borras, York University

Care work plays a significant role in the contemporary globalized economy. The global demand for care work contributed to the migration of health care workers from the Global South to the Global North, resulting in a serious global health inequity problem (Chaguturu and Vallabhaneni, 2005; Chen et al. 2006; Prescott and Nichter 2014; Runnels, Packer, and Labonté 2016). Canada, an ageing society, has a long history of relying on migrants to fill care worker shortages. Yet, existing studies show that migrant care workers who often have precarious legal status in their countries of work are at risk of experiencing discrimination, marginalization, and exploitation (IOM, 2010). Drawing from in-depth interviews with ten health care workers in Canada, this research explores how experiences of "deskilling" impact economic incorporation by addressing the question, "how does the non-recognition of foreign credentials and work experience affect the employment trajectories of migrant care workers?". The goal of this presentation is twofold. First, to underscore how precarious legal status is a source of exploitation and labour market segmentation (Goldring and Landolt, 2011) using the experiences of migrant care workers. Second, to highlight how most participants face economic and employment precarity despite a high level of education and professional qualification upon arrival to the host country. To conclude, I emphasize that the precarious legal status trajectories of migrant care workers and

the non-recognition of foreign credentials and work experience are key barriers to economic incorporation in Canada.

3. Pandemic Precarities: Immigration Status, Work, Housing, and Health Among Current and Former Non-Status Residents of Toronto

Presenter: Sara Hormozinejad, University of Toronto; Jana Borras, York University
Non-presenting authors: Patricia Landolt, University; Luin Goldring, York University

Global migration is characterized by widespread legal status precarity, specifically the growing range of non-citizen legal status categories and trajectories marked by temporariness and illegalization (Landolt and Goldring 2015; Goldring and Landolt 2021). In Canada, the absence of status is a filter for access to employment and formal access to social services and support. Nonetheless, precarious status residents are de-facto members of our communities, including those without status. Yet, while they live and work in the GTA, they are largely absent from analyses of pandemic impacts or planning for the 'recovery.' In this session, we present findings from the project "Non-Status migrant exclusion and responses under COVID-19 in the GTA", a collaboration between FCJ Refugee Centre and a research team from York University and the University of Toronto. The project aims to examine the impacts of the COVID-19 pandemic on precarious legal status migrants and their families who live and work in the GTA. In this session, we draw on quantitative survey data (n=195) to understand the experiences, impacts, and strategies of non-status individuals and their families for dealing with the global pandemic. The findings reveal that the pandemic has significantly worsened the social and economic well-being of migrants with precarious legal status because they experienced insecurity related to loss of employment and income and housing insecurity. In addition, COVID-19 had a significant negative impact on their physical and mental health. The survey illuminates the grim effect of the pandemic on migrants with precarious legal status trajectories, as they continue to be excluded from most public support programs meant to mitigate the impacts of COVID-19.

(THE6) Symposium for Early Career Theorists

Date: Tuesday, May 17 Time (ET): 1:00 PM - 2:30 PM

This is a dedicated session that spotlights the work of emerging social theorists at an early stage in their careers.

Organizers: Lily Ivanova, University of British Columbia, Reiss Kruger, York University, Cinthya Guzman, University of Toronto, Anastasia Kulpa, University of Alberta and MacEwan University

Chairs: Reiss Kruger, York University; Cinthya Guzman, University of Toronto

Discussant: Daniel Silver, University of Toronto

Presentations:

1. The Normalization of Academic Deviance: How universities undermine their own scientific credibility

Presenter: Michelle Goldenberg, McMaster University

Just as 'creative work is rarely done by individual genius alone' (Farrell 2003), misinformation does not come from the efforts of one lone actor. Ex-doctor Andrew Wakefield became a global player over two decades ago as father of the anti-vaccine movement. The influence of his individual behaviour; however, has been exaggerated in a scholarly literature that highlights his charisma and unethical behaviour at the expense of a more systematic focus on what Diane Vaughan calls 'the normalization of deviance.' I offer a sociological account of the 1998 MMR-autism controversy that focuses on the role that university incentive structures and status hierarchies played in allowing signals of Wakefield's deviance to go unchecked on the research team, during academic publishing, and in the medical school's decision to host a press conference. While Wakefield's dishonesty, political skills and charisma played an important role, the problems run deeper. Building on but moving beyond models that stress a revolt against experts and a generalized crisis in trust, this analysis examines the internal dynamics within peer-review scholarship, university researchers and hospital administrators that undermine the credibility of science among mass publics.

2. The Creative Frame: A Goffmanian Theory for the Sociology of Creativity
Presenter: Taylor Price, University of Toronto

After a songwriter described her most difficult song-writing sessions in depth, I asked what it felt like to be in an easy song-writing session. She told me "I don't know if there's anything that people do specifically that makes it good. But it's like, sometimes, ideas just flow really easily. And people are suggesting things that like now its triggering something that I can think of, and then they just, you know, saw something based on what I was saying. And like, when that happens, it's awesome. But for me, at least, that can be pretty seldom for punches to roll like that. But whenever I write a song like that, I always cut (release) it because I'm like, I know this is gonna be a good song based on how we were all feeling about it in the moment. So yeah, I can't think of anything specific where I'm like, 'Oh, that was a good write because so-and-so did blah.' But there is like, just more of a chemistry sometimes, I guess I would say. Hard to explain (laughs)." Cultural producers know how it feels to be creative, but they often have difficulty identifying and articulating those events that precipitated their most satisfying creative moments — and, along with those moments, the original emergence of a new cultural object into social life. Based on 3 years ethnographic participant-observation with songwriters in Toronto and drawing on Goffman's Frame Analysis, this paper advances the concept of the "creative frame." The concept outlines the how small groups organize to enact, perceive, and experience creativity. Further, I argue that the creative frame concept can yield significant theoretical fruit for sociologies of culture and creativity, if taken up to study creative processes across a breadth of domains of cultural production.

3. From Exchange to Instincts: Towards psychologizing the sociology of conflict
Presenter: Ritwik Bhattacharjee, University of British Columbia

A comprehensive social theory of conflict must be understood in terms of the accompanying (collective) trauma and not simply as social disruption. Two of the most famous classical conflict theorists – Marx's and Simmel's conceptualization of value forms the basis for their simultaneously converging and contrasting approaches to conflict, whether treated as a life-philosophical (Konflict), sociological (Streit), or political concept (Kampf). While being attentive to their core theoretical elements of value and exchange, this paper provisionally models a new theory of conflict that is sensitive to trauma. To achieve this, the paper builds on Simmels underdeveloped notion of unavoidable conflict and its relationship with a formal hostility drive. By suggesting that this passing reference may have its deeper sources in Freudian aggressive drive, the paper allows for the possibility that the affective quality of pathological conflict makes sociation inherently tragic. A social-psychoanalytical critique of society itself is required to move past this tragic nature of large-scale sociation.

4. Population Boundary Disjunctures
Presenter: Amanda Cheong, University of British Columbia

In this paper, I argue that conflicting definitions of who "counts" within a population can have consequences for life outcomes, as well as how they are measured. I term these conflicts "population boundary disjunctures," which occur when two or more counting systems become applied within the same social field in an overlapping arrangement. I deploy the term "counting" to leverage both of its meanings: 1) the act of quantifying the number of people; and 2) the act of according value or status (such as group membership) to someone or some peoples. In doing so, I accommodate the multiple planes along which institutional actors draw boundaries including spatial, legal, moral, and racial. Population boundary disjunctures produce what I call "residual populations," which consist of individuals that count within the boundary of one system, but that remain unaccounted for in another. To develop this argument, I illuminate the misalignments between the territorial definition of "population" employed in the calculation of national population health indicators, and the legal and symbolic boundaries of population membership constructed by citizenship and immigration policies. Drawing on ethnographic fieldwork with noncitizen families in Sabah, Malaysia, I find that heightened barriers to receiving antenatal and obstetric services maintained by restrictive immigration policies served to both further and frustrate the Malaysian state's goals of monitoring and reducing infant and maternal mortality. With limited access to skilled care, noncitizen women are driven to having pregnancies and births out of, or on the edge of, the medical system that is, with no or limited contact with healthcare institutions or skilled birth attendants. The state's measures to guard the boundaries of its citizenry produce three major consequences for Malaysia's developmental aspirations: the amplification of health risks; the intergenerational reproduction of undocumented status; and the distortion of population health statistics.

(WPO1D) Worker Well-Being and Decent Work

Date: Tuesday, May 17 Time (ET): 1:00 PM - 2:30 PM

Workplace organization and relations as well as broader economic and political structures play a critical role in determining worker well-being and decent work. While ensuring well-being and decent work has been problematic for many groups of workers, the pandemic has made it even more difficult to achieve this goal. Papers in this session explore issues such as: the mental health of faculty in Canadian universities; the impact of the pandemic on the mental health of teachers; the job quality of personal support workers in the long-term care sector; challenges faced by informal business operations/informal workers in Ghana; and, employment mismatch and undesirable jobs for persons with disabilities in Myanmar. Collectively, the papers address the complexities of contemporary workplaces and labour markets, and bring to the forefront deep-seated challenges in achieving worker well-being and decent work under the current reality in Canada and globally. The papers also propose possible workplace and labour-market policy interventions to address these issues.

Organizers: Vivian Shalla, University of Guelph, Karen Hughes, University of Alberta, Tracey L. Adams, Western University

Chair: Alla Konnikov, University of Alberta

Presentations:

1. How do universities address mental health in academia?
Presenter: Nicole Power, Memorial University
Non-presenting authors: Janet Mantler, Carleton University; Natasha Ball, University of Ottawa; Christine Tulk, Carleton University; Christina Young, Memorial University; Sam Morton, Memorial University; Justine Pascual, University of Ottawa; Ivy Bourgeault, University of Ottawa

During the COVID-19 pandemic many university faculty members are reporting higher levels of role overload, work stress, anxiety, and depression; however, mental ill-health of faculty members has been an ongoing issue. Drawing on data from the Academia case study of the Healthy Professional Worker Partnership, a SSHRC-CIHR funded initiative, we take a critical approach in examining how Canadian universities manage interventions aimed at addressing mental health issues for faculty members. We present an analysis of interviews with stakeholders -- people who have knowledge about the formation, delivery, and consequences of policies and programs to address mental ill-health (e.g., Faculty Union Grievance Officers, Human Resource Staff, Equity Officers, Administrators). We find that stakeholders identified interventions that tend to target faculty at the individual level (e.g., awareness campaigns, counselling, EAP, leaves). We argue that workplace interventions aimed at addressing the mental health of faculty tend to assume individual responsibility and do little to address the impacts of a neoliberal organisational context on conditions of work or the inequities of familial and organizational care work, which continues to disproportionately affect women.

2. Utilizing COVID-19 as a Magnifying Glass into Teacher Mental Health

Presenters: Melissa Corrente, University of Ottawa; Kristen Ferguson, Nipissing University

Teacher mental health has been brought to the forefront by COVID-19 and the issues that existed prior to the pandemic such as increased workload, class sizes and work-related stress and have been magnified. Research focusing specifically on teacher wellbeing during COVID-19 has grown rapidly (Allen et al., 2020; Alves et al., 2020; Chan et al., 2021; Dabrowski, 2020; MacIntyre et al., 2020; Sokal et al., 2020) calling for increased resources to support teachers. Our research aims to gain a greater understanding of how COVID-19 continues to affect teacher mental health and what targeted support systems need to be implemented to prioritize teacher wellbeing during the pandemic and beyond. We interviewed 53 education workers from across Canada who provided insights into their lived experiences working in the educational landscape. The majority of participants were high school and elementary teachers along with a few educational assistants, counsellors and one early childhood educator. Themes such as social isolation, increased levels of stress and anxiety, feeling disconnected from co-workers, changing protocols and a lack of training to facilitate virtual schooling permeated the discussions with participants. Our interviews found that some teachers reported COVID-19 related changes and challenges that positively impacted their wellbeing at home and work; however, the majority generally felt the pandemic negatively impacted their overall wellbeing. One participant shared, “It’s really hard as a teacher to admit that you don’t have everything under control. One of the hard things about COVID has been that we don’t have everything under control.” A number of implications are gleaned from the interviews including the importance of building wellness into the school day as opposed to being well on your own time and providing mental health training for leadership teams.

3. Eldercare Staffing Issue and Personal Support Workers Job Quality
Presenter: Weizhen Dong, University of Waterloo; Adam Mursal, University of Waterloo

For many years, staffing at long-term care homes has also been recognized as a significant problem, with challenges around retention, training and wage parity, among other issues. The province has received multiple reports that clearly set out the staffing shortfalls and the solutions required, yet few changes have been made. Had adequate attention been paid to staffing earlier, long-term care homes might have been better prepared and better able to manage when COVID-19 struck.” (Marroco et al, 2021). COVID-19 pandemic has brought many challenges to our societies in nearly all aspects of our lives. It is almost impossible for us to find anything positive that is related to this seems never-ending public health crisis. However, personal support workers (PSWs) in Ontario may find their career’s silver lining through the ordeal. In Canada’s long-term care sector, 58% staff is PSWs. They tend to be older women immigrants who belong to visible minority communities. Low pay, lack of benefits, high turnover rate, and parttime employment are the main characteristics of the profession. The government finally see the importance of this profession and realized that there is a severe shortage of PSWs in eldercare settings after the COVID-19 outbreak in 2020. It has set up free PSWs training programs and added a few dollars to PSWs’ hourly pay, which are important steps. Finding a sustainable solution, however, requires much more than these measures. This paper discusses the job reality of PSWs and the proposes ways in which this profession may become a rewarding career for many.

4. Ghana in the age of cities: Exploring critical challenges to the urban informal sector
Presenter: Daniel Amoah, Memorial University

Rapid urbanization and unemployment are current global challenges especially in developing countries. Ghana like many other Sub-Saharan African countries is undergoing rapid urbanization. About 60 percent of Ghana's population now lives in cities and urban areas (UN-Habitat, 2020; Ghana Statistical Service, 2021). The urbanization process however faces numerous challenges including high rate of unemployment, poverty and inequality, all of which has been exacerbated during the COVID-19 pandemic (Dadzie et al., 2020; World Bank, 2020). The urban informal sector/economy is prevalent in Ghana. Over 80 percent of new employment in Ghana is created in the urban informal economy (GLSS7; Dadzie etal., 2020). Studies (Hart, 2008; Baah-Boateng, 2011; Anuwa-Armah, 2015) have shown that Ghana's economic future depends significantly on what traders in the urban informal sector/economy are doing. Despite its crucial role, the sector faces many challenges. Informal workers are among those most affected by the covid-19 pandemic (UN-Habitat, 2020, ILO, 2020). Recent years have seen debates around the relationships between informal workers and the state, informal taxation, and social protection for informal workers in Ghana, and where critical negotiations between informal workers and the state have become increasingly visible topics of discussion. This paper examines and evaluates challenges to urban informal business operations/informal workers in Ghana in the context of covid-19 pandemic which has exacerbated pre-existing inequities. Using the World Bank's Ghana Informal Enterprise Survey, Ghana Labourforce Survey, and a systematic review of the growing body of scholarly literature on the urban informal sector, this paper discusses the challenges to urban informal business operations/informal workers in Ghana.

5. Limited Use of ICT Solutions for Structural Mismatches in Jobs Faced by People with Disabilities in Myanmar
Presenter: Dilshan Fernando, University of Guelph

This paper aims to understand the viability of information and communication technology (ICT) solutions (such as mobile phone and computer based assistive technologies) concerning disabling barriers connected with employment in Myanmar. This is complicated in nuanced ways by these emerging ICT based solutions which promise to bridge the gap created by inapplicability of disability policies implemented in developed countries to an underdeveloped context. In view of this, this paper contextualized the role and viability of micro-level, ICT-based solutions to disability by investigating the work lives of about 80 hearing, visually, and physically impaired individuals in four parts of Myanmar. The aim was to understand the nature of macro-level political economic issues (such as work) that constitute disability, which are also beyond the viability of ICT solutions. This paper used qualitative data collected from Myanmar, selected as a case study for its capacity as a developing country in East Asia. The data included 30 interviews across all formats (Focus Groups, In-depth Interviews and Key Informant Interviews). Data was analyzed using an inductive coding method with pre and post determined themes. There was sufficient evidence to support the hypothesis concerning the existence of a fundamental mismatch in employment. PWD appeared to be "stuck" in non-desirable jobs such as massaging in the absence of decent work. The supportive evidence helped to articulate several key

theoretical and policy implications from a political economic point of view. Recognizing that Disability is "two-fold" with micro and macro aspects to it in terms of theory, and investing in tertiary level skills-development programs in terms of policy were such important implications.

(DIS2B) Sociological Perspectives on Disability II

Date: Tuesday, May 17 Time (ET): 3:00 PM - 4:30 PM

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).

Organizers: Alan Santinele Martino, University of Calgary, Margaret Campbell, St. Thomas University

Chairs: Kristen Hardy, Brandon University; Alan Santinele Martino, University of Calgary

Presentations:

1. The Intersections of Ableism and Racism in Quebec Special Education Placement Processes
Presenters: Tya Collins; Université de Montréal; Corina Borri-Anadon, Université du Québec à Trois-Rivières

Social justice in education is a growing preoccupation for scholars and government bodies at local, national, and global levels. Despite international movements to ensure universal access and equal opportunities for all (UNESCO, 2015), various marginalized groups continue to face disturbing school experiences and outcomes. In particular, students at the intersections of disability and race are at increased vulnerability to socio-academic challenges and injustices in western contexts. Despite the social denouncement of disability perceived as tragedy (Oliver and Barnes, 2012) and the scientific refutation of race as a biological phenomenon, predominant societal views remain largely grounded in ableism and racism (Leonardo, 2013). Historically, discourses of cognitive (dis)ability have been intricately linked to a racial hierarchy and the justification of dehumanizing practices derived from settler colonialism. Specifically in light of racialized student overrepresentation in special education in the Quebecois context (Mc Andrew et al., 2011), this presentation intends to discuss the intersections of ableism and racism in the special education placement process of the province. Grounded in disabilities critical race studies (DisCrit) (Annamma et al., 2016), two studies (one in the English sector, one in the French sector) documented racialized students' special education placement processes and analyzed them in interaction with systemic and structural barriers. This presentation will discuss the standards for normalcy based on settler colonial norms that anchor special education constructs and conceptions of disability, as well as the identification, categorization, and "normalization" of racialized students deemed deviant from them, and the associated effects.

2. New Materialist Sociology of Disability in Inclusive Musical Activity
Presenter: Akihito Kato, Hitotsubashi University

This study examines the spatial dynamics of inclusive musical activity and considers how disability can be perceived differently as a potential site for collective reimagining. Previous research has revealed that inclusive music practices have ambiguous features, such as the power to encourage disabled and potentially risk marginalizing them. However, little is known about creative ways to establish collective capacities to cope with ableism. This study draws on the sociological imagination of new materialism to understand disability as a dynamic and flux within a material-discursive context. It also clarifies how disability is produced through assemblages which develop unpredictable ways around actions and events, rather than viewing disability as a fixed and static essence attributed to bodies. This theoretical framework enables us to consider disability as the product of an affective flow among bodies, things, ideas, and social institutions where it is critiqued, ignored, and transformed by ableism and activists' intervention. This study demonstrates how disability can be established through analysis of a disability organization created by mothers of disabled children and activists since 1992 in Tokyo; the study uses data collected via methodological triangulation, which included document surveys, interviews, and participant observation. It also investigates how disability activism in Japan tries to reimagine disability by creating inclusive music practices where the disabled mobilize their bodies, voices, and sounds using musical instruments and public spaces; activists invent alternate meanings of disability that are different from medical/individualized models of disability as well as resisting neoliberal social policy change; and participants make temporary connections by sharing time and space. The study concludes with reflections on contributions that the new materialist sociology of disability can offer to the way we think of disability creatively, and discusses Alison Kafer's argument of disability politics to further explore capacities and possible futures of disability communities.

3. Ableism and Autistic Adults Organizing
Presenter: Cheuk Ming Tsang, City University of Hong Kong

This paper shall discuss the experiences of autistic adults organizing in Ontario, Canada, and uncover how ableism is enforced within the process of mobilization. I argue that there is a lack of middle ground for autistic advocacy in Ontario, in which autistic adults are caught between the pressures to choose sides to join parent advocacy groups to promote rights for autistic kids or to join advocacy groups for autistics who condemn the involvement of parents and medical professionals. This paper shall reveal the struggles of autistic adults who stand in the grey area, empathize with both parties, and strive to make their voices heard by other organizing pathways. I contend that autistic advocacy is marked by a decentralized informal model provincially and a centralized bureaucratic model federally. I aim to demonstrate how such a divided approach manifests a lose-lose situation for parties at the provincial level because not only does it jeopardize autistic parents' bargaining power, it inhibits autistic adults' autonomy to represent themselves. This study is significant because there is a lack of understanding of the lived experiences of autistic adults' efforts to organize. In order to illustrate how the voices of parents and medical professionals have often overshadowed those of autistic adults, news coverage on autistic kids and autistic adults over the past five years would be tracked and compared. Further, case studies would be conducted with autistic adults using a critical realist approach to reveal how ableism is at work as participants faced powerlessness in articulating their childhood needs

and found it even more challenging to equip themselves as adults to advocate for their own needs.

4. Deliberative spaces: accessibility advisory committees and disability policy justice
Presenter: Alfiya Battalova, University of British Columbia
Non-presenting author: W. Ben Mortenson, University of British Columbia

Municipal advisory committees intend to give the community a forum for discussion in a deliberative way and provide assistance to the legislative body when formulating public policy. Accessibility advisory committees represent an important avenue of public participation that overcome some of the weaknesses of representative democracy by enabling governments and policy makers to respond to the development of a more differentiated, dynamic and plural polity. Deliberative democracy advances the idea that the best policy decisions emerge after careful and thoughtful dialogical interactions that include affected parties. But does this model achieve policy justice that reflects a commitment to advancing public policy with intentionally anti-oppressive and social justice-oriented aims? Disability studies scholars have emphasized the value of the situated knowledge emerging from the disability experiences ("disability epistemology"). However, the model of advisory committees has been critiqued because it does not promote a meaningful engagement of people with lived experience and because it is embedded in the institutional structures. As such, advisory committees are implicated in the process of governmentality that sets the limits on what is possible to think and to express in these spaces. Using a policy justice approach that emphasizes the lack of neutrality in spaces of engagement by highlighting how power is applied, refracted, and practices, and by whom, this presentation will be based on the analysis of the 33 qualitative interviews with disabled people who serve on the committee and the city staff from large metropolitan city in Canada and the observations of the meetings. The analysis revealed the following themes: 1) negotiating between being an advocate and an advisor; b) reflecting on the limits of the committee's mandate; c) clashing over the "right to the city". The findings unpack the tensions and potential that exists within the committees and contribute to understanding of civic participation.

(EDU5) Educational Research in the Time of COVID

Date: Tuesday, May 17 Time (ET): 3:00 PM - 4:30 PM

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 feature presentations that encourage a critical discussion of the unintended challenges or opportunities - broadly defined - of educational research in the time of Covid.

Organizers and Chairs: Cathlene Hillier, Crandall University; Alana Butler, Queen's University

Presentations:

1. The Challenge of Conducting Longitudinal Research during COVID-19

Presenters: Lesley Andres, University of British Columbia; Janine Jongbloed, University of British Columbia

The 33-year longitudinal research study, the 'Paths on Life's Way Project' began in 1989 to explore the educational choices made by a large sample of 1988 British Columbia high school graduates with follow-ups conducted in 1993, 1998, 2003, 2010, and 2016. Given that the 'Paths Project' focuses on continuity and change in terms of education, employment, family, and other adult activities across the life course, we felt compelled to document the impact of the pandemic in relation to data collected in previous waves. In 2021, we conducted the seventh 33-year follow-up during the COVID-19 pandemic to capture 'Paths' respondents' experiences and behaviours of, and views about, the unique life changing "exogenous shock" that reverberated through the lives of 'Paths' respondents and their families. We adapted our research strategy to this exceptional context by making extensive modifications to the survey, changing the mode from paper to online, and adapting how we traced and contacted survey participants. These methodological challenges were added to those typical of life course research; that is, longitudinal research must evolve over time as study participants move, age, get married, have children, engage with the labour force in various ways, become mature students, and caregivers of ageing parents. We attempted to balance the continuity of questions asked in previous data collection waves with a recognition of the extraordinary circumstances and to act on our desire for in-depth information within the context of the demands and stressors confronting participants. In this presentation, we will focus on how data collection during the pandemic affected contact tracing and response rates, the ways in which respondents interacted with us during data collection, the complexities of asking and answering questions in this milieu, and the unique ethical challenges that arose during data collection.

2. COVID-19 and Canadian LGBTQIA+ Teens: Pandemic Effects on School Experiences

Presenter: Ley Fraser, University of Manitoba
Non-presenting authors: Tracey Peter, University of Manitoba; Christopher Campbell, University of Manitoba

COVID-19 drastically changed the experience of public schooling for students enrolled in the year 2020. This experience has been shaped by geographic location as well, as provinces navigated the complex choices based on ever-changing medical information. Provinces such as Quebec, with the highest death rate in Canada, create a different psychological landscape for their students than other areas (Flood, MacDonnell, Thériault, Venkatapuram, and Philpott, 2020). Additionally, discrimination due to marginalized identities can impact experiences of large-scale traumatic events such as the pandemic (e.g., Lefevor, Boyd-Rogers, Sprague, and Janis, 2019). Students who are members of minority genders or sexualities (LGBTQIA+) already navigated a different school landscape than their peers before the COVID-19 pandemic. The effects of the pandemic were likely experienced differently as well, shaped by whether the supports these students most relied on were present primarily in their schools or at home. Data collection for the Second National School Climate Survey on homophobia, biphobia, and transphobia in secondary schools (i.e., middle school and high school) fortuitously took place before and during the time when Canadian schools moved to online learning due to the COVID-19 pandemic (April

2019 and May 2020). This presented us with an opportunity to examine whether the pandemic affected LGBTQIA+ students' school experiences and attachment differently (than their peers), as well as how their intersections of identity shaped such effects. Survey participation included 2SLGBTQI+ as well as cisgender-heterosexual students, allowing for a comparison of these groups' experiences with consideration of other aspects of identity. This analysis not only presents a timely opportunity to learn from students' experiences to advise ongoing educational changes in the pandemic, but can also provide a forecast into how different groups of students are affected by a national crisis.

3. Beyond Probability: Uncertainty and the Unachievable Ideal in Education
Presenter: Glenn Borthistle, University of Alberta

This research project is about uncertainty, decision making, and social practice in organizational decision making. The intent is to answer the central question of "How have 6 senior educational leaders in Alberta and British Columbia made organizational decisions when implementing principles from provincial guidance documents under conditions of uncertainty?" Knowledge bases drawn from include cognitive psychology, organization theory, educational administration and leadership, and pragmatic philosophy. Analysis will include sources and nature of uncertainty, how decisions are made and what evidence gathered, and how other members of the organization and community are involved in making meaning of this evidence toward a decision. A useful definition of uncertainty is “any departure from the unachievable ideal of complete determinism” (Walker et al., 2003) with the unachievable ideal representing exact knowledge of the outcome of the decisions being made. How uncertainty impacts decision making in organizations with the focus on definitions, measures, and types of uncertainty; evidence-informed decision making; and how leaders work with groups of people to address this “unachievable ideal” will be presented. The view of uncertainty of the study is that as much as it creates doubt, it also creates opportunity to move into the vacuum created by conditions of uncertainty whether they arise from external sources, within education, or school or district realities. Further questions will focus on the nature of evidence informed decision making beyond probability, the lived experiences of decision makers during the pandemic, and what social practices were used when making decisions and which respectfully included input from Indigenous people.

4. More than a hashtag: Social media as transformative learning spaces for high school youth
Presenters: Kenneth Gyamerah, Queen's University; Shuyuan Liu, Queen’s University; Claire Ahn, Queen's University; Thashika Pillay, Queen's University

This presentation shares data from a case study that explored youth experiences, perspectives and understandings of various social justice issues that occurred since the start of the COVID-19 pandemic. Drawing on cognitive justice and ethical relationality as a theoretical framework, the study employed included focus group discussions and individual interviews with high school students in Ontario, Canada. Participants (n=10) included youth aged 15-17 with a range of diverse racialized and cultural backgrounds who were enrolled in a high school in Ontario, Canada. Participants were invited to reflect on their experiences and understanding of the

various events that were happening during the start of the pandemic. The data highlight the gaps between formal and informal learning, the performativity of social justice issues in the classroom, and the transformative potential of social media as a pedagogical intervention to decolonize curriculum. Our results show that participants were engaging with social justice issues through social media with Instagram being their preferred platform. Many participants observed that their social media feeds were "blowing up" after the murder of George Floyd and noted how they and their peers were engaging in and observing many important conversations regarding the #BLM. This study demonstrates the impact of social media, but also its potential transformative pedagogical power that is being ignored in traditional classroom environments. These informal sites offer spaces for marginalized and racialized youth to build communities with similar interests, motivations, and backgrounds, where they often feel safer and better supported. It is imperative that educators are aware of and provide support in implementing anti-racist and anti-oppressive pedagogies through individual, school-wide and broader policy level transformations. In addition, recruitment of educators must be accompanied with a tangible commitment to curriculum change wherein equity and social justice topics are incorporated in substantive ways into all curricula.

(EQS1) The Consequences of Igniting Change in Classrooms and Beyond

Date: Tuesday, May 17 Time (ET): 3:00 PM - 4:30 PM

In a year that has seen Black Lives Matter protests against police violence, mass graves discovered at former residential schools, Islamophobic hate crimes, and broad reports of sexualized assault on university campuses, many faculty, students, and staff feel compelled to provide spaces to understand these and other forms of social inequality and to engage in meaningful actions towards change on campus and beyond. This labour carries significant costs for those who engage in efforts towards social change. In this panel we reflect upon the impacts of "Igniting Change" in classrooms and beyond. This session has been organized by the Canadian Sociological Association's Equity Subcommittee.

Chair: Maureen Kihika, Simon Franser University

Presentations:

1. Igniting Change, Getting Burned
Presenter: Kristin Lozanski, King's University College at Western University; Irene Shankar, Mount Royal University

As institutions in pursuit of truth, learning and inquiry, Canadian universities must respond to events that highlight social inequalities. These events may be internal, such as reports of racism and sexual assault on campuses, or within the broader community, such as the recognition of mass graves at former residential schools by non-Indigenous peoples and the Black Lives Matter movement. Within universities, however, there is an unequal distribution of labour in response

to such issues. In this presentation, we interrogate the consequences for faculty, students, and staff who seek to "ignite change" on university campuses.

2. The caring labour of preventing and addressing campus sexual violence
Presenter: Emily M. Colpitts, McGill University

Drawing on qualitative research with activists and practitioners from campuses across Canada, this paper examines the labour of preventing and addressing sexual violence. Specifically, I analyze the implications of conceptualizing anti-violence efforts as a form of caring labour. I argue that in so doing, the gendered and affective dimensions of this labour are rendered visible. It also reveals how the burden of this caring labour is borne primarily by activists and advocates who are women, queer, and/or survivors and who are already marginalized within existing institutional power arrangements based on intersecting oppressions. I consider the structures and conditions that make this anti-violence work (im)possible and (un)sustainable on our campuses and conclude by reflecting on the potential for practicing care in ways that unmake violent structures and institutions.

3. Cripping Sex Education: Reflections on Student and Community-led Social Change
Presenters: Chelsea Jones, Brock University; Emily Murphy, Brock University

Rooted in interview data from 10 university students and five community activists who participated in the 2021 classroom-based intellectual partnership, "Cripping Sex Education: Developing Digital Tools for Disabled, Deaf, and Queer Kids," at Brock University in Ontario, course instructors reflect on the difficult task of online coalition building in response to the impetus to "crip sex education." The call to "crip sex education" is the title of a 2020 special issue of 'Sex Education', whose editors forecasts a future where scholars and activists might "work to create more inclusive and holistic sex education curricula as well as more inclusive educational environments for all students" (Campbell, Löfgren-Mårtenson and Martino, 2020, p. 365). For child and youth studies students who are prospective educators in a province steeped in ongoing debates about the merits and availability of sex education (Dyer, 2019; Lunsky, 2018; Davies and Keneally, 2020), this special issue mobilized coalition-driven student labour in a third-year course anchored in crip and queer sensibilities (Kafer, 2013; McRuer, 2018) namely, the co-creation of six digital, accessible tools designed in partnership with disabled, Deaf, and queer community-based activists and sex educators. Keenly aware that their future students are the disabled, Deaf, and queer young people in the province of Ontario who are often forced to navigate gender and sexuality with little or no support (Campbell et al., 2020), these undergraduate students designed sex education tools in consultation with disabled, Deaf, and queer community activists who are also sex educators working outside of institutional school systems. Throughout this project, students were tasked with both unlearning ableist supremacies that guide sex education policy and designing an open access digital tool that could push beyond the basics of compliance to demonstrate a concern for accessibility as aesthetic (Jones et al., 2021). The impacts of these tools continue to be felt (at times, unevenly) by students as they prepare to use them in their future classrooms. In this 10-minute presentation, the course professor and teaching assistant reflect on the difficult process of this 13-week intellectual partnership and the questions that

remain as they reflect on “Cripping Sex Education” with the very people (students and community activists) whose young disabled, Deaf, and queer community members urgently require access to resources that affirm their sexual citizenship and culture.

4. Bodies in Conversation
Presenters: Julie Gouweloos, McMaster University; Jessica Braimoh, York University
Non-presenting author: Rebecca Collins-Nelsen, McMaster University

Intersectional frameworks have shed important light on the varied ways in which power relations shape the organization of knowledge. Less is known about how the organization of knowledge is an embodied process that informs how we teach and learn. In this paper, we reflect upon and analyze the embodied considerations that shape our experiences teaching sociological perspectives on racism and racial inequality in post-secondary institutions in Canada. Using a shifting voice methodological framework and paying particular attention to the influence of the physical and virtual classroom contexts, we demonstrate how our differently positioned bodies mediate how we build, share, and assess knowledge. Ultimately, we argue that enhancing knowledge-building opportunities in our classrooms requires us to attend to the role of embodiment in the teaching and learning process. Furthermore, teaching and learning are processes that require varying degrees of embodied labour; greater attention to this reality is needed to unsettle existing unequal power dynamics that shape teaching and learning processes in the classroom and beyond.

(FEM11) Gender and the Continuum of Violence in Migration

Date: Tuesday, May 17 Time (ET): 3:00 PM - 4:30 PM

Gender-based violence (GBV), defined in structural and / or interpersonal terms, is often part of the migration experience. It may unfold in a “continuum” of time and space in which GBV might have started before arrival to a safe country, might have continued during long and arduous journeys to “safety”, or it might have been taking place in the country of reception. Other times, the “continuum” refers to qualitative linkages of GBV forms across space and time or to intergenerational “cycles” of violence. This session features empirical analyses and theoretical reflections of GBV and understandings of the “continuum” of violence.

Organizers: Evangelia Tastsoglou, Saint Mary's University, Pallabi Bhattacharyya, St. Mary's University, Cathy Holtmann, University of New Brunswick

Chair: Evangelia Tastsoglou, Saint Mary's University

Presentations:

1. Paris: Capital of Violence again Exiled Women
Presenter: Jane Freedman, Université Paris 8
Non-presenting authors: Nina Sahraoui, Centre national de la recherche scientifique; Elsa Tyszler, Centre national de la recherche scientifique

This paper will explore the continuums of violence against exiled women living in Paris. We will explore the ways in which various structures and systems of governance and control of migration combine to create gendered and racialised forms of violence against these women at the various stages of their experience of exile: from militarised and violent border controls, through the process of claiming asylum in a system that is set up to reject their claims, to purposeful and violent neglect of their accommodation and welfare needs. Whilst previous research has focused on the experience of the (mainly male) exiles living in camps at various sites around the capital, our research focuses on the largely invisibilised experiences of violence of these women, who both local and national governments claim they wish to "protect".

2. Racialized migrant women and homicide in Canada: An intersectional and decolonial analysis
Presenter: Hijin Park, Brock University

This paper examines how the intersections of gender, race, class and immigration status shape the violence experienced by, and perpetrated by racialized migrant women in Canada. It does so by focusing on two cases in which racialized migrant women have been charged with manslaughter or homicide. In 2002 Rie Fujii, a 23-year-old Japanese national who had overstayed her visitor visa, received an eight-year sentence in the deaths of her two Canadian born children. In 2008 Teresa Pohchoo Craig, a 49-year-old Malaysian woman, who met her husband, Jack Craig, on an online dating website, was found guilty of the stabbing death of Jack Craig. In both cases the criminalized women experienced various forms of abuse at the hands of their white Canadian partners. Through an analysis of the publicly available judicial documents relating to the crimes of Rie Fujii and Teresa Pohchoo Craig, this paper explores how the law's individualization and medicalization of crime and violence may obscure the multiple forms of everyday and structural violence that racialized migrant women in Canada experience and may perpetrate. My interest is not in proposing causes and solutions for maternal filicide and spousal battery related homicides, or suggesting ways that the Canadian criminal justice system can better meet the needs of criminalized racialized women. Rather, I highlight how the negation of contextual and structural elements obscures the centrality of gendered white settler colonialism to the violence.

3. Migrant women: Centring the hidden intersections
Presenters: Nasrin Khandoker, National University of Ireland; Niamh Reilly, National University of Ireland

This paper draws on the Irish study of the GBV-MIG, a seven-country project examining the experience of women and other migrants for whom vulnerability to Gender-based Violence (GBV) is a significant concern. The Irish research team found that the vulnerabilities created by the cumulative effects of many forms of structural inequality often make it challenging to understand migrant women's perspectives, their suffering, and the paths of resilience that are available to take or create. Moreover, the specialised support provided by the service providers is typically focused on either migration or women's issues, which operates to exclude the holistic experience of migrant women. Through our research, migrant women articulated feelings of alienation and abandonment stemming from experiences of constant marginalisation. Unpacking the embeddedness, entanglement and inseparability of the different forms of inequalities

affecting migrant women led us to rethink the concept of intersectionality and its applications. The concept of intersectionality has been one of the most significant contributions by feminist and critical race theories of the last three decades in addressing the invisibility of multiply marginalised subjects. It has enabled numerous studies to critically reflect on binary thinking vis-a-vis “race”, “gender” and other loci of discriminatory practice. Still, from our research, it is evident that migrant women struggle to fit into the categories of migrant and gender and remain marginalised from both of them. Therefore, in this paper, we examine the concept of intersectionality and aim to explore the obstacles that keep migrant women in the margins and find ways to place them in the centre of attention in a way that will make them meaningfully visible and conceivable. We argue that in order to challenge the dominance of single-axis and homogenising categories, we need to re-centre the multiplicity to make migrant women visible.

4. A Journey from "Victimization" to "Re-Victimization" Among Women Migrating to Canada-Continuity of Gender-Based Violence across Borders

Presenter: Pallabi Bhattacharyya, St. Mary's University
Non-presenting authors: Evangelia Tastsoglou, Saint Mary's University; Cathy Holtmann, University of New Brunswick

Pre-migration experiences of gender-based violence often become exacerbated upon migration. Though the factors leading to victimization of women within their home countries are mostly gender-based, re-victimization of these women occurs because of their migration / citizenship status and other structural barriers within the receiving society. It is misleading to assume that women migrating to Canada acquire all of a sudden, a greater sense of agency due to the country’s liberal policies and belief in gender equality. Settlement - related challenges, such as inadequate language skills, limited or non-existent employment, lack of independent finances, lack of family support, limited knowledge about existing laws against gender-based violence and entitlements to protection for women newcomers, migrants, and refugees in Canada, exacerbate their vulnerability within the host society. The data of this study (work in progress) derive from two sets of semi-structured interviews, with (i) the migrant and refugee women and (ii) the frontline workers supporting women survivors of gender-based violence in Canada. Study findings reveal that migrant women, because of the multiple uncertainties within the new country, are forced to continue living with their abusive partners unless they reach a “tipping point”. Frontline workers report that most women approaching them have been in an abusive relationship for years and unless their life is threatened, they prefer to continue in that relationship. On the other hand, women who somehow find their way to the women’s shelters often face challenges due to lack of language interpretation services, financial assistance, and available space within the womens shelters. Frontline workers report their lack of funding, burnout among staff members, and lack of interpreters as some of the major factors disrupting their assisting newcomer women. Therefore, for women settling in Canada, gender-based violence, albeit in different forms, is ongoing post migration.

(HEA2) Sociological insights on vaccination

Date: Tuesday, May 17 Time (ET): 3:00 PM - 4:30 PM

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.

Organizers: Katelin Albert, University of Victoria, Andrea Polonijo, University of California, Merced

Chairs: Katelin Albert, University of Victoria

Presentations:

1. Scarier than the Flu Shot? Comparing the Social Determinants of Shingles and Influenza Vaccinations Among Older Adults

Presenter: Andrea Polonijo, University of California, Merced
Non-presenting author: Eric Vogelsang, California State University, San Bernardino

Although more than half of older adults receive the annual influenza vaccine (flu shot), only about one-third have ever been vaccinated for shingles. With this in mind, our study examines how the associations between sociodemographic characteristics, health behaviors, and vaccine uptake differ between these two viruses. In doing so, it also investigates whether the social predictors of shingles vaccination changed after the rollout of a new vaccine in 2017. Data come from the 2017 and 2020 waves of the U.S. Behavioral Risk Factor Surveillance System survey, using a subset of older adults aged 60-plus (N=389,165). We use logistic regression models test for associations between individual-level characteristics and vaccine uptake. Our procedures led to five important results. One, for both years, when compared to (non-Hispanic) Whites, Black respondents have approximately 30% and 45% lower odds of having received the annual influenza vaccine and shingles vaccine, respectively. Two, self-rated health was negatively associated with having received the influenza vaccine (e.g, those reporting fair/poor health had greater odds of receiving the shot than those with good health), but showed little relationship with shingles vaccination. Next, men were less likely than women to receive both vaccines in 2020. Four, older adults who abstain from alcohol were, generally, less likely to receive either vaccine, when compared to both moderate or heavy drinkers. Finally, we found that the release of the new Shringrix shingles vaccine in 2017 had little effect on vaccination prevalence or its social determinants. Our study demonstrates that the importance of social groups, health, and health behaviors on vaccination status may depend on the disease being vaccinated against.

These results also provide possible guidance to health care providers and public health organizations looking to increase vaccine uptake among older adults, particularly since the arrival of COVID-19.

2. Alternative Expertise: A Typology
Presenter: Michelle Goldenberg, McMaster University

Over the COVID-19 pandemic, public health officials have continuously warned of the effects of vaccine misinformation. The World Health Organization (WHO) published a cross-regional statement on the matter in 2020 calling on member states to implement programs and resources to address possible solutions. Despite the efforts of government information campaigns, portions of the public remain distrustful of the scientific consensus on vaccines. In an attempt to go beyond didactic public health approaches that often treat the vaccine-hesitant or vaccine-resistant as a monolithic group, and their ideas as unscientific and irrational, this paper examines scientific experts who contradict the mainstream consensus on vaccines with a thematic analysis of interview data and public documents. To reveal the nuance in vaccine hesitancy and illuminate broader insights into the sociology of expertise, I develop a typology of 'alternative experts' that addresses the complexities of public distrust in mainstream expertise and the credibility of scientific institutions.

3. "We didn't really feel super informed:" Perceptions of vaccination in pregnancy during the pandemic
Presenter: Terra Manca, Dalhousie University

Although there is now evidence to support recommendations for vaccination in pregnancy, there was little evidence about vaccine safety or efficacy in pregnant and breastfeeding women when COVID-19 vaccine rollout began in Canada. As a result, pregnant women and healthcare providers had to decide about vaccination without adequate evidence or a clear recommendation from public health. Many pregnant women and healthcare providers hesitate to accept other vaccines that are recommended during every pregnancy after consulting the available information (e.g., tetanus-diphtheria-acellular-pertussis [Tdap] and inactivated-influenza vaccines [IIV]). Each of these vaccines are intended to prevent severe disease and related complications among pregnant women, fetuses, and infants. In this paper, I discuss preliminary results from qualitative interviews with pregnant women and healthcare providers (N=39). Interview participants include 32 pregnant women and 12 healthcare providers who provide care to pregnant women. Most participants completed two interviews, the first targeted understandings of vaccination in pregnancy and the second gathered their responses to informational materials. I am analyzing interview transcripts using a feminist discourse analysis approach. Most pregnant participants intended to or had received all vaccines that were recommended and had few concerns about IIV and Tdap vaccines. Yet, some refused or delayed vaccination, struggled to access COVID-19 vaccines while pregnant, or felt uncertain about vaccine safety and effectiveness, especially regarding COVID-19 vaccines. Healthcare providers said they did their best to guide patients' decisions but were limited by gaps in available evidence. One pregnant nurse stated that she did not "feel super informed" when counselling patients or making her decision because "there just

wasn't anything" in terms of data. Without clear recommendations regarding COVID-19 vaccination, pregnant women were presented with the burden to make the correct choice for their fetus without access to clear guidance.

(IND3B) Indigenous-Settler Relations and Decolonization II: Structure

Date: Tuesday, May 17 Time (ET): 3:00 PM - 4:30 PM

The presentations in this session engage with Indigenous-settler relations and/or decolonization.

Organizer and Chair: Binish Ahmed, Toronto Metropolitan University

Discussant: Arafaat Valiani, University of Calgary

Presentations:

1. The G'psgolox Totem Pole: A Socio-Legal Retelling of Loss & Return, in Six Acts
Presenter: Isra Saymour, University of Toronto

In recent years, repatriation efforts and critical heritage studies have cast light on the colonial looting of cultural heritage, and the urgent need for reparations and return. Indigenous nations and peoples have spearheaded such movements, establishing precedent for return through legislation such as NAGPRA, engaging in grassroots activism in museums, and setting forth guidelines to help others reclaim their past. Even as this movement gains traction, however, the concept of repatriation itself remains murky, highlighting the need for a sustained theoretical exploration of the processes, relations, and impacts of return. This study seeks to cast light on repatriation through a case study of the loss and repatriation of the G'psgolox Totem Pole, which was looted from the Haisla people in 1929, and, after 77 years at the Swedish National Museum of Ethnography, was finally reunited with its people in 2006. Drawing on socio-legal frameworks of quasi-legality and legal pluralism, in addition to critical and de-colonial theories of cultural heritage, this research posits repatriation as a multi-phased social and legal process that stretches across space and time. This paper proposes that repatriation can be broken down into 6 phases, or acts: 1) Removal, 2) Time, 3) Discovery, 4) Mobilization, 5) Negotiations, and 6) Resolution. Each phase is driven by interactions and collisions between colonial, national, and indigenous legal orders, competition between which shapes and ultimately determines the success or failure of repatriation. This analysis presents a multifaceted, critical, and de-colonial framework for the study of repatriation, contributing to broader debates on indigenous-settler relations, decolonization, reparations, and reconciliation.

2. Bureaucratic Breakdown: Indigenous Children, Child Welfare, and Kinship Agreements
Presenter: Kristin Burnett, Lakehead Universtiy
Non-presenting author: Chris Sanders, Lakehead University

In Canada, kinship agreements are an institutional response from the child welfare system to address the damage wrought by the disproportionate representation of Indigenous children in

care. Kinship agreements are intended to serve as an effort to keep children out of the foster care system and place them with extended family and community so that cultural and community relationships can be maintained . Although kinship agreements were designed to reflect Indigenous understanding of family and community, in many cases broader institutional racism prevents kinship agreements from operating as an effective alternative to the foster care system. We explore this problem in the context of our ongoing research on lack of access to birth certificates and other forms of personal identification in rural northern Ontario, particularly the unique ways in which Indigenous peoples are affected by the problem as a function of settler colonialism and white supremacy. We argue that despite being part of Ontario's Child, Youth, and Family Services Act, kinship agreements are not recognized by other government ministries and, as a result, individuals caring for children under kinship agreements are frequently unable to acquire personal identification for their children and thus unable to access a range of services including, but not limited to the Canada Child benefit, education, and health care.

3. Antiracist Interventive Interviewing with Public Sector Workers: Imagining Otherwise and Responding to Indigenous Regenerative Refusals in and Beyond Settler Colonial Bureaucracies

Presenters: Willow Samara Allen, University of Victoria; Nisha Nath, Athabasca University; Trista Georges, Athabasca University

Following long-standing mobilization and advocacy by Indigenous peoples, the Truth and Reconciliation Commission (2015) released 94 Calls to Action. Since then, a proliferation of educational and institutional commitments to cultural safety, and diversity, equity and inclusion have been adopted across provinces and sectors, yet colonial inequities and harms towards Indigenous people persist across public sector institutions. How does this continue? We, two non-Indigenous researchers (author 1, a white settler woman and author 2, a settler woman of colour), are undertaking a qualitative study of public sector workers (n = 36) on Treaty 6, 7 and 8 (Alberta) and unceded Coast Salish territories (British Columbia) to examine how they are socialized to reproduce settler colonial structures, and to resist them. We adopt the interdisciplinary framework of 'settler colonial socialization', which attends to the social processes through which non-Indigenous people learn to possibly normalize dispossession of and violence towards Indigenous peoples in their sectors, while making it appear impossible to comprehend Indigenous sovereignty and self-determination. Grounded in an antiracist and anticolonial methodological framework, in this study, we focus on the 'meso-level', or the interstitial spaces between systems and the people positioned within them. In exploring this space of "deep colonizing" (Rose, 1996), our orientation towards change is twofold. First, we adopt an antiracist interventive interviewing approach that positions generative pedagogical processes and antiracist intervention at the center of our methodology (Okolie, 2005). Second, as the focus of this paper, we draw from our participants' interventions to consider how non-Indigenous and Indigenous participants imagine otherwise within and outside settler colonial bureaucracies, and how they conceptualize and respond to Indigenous regenerative refusals (Arvin, 2019). Animated by Tuck's (2018) invocation that researchers interrogate theories of change within research, we turn towards "desire-based research" (Tuck and Yang, 2014), and

decolonizing relationalities to frame our learnings from participants to extend beyond the temporalities and spatialities of settler colonialism.

(ITD1) Privacy and Technology

Date: Tuesday, May 17 Time (ET): 3:00 PM - 4:30 PM

Digital communications technologies present challenges to user privacy, including how privacy is managed, experienced and understood. Technological affordances, including algorithmically directed content, also influences how content may be flagged as inappropriate and censored (e.g., shadowbanning). This session explores the sociological dynamics and implications of privacy and technology, including user perceptions of the challenges entailed when engaging in 'big data' systems.

Organizer and Chair: Michael Adorjan, University of Calgary

Presentations:

1. Governing Machines: The Sociology of Policy Translation for Algorithmic Actants
Presenter: Mike Zajko, University of British Columbia

Canadian government agencies are increasingly adopting algorithmic technologies, the use of artificial intelligence (AI), and automated decision-making (ADM) systems. These changes are not unique to Canada, and have been discussed by academics from various disciplines, including sociology. Less attention has been directed at efforts to extend algorithmic governance beyond human actors, to govern the conduct of machines. This involves taking rules, regulations, laws, and policies which were previously intended for human actors, and translating these into a form that can be 'read' and acted upon by computer systems. Canadian federal agencies have in recent years become international pioneers in this domain, developing several 'rules-as-code' projects to explore the implications of translating rules into distinct formats for humans and machines. Just as many Canadian laws must be produced in equivalent forms in English and French, visions of rules-as-code imagine a future where legislation is simultaneously drafted in human-readable language and computer code. I theorize these developments by drawing on the sociology of translation (best-known as actor-network theory, or ANT), which I connect to relevant insights from the sociology of classification and standardization, translation studies, legal and policy translation, as well as scholarship on technocracy as a form of governance. While the sorts of translations discussed in ANT extend far beyond the problems of translating meaning from one language to another, it is precisely because ANT is used to study associations between human and non-human actants that it is so valuable for analyzing governance through humans and machines. Finally, academic critiques of technocracy, as well as a critical reading of Bruno Latour's more recent work on the relationship between nature and politics, provide reasons to be concerned about the challenges of making these emerging systems of governance compatible with democratic principles.

2. Content Moderation and Shadowbanning: Implications for SNS Users
Presenter: Milana Leskovac, University of Calgary

Social media platforms (SMPs) offer a vast platform for many to share their ideas and opinions. However, some SMP users report experiencing the suppression, take down, and/or banning of their content, without their knowledge and users have identified this opaque form of content moderation as "shadowbanning". This has been described by users as a technique employed by SMPs to reduce a user's online presence. Some of the ways in which users learn about the banning of their content are through messages from their followers, a drop in engagement statistics, or their comments not showing up on a post from another user – therefore leading to a lack of transparency and causing confusion among users. Within an explanatory sequential mixed methods design, using a web-based survey and semi-structured interviews, I will uncover *who* is reporting being shadowbanned and *how* their perceptions of shadowbanning impact their experiences on SMPs, specifically Instagram and TikTok. Further, I will also question whether these experiences impact their everyday lives and if there is a difference among users. The survey will be distributed to Instagram and TikTok users who have had these experiences and the interviews will then be conducted with a selected group of participants who completed the survey. The impact of this research is that it will illuminate SMP user understandings of, and experiences with, shadowbanning. This is a first step in beginning to understand the overall impacts that content moderation has on SMP users and whether certain users are targeted more often than others.

3. Public Perceptions of Privacy and Privacy Protections in Metadata Collection, a Canada-Wide Public Opinion Survey: Is It Strange That Tim Hortons Probably Knows Who That Other Cup of Coffee is For?
Presenter: Celina Van De Kamp, University of Saskatchewan

In a Canadian town, a young woman purchases a Tim Horton's coffee over an app and a metadata record of this transaction is made. The fact that this smartphone app, and others like it, capture each customer's personal information, such as their home address and their current GPS coordinates every time they make a purchase or turn on the app is not well known, and is even alarming to many app users when they find out. This is problematic not only because this kind of data collection can significantly impact life chances, but also because it is frequently done without our knowledge or consent. Currently, the Canadian government does not regulate the collection of metadata as the private sector argues that metadata is not an invasion of privacy, since it does not reveal the actual content of our communications. Academic research does not agree, showing that metadata is invasive and does reveal accurate and sensitive information about the individual. Working from a Canada-wide public opinion survey that links specific forms of metadata collection to feelings about privacy, this project will demonstrate that there is a false understanding of the extent, intensity and invasiveness of metadata collection within the general public, and with it, a false sense that this collection does not violate the feelings of privacy of most Canadians. These results will also speak to the need to recognize that privacy laws require an update to fit this very complex understanding of how data privacy is understood and experienced by Canadians. This research uses a Foucauldian perspective on discourse, as well as

Zuboff's theory on Surveillance Capitalism, while the link between law and public opinion will be informed by the "will of the governed" arguing for recalibration through asking about specific legal protections regarding violations of privacy.

(PSM6) 10 years after the 'Maple Spring': Legacies, strikes, and movements for change in the education system and beyond
10 ans après le Printemps érable: quel héritage pour les grèves et autres mouvements de transformation en éducation et au-delà?

Date: Tuesday, May 17 Time (ET): 3:00 PM - 4:30 PM

This panel is co-sponsored with the Canadian Association for the Study of Adult Education and the Canadian Association of Work and Labour Studies and will be open to all Congress delegates. Simultaneous translation in French and English is provided with support from the Federation for the Humanities and Social Sciences Aid for Interdisciplinary Sessions Fund.

This panel will highlight the work and experience of scholars from different standpoints, many of whom themselves participated in the first general unlimited student strike ever to occur in their anglophone universities. Together, they will discuss the interdisciplinary and intersectional legacies and implications of the 2012 strike movement for participants and for democracy, for the education system, for social/labour movements, and for society at large.

Ce panel est constitué de chercheuses qui présentent leurs travaux et expériences. Plusieurs d'entre elles ont participé à la grève de 2012 dans des institutions anglophones, une réalité peu documentée. Ensemble, elles discuteront du lègue interdisciplinaire et intersectionnel d'un tel mouvement, de l'impact sur les personnes participantes et sur la démocratie, le système éducatif, les mouvements sociaux et sur la société en général.

Moderators: Nadia Hausfather, Université du Québec à Montréal and Audrey Dahl, Université du Québec à Montréal

Panelists:

Renée Jackson, Temple University
Rushdia Mehreen, Université du Québec à Montréal
Molly Swain, University of Alberta
Marie (Aurélie) Thériault, Université de Montréal
Myriam Zaidi, McGill University

(RAE2) Islamophobia in the Great White North

Date: Tuesday, May 17 Time (ET): 3:00 PM - 4:30 PM

Twenty years after the 9/11 attacks and the "war on terror" it is important to take stock of the conditions that have shaped our national context during this period. Islamophobia has continued to impact Canada's social and political landscape in profound ways. In the past 4 years there have been two terror attacks against Canadian Muslims. The first took place on Jan. 29, 2017 in a

Quebec City Mosque when a white nationalist gunned down 6 men after evening prayers. The second terror attack took place on June 6, 2021 when a Pakistani Muslim family- targeted because of their faith and identity- were mowed down by truck killing 4 members of the family and leaving an injured nine-year old boy fighting for his life. These horrific incidents are the outcome of Canada's "home grown" Islamophobia. Since the 9/11 attacks, public opinion polls have demonstrated that most Canadians hold unfavorable views about Islam and Muslims, and many have shown support for policies that would single out Muslims for heightened regulation and monitoring. Increasingly "Islamophobia industries" are organizing and monetizing campaigns of hate. Outside these fringe groups, liberal forms of Islamophobia are part of the political mainstream, where values of equity, diversity, and inclusion are espoused and celebrated, yet at the same time, policies and practices are enacted that target Muslims as suspect and illiberal minorities further authorizing and normalizing Islamophobia.

This panel will address how anti-Muslim racism has manifest in Canada and created the social, political, and cultural breeding ground for violence and hate. Panelists will examine the context of racial secularism and gendered Islamophobia in Quebec; the racial securitization of Muslims as "suspect citizens" and how the 9/11 generation of millennial Muslim youth have navigated the fraught conditions under which their faith and identity have come under siege.

Organizer: Jasmin Zine, Wilfrid Laurier University

Chair: Abdie Kazemipur, University of Calgary

Presentations:

1. Distinct Society, Distinct Islamophobia: The Legacy of the French Colonial Regime in Quebec
Presenter: Leila Benhadjoudja, University of Ottawa

Immediately after the attack on the Quebec Mosque by a white Quebecois man in 2017 which killed six Muslim men, the provincial legislature adopted laws on secularism that clearly targeted Muslim women (Bill 62 and Bill 21). These laws followed more than a decade of public debate about Muslims, the veil, and the incompatibility of Islam with the Quebec nation. During these debates, white francophones claimed to be threatened by Islam and feared the "return of the religious."In this paper, I will show how secularism in Quebec operates as a colonial technology by allowing Quebec to reaffirm its French colonial past while also fighting against "Anglo domination." To do so, I suggest a critical analysis of Quebec's praxis on secularism (particularly Bill 62 and Bill 21), showing that this praxis doesn't serve to separate religion from the state. Rather, secularism is a sexual and racial project that aims to discipline Muslims and protect Catholicism as colonial tool. I demonstrate that the concept of religion is intrinsically linked to colonialism in Quebec. Therefore, as soon as the religious argument emerges, race is at stake.

2. Radicalized or Racialized?: Canadian Muslim communities leaders response to the securitization of Muslim youth in the "War on Terror. "

Presenter: Baljit Nagra, University of Ottawa

Increasingly, state security agencies have used the notion of 'radicalization' in order to justify the targeting of Muslim Communities in the never ending "War on Terror". In this paper, we utilize 95 interviews with Muslim community leaders in Canada to better understand the impact of 'radicalization' models on Muslim communities in Canada. In this paper, we explore how Canadian Muslim leaders have responded to this securitization of Muslim youth. We find that Muslim communities respond to the notion of radicalization in complex ways. While some Muslim community leaders resist this notion of radicalization many do accept in some ways. Internalizing racialized security narratives about their youth and trying to legitimize their organizations by winning the goodwill of state security agencies may be tied to this acceptance of the radicalization model. Ultimately, our research points to how surveillance tactics bifurcate and disrupt Muslim communities.

3. Islamophobia and the 9/11 Generation
Presenter: Jasmin Zine, Wilfrid Laurier University

The 9/11 attacks in the United States and the subsequent global 'war on terror" along with domestic security policies in western nations has impacted the lives of young Muslims whose identities and experiences have been shaped within and against these conditions. The millennial generation of Muslim youth who have come of age during these turbulent times have not known a world before the aftermath and backlash surrounding these events.

How do the Muslim youth of the 9/11 generation negotiate their identities during times when the politics of war and terror shape popular understandings of who they are and how others perceive them? How do these discourses constitute Muslim youth as post-9/11 subjects, and how do they respond to this ontological positioning? How are the affective registers of Islamophobia configured?

The war on terror has become a lived experience not just a geopolitical construct. This paper explores the impact of these global and domestic conditions on how the 9/11 generation of Canadian Muslim youth navigate and make sense of their lives and the changing world around them. This presentation draws from a six -year national qualitative study featuring in-depth interviews with 130 Canadian Muslim youth, religious leaders, and youth workers.
The 9/11 generation of Muslim millennials is a product of its times. As we mark the 20-year anniversary of the 9/11 attacks, it is important to examine how the global war on terror and heightened anti-Muslim racism have affected a generation who were socialized into a world where their faith and identity are under siege.

(RES2C) Conceptualizing and Applying Relational Sociology III

Date: Tuesday, May 17 Time (ET): 3:00 PM - 4:30 PM

This session is 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.

Organizer and Chair: Monica Sanchez-Flores, Thompson Rivers University

Presentations:

1. Selfies as a Relational Gesture: Expectations and Gazing in Women's Online Practices
Presenter: Chiara Piazzesi, Université du Québec à Montréal

Against a popular, mainstream understanding of selfie-taking and sharing as self-centered, narcissistic, selfish practices, I will propose a reading of selfies as relational gestures within online social relationships. Selfies are a specific, wide-spread form of self-expression on social networking sites, which media, specialists, and general discourse often criticized as futile and self-serving. Based on a 2-year fieldwork with a small sample Canadian women taking and sharing selfies on social media, I will provide insights into women's motivation, expectations, intentions, and communicational strategies while "doing selfies". My paper applies Fushe's operational definition of social relationships (Fuhse 2013) to online visual communicational practices: I analyze selfies as self-representational acts of communications, embedded in a network individual, shared, and normative expectations, through which they are crafted, circulated, and appraised by other users. Such networks of expectations are visible in the precautions, anticipations, and assessments described, during my interviews, by those who produce and circulate selfies. Hence, I argue that "doing selfies" is a carefully reflected relational practice, involving awareness of social norms of acceptability and visibility for women's bodies, as well as direct and indirect experience of implications of exposure and relationship-building online.

2. Amitiés, couples et fréquentations : proposition d'un outil d'analyse de la formation de relations intimes
Presenter: Noé Klein, Université du Québec à Montréal

L'approche relationnelle permet de contourner un écueil récurrent en sociologie de l'intimité, à savoir une conception fixiste associée à une définition préalable des relations intimes étudiées. Dans le cadre d'un mémoire de maitrise portant sur les relations amoureuses et amicales entre Québécois·es et Français·es, l'adoption d'une perspective relationnelle processuelle permit de joindre l'étude des conceptions de l'intimité à celle des pratiques dans une approche cohérente. L'objectif de cette étude était de parvenir à comprendre la manière dont les relations devenaient amicales ou amoureuses au cours de leurs formations, et ce, dans un contexte interculturel. Pour ce faire, le concept de « cadre relationnel » développé par Fuhse (2013) permit de faire émerger le processus par lequel une relation intime parvient à se définir, et de rendre compte de la manière dont les individus conçoivent, interprètent et transforment la relation vécue. L'analyse d'une dizaine d'entretiens approfondis ayant pour thème la formation de relations intimes vécues permit l'élaboration d'un schéma d'analyse sur lequel on peut situer et comparer les dynamiques relationnelles intimes en fonction de deux dimensions cruciales : l'affinité et l'intégration. En analysant les processus relationnels à l'aune de ces dimensions, les différences culturelles concernant les attentes associées à l'amour et à l'amitié deviennent saillantes. Ce faisant, il devient possible d'établir les tendances principales en matière de modèles relationnels ainsi que leur intégration aux dynamiques étudiées provenant du processus relationnel lui-même. Grâce à cette approche, il fut possible de déterminer la manière dont les amitiés se définissent en dépit d'une absence de modèles relationnels clairement définis. Cette étude mena

également au constat que les relations amoureuses québécoises et françaises reposaient sur des modèles différents, mais des dynamiques similaires, ce qui conduit les partenaires de cultures différentes à s'accorder explicitement sur le cadrage de la relation vécue.

3. Dialectical Radicalization: Analyzing the Relationship between the State and Islam in Post-Soviet Uzbekistan using Relational Framework

Presenter: Dilsora Komil-Burley, University of British Columbia

After the collapse of the Soviet Union, rigorous revival of Islam was observable in the post-Uzbekistan. The "home-grown" radicalism of local Muslims ended up forming one of the most daring extremist and terrorist organizations – Islamic Movement of Uzbekistan, which became an international threat (Khalid, 2007). Thousands of Uzbek men and women went to Syria to join ISIS. Within the framework of five "Mehr" (compassion) operations exactly 531 women and children were brought back to Uzbekistan by the government. Radicalization is a process (Nasser-Eddine et al 2011; Schmid 2013) and it is political rather than religious or cultural (Neuman 2016). At the core of extremism is the idea of "us vs. them," either with some groups claiming superiority, or feeling victimized. In short, the hidden spaces of hate and hurt are a home for radicalization. The historical repertoire of interactions between the state and Islam under and after the Soviet rule includes repressive laws and policies, attacks on Islamic belief systems, purges and persecution of Islamic leaders and their followers and targeted surveillance, on one hand; forming underground Islamic organizations, expressing disagreement and anger towards the existing political system, mobilizing people against the state, and using Islamic ideology and victimhood to stimulate political aggression on the other. The Karimov government intended to wipe out all opposition to his government, religious or non-religious, and used Islamic radicalism and terrorism to justify its politics. Della Porta (2018) states that "radicalization is a process of escalation from nonviolent to increasingly violent repertoires of action that develops through a complex set of interactions unfolding over time." I use a relational framework (Alimi et al. 2015) to analyze dialectical radicalization between the political and the religious in Uzbekistan between 1991 and 2016, during the Islam Karimov presidency.

(SCY6A) Experiences of children and youth within youth justice and other social service institutions I

Date: Tuesday, May 17 Time (ET): 3:00 PM - 4:30 PM

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.

Organizers and Chairs: Daniella Bendo, King's University College at Western and Christine Goodwin-De Faria, Trent University

Presentations:

1. Working with Youth with IDD Involved in the Justice System: Reflections from Crowns and Defence Counsel

Presenters: Daniella Bendo, King's University College at Western; Christine Goodwin-De Faria, Trent University; Madison Moore, Trent University; Caitlin Baruth, King's University College at Western

Canada's Youth Criminal Justice Act (YCJA), states that all measures taken against youth should "respond to the needs of young persons with special requirements" (Declaration of Principle, Section 3(c)(iv)). Despite this requirement, little is known about how youth with intellectual and developmental disabilities (IDD) interact with the justice system in practice. This gap in the literature is especially problematic given that youth with IDD are vastly overrepresented within various stages of the justice process (Marinos, et al., 2020; Jones, 2007). Drawing on a thematic analysis of interview data with defence lawyers and crown attorneys in the GTA, our project addresses the extent to which the YCJA effectively provides developmentally appropriate protections to youth with IDD. We highlight various understandings that justice professionals have of IDD, issues surrounding the practical implementation of YCJA protections for youth with IDD, and barriers impacting effective legal representation for youth with IDD.

2. COVID and Creation: An exploration of arts based learning in classrooms during the COVID-19 pandemic.

Presenter: Madison Moore, Trent University

The COVID-19 pandemic has created an event of cultural trauma within Canada, whereby an increase in the commonality of negative emotional experiences, such as depression and anxiety, has occurred (McGorry, 2020). More than 4 million youth called Kids Help Phone in 2020 to get professional assistance with their mental health, compared to 1.9 million in 2019 (Yousif, 2020). With such a stark decrease in the mental wellness of children and youth during this timeframe, emotional literacy and reliance building in children from kindergarten to high school should be a priority for educators. Participation in the creative arts, such as music and drawing, has been proven to decrease stress and provide opportunities for the development of socio-emotional skills such as empathy, emotional literacy, and self-regulation (ex. Clift and Hancox, 2001; Hallum, 2010; Broh, 2002). Schools are the ideal location to implement arts programming to boost the emotional wellness of students because a) it creates a community in which communication of emotions is normalized and b) it reduces barriers to accessing the arts, as not all students are able to participate in extra-curricular arts programs (Millar et al., 2013; Mcluckie et al., 2014). However, despite the fact that art is a proven tool for stress reduction, many teachers avoid curriculum on both the arts and mental wellness as they feel undereducated in these areas (Clime, 2015; McCrimmon, 2015). This presentation argues that emphasis should be given to the

arts in both in-person and online classrooms as a form of best practices in education, particularly during traumatic and stressful times.

3. Examining the Experiences of Justice-Involved Youth with Mental Health and Substance Use Needs

Presenter: Laura Squires, Memorial University
Non-presenting author: Adrieene Peters, Memorial University

Young people with psychological/mental health and substance use needs are overrepresented in the Canadian youth justice system (Gretton and Clift, 2011). Adverse childhood experiences (ACEs) and early exposure to trauma can adversely affect a youth's mental health and substance use behaviours (Vingilis et al., 2020), directly and indirectly, leading to repeated justice system involvement (Baglivio et al., 2014). Informed by life-course theory and the social psychology of crime, we examined a sample of "serious-/violent" justice-involved youth (n=192) to determine what forms of trauma/ACEs are most impactful on substance use and mental health needs independently, and high-level mental illness and substance use needs comorbidly. Using regression analyses, experiencing sexual or physical abuse, high mobility/instability between homes, and higher levels of parental risk were determined to be significant predictors in all models. These measures were found to be statistically significant in each model, illustrating that early experiences of trauma/ACEs uniquely affect mental illnesses and substance use. Our results highlight the importance of examining and acknowledging how adverse experiences in early childhood and youth impact specific psychological responses/health-related issues and higher-level substance use. Programs and services should assess, examine, and target factors that contribute to mental/psychological health conditions common in correctional/youth justice populations (e.g., ADHD, depression, anxiety, PTSD) and high-level/high-frequency substance use. Relying on trauma-informed, harm reduction strategies that do not criminalize behaviours associated with these diagnoses/challenges is imperative.

4. Promoting the Right of the Child to Participate in their own Protection: International Child Protection in the COVID-19 Era

Presenter: Dustin Ciufo, Trent University Durham

The field of international child protection encompasses a wide range of responsibilities dedicated to upholding the well-being of children and youth. The process for fulfilling such norms requires careful deliberation, reflective contemplation, and compassionate interpersonal communication to arrive at successful outcomes. Realizing such desired results entails the collaboration of various institutions and actors, including children and youth, operating across international, national and local levels of analysis. While the protection of children and youth is assuredly the focus of such support, for many of these actors and institutions, the participation of children and youth in their own protection may be found wanting. It is important to note the multitude of studies that have offered important analysis for the intersections of international child protection and children's participation within it, (Collins, 2107; Wessells, 2015; Ensor and Reinke, 2014). This research cluster has crucially advocated that a fuller realization of children's protection can only be arrived at by inviting children and youth to be active participants in the discussion of their

protection. While this are of focus remains front of mind, it merits further investigation in light of the challenges brought about by the worldwide experience of COVID-19. This global health pandemic has meant living in unprecedent times of social distancing, isolation, precarity, stress, and anxiety requiring the international child protection community to adjust, adapt and accommodate. Therefore, building from a theoretical conviction in the indivisible and interdependent nature of protection and participation rights and keen to examine such circumstances in the context of the COVID-19 pandemic, this paper seeks understanding for the extent to which the international child protection community practices it's commitment to children and youth participation in their own protection amid the changes and challenges brought about in the COVID-19 era?

(SOM5C) Sociology of Migration: Transnational Practices and Migrant Outcomes

Date: Tuesday, May 17 Time (ET): 3:00 PM - 4:30 PM

Transnationalism, defined as the state of being simultaneously embedded in two different national societies (Levitt and Glick Schiller 2004) emphasizes the enduring nature of cross-border interactions. These interactions shape identities and influence decisions about if, when and how to migrate. These interactions also stimulate remittances, visits and return migration, and underlie the formations of new inter-personal relationships. This session highlights recent research on the topics of identity formation, migration decisions, remittance practices, and personal relationships that contribute to the burgeoning field of transnationalism and international migration.

Organizers: Monica Boyd, University of Toronto, Lisa Kaida, McMaster University, Rima Wilkes, University of British Columbia

Chair: Megan Yu, Memorial University

Presentations:

1. Navigating in a "transnational opportunity structure": mobility patterns of new Chinese entrepreneurial migrants in Africa

Presenter: Jinpu Wang, Syracuse University

New Chinese migrants in Africa are a highly mobile group whose diverse mobility routes connect China, one or more African countries, and other places in both the Global North and the Global South. A burgeoning body of research on this group has yielded conflicting findings, with some scholars suggesting that these migrant's journeys are ultimately China-bound once their aspired goals are attained, while other observations profile the trajectory of these migrants as sojourning, liminal and open-ended. Drawing on data collected through multi-sited ethnographic fieldwork in Ghana and China between 2016-2022, this paper examines the key mechanisms involved in structuring the drivers and decision-making behind the varied mobility patterns of Chinese entrepreneurial migrants. My findings demonstrate migratory trajectories are often not preordained, but rather unfold in a temporal process in which the migrants constantly gauge

where the various types of capital at their disposal place them in a "transnational opportunity structure" to determine the future course of movement. The "transnational opportunity structure", in this paper, refers to a combination of market condition, legal system, immigration regime, and other factors in potential destinations, which largely determines a migrant's positioning and life chance in the resource and opportunity distribution order. I illustrate how rapid changes in the political-economy and social stratification in China, the sending context, create new motives and disruptions that compel the migrants to reroute their orientation towards return, circular, or onwards migration. My findings challenge the conventional understanding of stepwise migration as a strategy ultimately leading to more modern and developed destinations. I argue that even within a seemingly homogeneous group of migrants, the perception of "a hierarchy of destinations" can be highly individualized that hinges on one's subjective appraisal of expected utilities and costs around traveling in the "transnational opportunity structure". This study contributes to our understanding of Sino-African mobility dynamics and contemporary migration in and beyond the Global South.

2. A Mixed-Method Analysis of Remittance Practices of Iranian Immigrants in Canada
Presenter: Leili Yousefi, McMaster University

Studying remittances is important not only because of their influence on economic development of receiving countries, but also for the bilateral dynamic relationship between remittances and sociopolitical context of sending societies. While previous research has mainly focused on the former, this study aims to provide further empirical support for the significance of the latter and directs the focus toward remittance-senders, by examining the micro- and macro-level determinants that may shape their experience. To this end, the goal of this research is to transcend superficial distinctions between economic and social aspects of remittances, using the understudied case of Iran-born residents in Canada. Not only have remittance practices of this sub-population, which contributes to an exceptionally large proportion of remittance outflow, received less scholarly attention, but severe international economic sanctions imposed on the Islamic Republic of Iran also create unique challenges for this migrant group in remitting money. This mixed-methods paper uses Statistics Canada's Study on International Money Transfers data to compare Iranian immigrants' remittance practices with other immigrant groups from similar economic and ODA regions. This paper also draws on qualitative data from 17 interviews with Iranian immigrants, to elucidate their individual-level decision-making processes, and how they navigated structural constraints to remitting. Overall, I find that in Canada, where these structural constraints negatively shape remittance practices and consequently immigrants' sense of belonging, Iranian immigrants view remittances not only as an external source of financial help to their families and communities in Iran, but also as a way to maintain transnational ties to fight against a feeling of loss regarding their sense of home. In this paper, I elucidate the differences not only in the socioeconomic characteristics of remitters, but also in other decisions about various dimensions of remitting, such as the methods used and purpose of remitting.

3. The Performance of Contested Identities: Vietnamese and Tamil Canadian Youth Entanglements with Homeland Nationalism
Presenters: Maria Bernard, York University; Anh Ngo, Wilfred Laurier University

The authors examine the transnational political participation of Vietnamese and Tamil Canadian youth as sites of subject formation and nationalist activism to illuminate the entanglement of transnational politics, plural identities, and belonging within a settler-colonial state. Diasporic youth's representations of their heritage are entangled with both the narratives of their diasporic communities and the dominant settler-colonial and neoliberal discourses available to them. Both the Vietnamese and the Tamil youths are immediate descendants of the generation who arrived in Canada as products of a civil war with international intervention. These groups of youths have had to find belonging into Canada with a heavy history of conflict with contested narratives that are at times deemed outside of Canadian national identity. For the Vietnamese youth, it is the narratives of the Americanized "Fall of Saigon" and anti-communism. For the Tamil youth, it is the competing narratives of Tamil liberation movement and terrorism. The authors analyze the self and imposed representations of Vietnamese and Tamil youth activists at two sites of subjectivity-making: the annual "Fall of Saigon" Commemorations in Toronto and in the immediate aftermath of the 2009 bloody end to the 25-year civil war in Sri Lanka. While these two sites are vastly different, the authors highlight the operations of discipline and dominance which simultaneously produced the youths' representations of legitimate subjectivities and risky subjects. The authors draw on the anti-racism theory of subject formation, critical race, and critical multiculturalism literature. They argue that Vietnamese and Tamil Canadian youth find themselves navigating between the dominant discourse of Canadian multiculturalism that constitutes model minority subjectivities and settler-colonial power that moves to discipline counter-dominant narratives of diasporic identity and belonging.

(URS1) Urban Social Change

Date: Tuesday, May 17 Time (ET): 3:00 PM - 4:30 PM

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. This session will explore 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.

Organizers: Daniel Kudla, Memorial University, Zachary Hyde, University of Toronto

Chair: Daniel Kudla, Memorial University

Presentations:

1. A "Framework for Social Destruction": Tenant Organizing and Housing Justice in Heron Gate, Ottawa*

Presenter: Andrew Crosby, Carleton University
**This paper received the Urban Sociology Research Cluster Best Student Paper Award.*

Two years have passed since the City of Ottawa declared a housing and homelessness emergency on January 29, 2020; yet very little progress has been made toward building more affordable housing. One of the epicentres of local debate around affordable housing and urban social change has been the Heron Gate neighbourhood, a racialized, working-class community just south of the downtown core. In September 2021, Ottawa city council approved an Official Plan Amendment (OPA), submitted by property owner Hazelview Investments (a financialized real estate firm), to demolish 559 (more) dwellings and build over 50 new apartment buildings in Heron Gate. In 2016 and 2018, the landlord demolished over 150 townhouses, displacing hundreds of racialized families, including over 200 children. The OPA included a community benefits agreement based on the Conference Board of Canada's community wellbeing framework. It offers affordable units in the new apartment as well as a commitment to not displace any more people from the neighbourhood. The agreement is championed as a first-of-its-kind agreement in Canada, in the absence of any legal mechanisms compelling the landlord-developer to do so. While different politicians, planners, and community groups have taken credit for negotiating the agreement, it was the organizing efforts against mass eviction by the Herongate Tenant Coalition in 2018 that caused the landlord to pivot, rebrand, and rethink its approach to redeveloping the neighbourhood. The Coalition opposes the agreement, deeming it a "framework for social destruction." Rather than engage at the municipal level, the Coalition is seeking justice at the Human Rights Tribunal of Ontario (HRTO), including a right to return for those displaced from the neighbourhood, with the ultimate aim of halting future evictions. Using a political activist ethnographic approach, this research examines strategies over housing justice and tenant organizing through an examination of the OPA and HRTO cases.

2. Representing Our Town: Theorizing National Endowments for the Art's Urban Placemaking Strategies

Presenter: Yang Li, University of Toronto

Urban community development through culture became predominant over the past few decades as the concept of "creative placemaking" gained popularity around the world. The publication of 2010 white paper "Creative Placemaking" by the National Endowments for the Arts (NEA), along with the launch of the organization's national placemaking project "Our Town" in the same year, marked the peak of a national movement in reconstructing the cities' images through arts and culture. While cities around the world have engaged in various forms of creative placemaking processes in the past decades, the concept of creative placemaking has been fuzzy in definition and often controversial in practice. This analysis investigates the applications from 570 awardees of the "Our Town" project in the ten-year period from 2011 to 2020 to examine how this national level project envisions the concept of creative placemaking, and how such vision have changed over the course of the decade. I find that creative placemaking as envisioned through Our Town has significantly departed from the earlier economic-centered and exogenously powered creative placemaking models. Instead, it turned to a more grassroot-oriented, endogenous model of creative placemaking by fostering the growth of local enterpreneurial ecosystems. Our Town project concentrated on smaller, locally focused arts project that fosters a double pronged growth of both economic and community growths. These projects are often smaller in size and scope, drawing greater emphasis on smaller communities instead of major metropolitan areas,

are more geared towards localized culture creation and consumption, and seek to inspire systematic changes in the community.

3. Sidestepping our way to a new normal: How strangers improvise the use of urban public space during the pandemic

Presenters: Devan Hunter, University of Guelph
Non-presenting authors: Mervyn Horgan, University of Guelph; Saara Liinamaa, University of Guelph; Amanda Dakin, University of Guelph; Sofia Meligrana, University of Guelph; Edith Wilson, University of Guelph; Meng Xu, University of Guelph

Urban public spaces are vital for fostering sociability in cities. The onset of the pandemic disrupted this. What were once taken-for-granted practices of everyday life (a leisurely walk with a neighbour, a trip to the grocery store, dropping by the local café) suddenly entailed risk. One that necessitated physical distancing, mandated mask use, and a reconsideration of how and when to use public space. In this new context, strangers had to negotiate their movements and improvise new ways to share space. And, this is the crux of our research. In this study, we explored interactions between strangers in public spaces throughout the pandemic. We conducted virtual interviews with a sample (n=72) of individuals living in Canada in two waves; June/July in 2020 and January/February in 2021. In these interviews, we primarily focused on participants' recent positive encounters with strangers in both functional spaces (e.g. public transit, pharmacies, and food stores) and instrumental spaces (e.g. public parks, sidewalks, and recreational areas). Findings from our study shed light on three main areas: (i) experiences in different types of public space, (ii) navigating encounters with strangers, and (iii) communications with strangers. Most importantly though, what emerged from our data, which undergirds these three main areas, is the complex meaning-making inherent in processes of negotiating the use of urban public space.

(WPO1E) Unions and the Labour Movement: Challenges and Successes

Date: Tuesday, May 17 Time (ET): 3:00 PM - 4:30 PM

Workers in sectors where union presence has traditionally been low are increasingly taking collective action to improve their conditions at work and beyond, while other workers, particularly those experiencing precarious working conditions, continue to face challenges in having their voices heard and their interests taken into consideration by both the labour movement and the state. Papers in this session address issues such as: unionization efforts in the housing sector in Alberta; collective organizing in museums in the United States; and, the circumscription by unions and governments of temporary and part-time workers' rights in Western Canada. Together, the papers provide important insights into the changing dynamics of collective action and into major obstacles confronting groups of workers. They also offer possible solutions to overcome challenges faced by workers and unions.

Organizers: Vivian Shalla, University of Guelph, Karen Hughes, University of Alberta, Tracey L. Adams, Western University

Chair: Tracey L. Adams, Western University

Presentations:

1. Union Organizing in the Alberta Housing Sector
Presenters: Susan Cake, Athabasca University; Katie MacDonald, Athabasca University

Alberta news organizations have recently begun reporting on unionization efforts for people working in shelters and in the non-profit housing sector in Alberta. Workers in this sector are unique in that they are generally divided between those who work in the social and affording housing which is already unionized with a large public sector provincial union and workers who work in non-profit providers which tend to be non-unionized. The divide between these two groups of workers means the working conditions can differ dramatically. Some of these working conditions, combined with the strain many workers are experiencing with the global health pandemic have motivated workers to unionize. At the same time, the Alberta government has implemented several policy changes within this sector, often without consultation from workers in the sector, that have changed the conditions under which these workers labour. Participant interviews provide key details into the experiences of union organizers as well as workers attempting to unionize in this sector in one of the provinces in Canada with the lowest rates of unionization. To contextualize union organizing in a capitalist society and the care work involved in housing that has been divided between the public and non-profit sector, this study draws from feminist political economy approach. This approach combined with the interviews allows us to document and understand this time in affordable housing labour in Alberta when workers are driving to unionize. This study also illuminates the varied experiences and career trajectories as well as the challenges of working in this field and the intersection of this work with unionization.

2. The New Museum Labour Movement: Early Successes and Future Challenges
Presenter: Davina DesRoches, University of Winnipeg

This presentation explores the recent wave of unionization efforts that have swept across the museum world. Museum workers (primarily in the United States but also in Canada and the U.K) are exchanging strategic advice and sharing information about everything ranging from pay and benefits to systemic inequities in the workplace. In the process, these workers are attempting to thwart the art world's own exclusivity in a way that could have lasting and widespread impact. I argue that this not only represents a major cultural shift for an industry that has long banked on its exceptionalism, but also exemplifies an emerging politics of cultural labour in which arts workers are experimenting with new and traditional forms of collective action to agitate for improved livelihoods, greater social protections, and a more equitable workplace. Here, I use a case study approach of unionization efforts at two institutions (namely, the New Children's Museum in San Diego and the Philadelphia Museum of Art) to identify mechanisms of action, impacts, and outcomes of collective organizing within and beyond museum space. Particular attention is paid to the strategic use of social media to 'get in front' of the narrative regarding the broader conditions and conflicts of museum labour, as well as to the specific strategies used by organizers to engender the support of both their fellow workers and the general public.

3. Insights into Precariat Municipal Workers' Rights in Western Canada: A Study Using an Institutional Ethnography Lens

Presenter: Hakeem Shokoya, University of Saskatchewan

Issues relating to collective bargaining, legislations, and dispute resolution affect the rights of precariat workers in many ways in Canada. Precariat workers in Canada lack job protection and are vulnerable to rights' infringements. Reports show that part-time workers make up about one-fifth of the total Canadian workforce. Similarly, Alberta and Saskatchewan workforces are 18.3% and 18% part time (Statistics Canada, 2017). Neoliberal policies and activities help in undermining the rights of temporary and part time workers in Canada (ILO, 2016, Adam, 2006; Heron, 2012; Jackson, 2010; Panitch and Swartz, 2003; Ross et al., 2015; Yates, 2009). Using Institutional Ethnography (IE) theory, which explains the use of textual materials (print and electronic) to control, coordinate, and exercise power in work settings, this study examines how collective bargaining rights, rights to dispute resolution and legislations affect temporary and part time workers' rights in the cities of Calgary and Saskatoon. , Qualitative data collected through interviews from union officials, temporary, seasonal, casual, part-time employees, key informant, and city officials were analyzed. Some of the results indicate that the rigours of engagement in more than one job, the fear of losing their jobs, and the non-inclusion of precariat workers on bargaining teams suppresses their voices. It was also found that unions pay little attention to issues relating to precariat worker as that of full-time workers and precariat workers disputes rarely go to arbitration. Collective agreements were also found not to cater adequately for the needs of precariat workers. There is need for legislation to specifically address right issues of precariat workers in Canada.

(FEM14) Feminist Sociology Research Cluster Meeting

Date: Tuesday, May 17 Time (ET): 5:00 PM - 6:00 PM

The CSA Feminist Sociology Research Cluster welcomes both continuing and new members with a feminist sociological approach. This cluster provides a communications hub and meeting places for feminist scholars within sociology to share ideas and research, to discuss common concerns within the discipline, and also to connect and converse with feminists within and across geographic and disciplinary lines. It encourages and organizes feminist sessions within sociology and also with other disciplines. This meeting is open to current members and those interested in learning more about our cluster activities. Attendees will have an opportunity to network with others working in this field of research and/or teaching. We welcome feedback on our current activities and encourage suggestions for future initiatives.

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

(IND4) Indigenous-Settler Relations and Decolonization Research Cluster Meeting

Date: Tuesday, May 17 Time (ET): 5:00 PM - 6:00 PM

We seek to connect sociologists, other academics, activists, artists, and others who are engaged in the study of Indigenous-settler relations and/or the struggle for decolonization. This meeting is open to current members and those interested in learning more about our cluster activities.

Chair: Binish Ahmed, Toronto Metropolitan University

(ITD9) Internet Technology and Digital Sociology Research Cluster Meeting

Date: Tuesday, May 17 Time (ET): 5:00 PM - 6:00 PM

Through this cluster, we aim to facilitate networking and collaboration among those who share research and teaching interests related to the social implications of the Internet and digital technologies, broadly defined. This meeting is open to current members and those interested in learning more about our cluster activities. Attendees will have an opportunity to network with others working in this field of research and/or teaching. We welcome feedback on our current activities and encourage suggestions for future initiatives.

Chairs: Andrew Nevin, University of Massachusetts Boston; Anabel Quan-Haase, Western University

(RES3) Relational Sociology Research Cluster Meeting

Date: Tuesday, May 17 Time (ET): 5:00 PM - 6:00 PM

This meeting is open to current members and those interested in learning more about our cluster activities. In our 2022 meeting Peeter Selg, one of the editors of the Palgrave Series on Relational Sociology will provide an overview of recent and relevant publications and will review the special section in the journal Digithum: A relational perspective on culture and society, dedicated to the late Francois Depelteau's legacy and his important work in promoting relational sociology. At this meeting, we will also discuss conference opportunities, membership engagement and expansion, as well as our ongoing International Online Seminar on Relational Research.

Chair: Monica Sanchez-Flores, Thompson Rivers University

(SOM6) Sociology of Migration Research Cluster Meeting

Date: Tuesday, May 17 Time (ET): 5:00 PM - 6:00 PM

Members of the CSA are invited to attend this brief but important meeting to review changes in the organization of the CSA cluster on the sociology of migration. The meeting also will collect suggestions for the next 2023 Conference sessions. The mission of the Sociology of Migration Cluster, and the CSA-related sessions, is to cultivate diverse and enriching conversations that

bring together students, faculty, independent researchers, and research institutes/centers from across Canada together to share research results and policy-relevant developments.

Chairs: Monica Boyd, University of Toronto; Lisa Kaida, McMaster University; Rima Wilkes, University of British Columbia

(SCS1) Getting It Done - Tips and Tricks for Successful Dissertation Completion

Date: Tuesday, May 17 Time (ET): 5:00 PM - 6:30 PM

This session organized by the CSA Student Concerns Subcommittee will feature a panel of Professors and recent PhD grads, sharing insights into successful strategies for preparing, defending and completing a PhD dissertation.

Moderator: Nicole Malette, University of British Columbia

Panelists:

Jessica Braimoh, York University
Catherine Corrigall-Brown, University of British Columbia
Casey Scheibling, McMaster University

(SCY6B) Experiences of children and youth within youth justice and other social service institutions II

Date: Tuesday, May 17 Time (ET): 5:00 PM - 6:30 PM

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.

Organizers and Chairs: Daniella Bendo, King's University College at Western and Christine Goodwin-De Faria, Trent University

Presentations:

1. "You really have to like give a lot for them to listen:" Caribbean youths' reflections on youth voice in out-of-home care in Ontario, Canada

Presenters: Tearney McDermott, Toronto Metropolitan University; Rachael Gustave, Toronto Metropolitan University
Non-presenting author: Charlotte Akuoko-Barfi, Toronto Metropolitan University

This presentation will discuss findings from the Rights for Children and Youth Partnership (RCYP), a project aimed at increasing knowledge and evidence around the factors that support or hinder the protection of children and youth rights in Central America and the Caribbean and their diaspora populations in Canada. Narrative interviews were conducted with 25 Black Caribbean youth (ages 16-26) who had navigated out-of-home care (foster homes, group homes, and residential treatment centres) in the Ontario child protection system. Participants reported experiencing a general lack of control during their time in out-of-home care overall and discussed various factors undermining their voice in decision-making processes. Specific themes to be discussed include rapport with workers, youth participation in decision-making, access to information and information flow, secure communication channels, caregiver 'staging,' and prioritization of adult perspectives. Conceptualizations of youth agency and the Convention on the Rights of the Child will be drawn on to guide the analysis.

2. "I don't really have many": The availability and perceived value of supports for student parents

Presenters: Amber-Lee Varadi, York University; Rebecca Raby, Brock University
Non-presenting author: Christine Tardif-Williams, Brock University

Young parenthood frequently brings stressors related to parenting, schooling, and work. These challenges are compounded by the stigma surrounding young parenthood and living circumstances that leave young parents vulnerable to both material and mental health challenges. Little empirical attention has focused on understanding student parents' experiences with accessing social supports and how they perceive and ascribe meaning to these supports. Drawing on the social support framework, this research examines the range of supports available to and experienced by a sample of young mothers enrolled in an alternative high school program and summer mentorship program developed for young parents. Drawing on longitudinal, one-on-one interviews with 11 student parents involved in these education programs, we consider when and where these young women receive support and how they perceive and value these supports. Most participants experienced daily challenges resulting from a lack of mental health supports, adequate housing, childcare, and time, but benefitted from several and differing forms of social support. Our findings reveal six spheres of social support that were shared by most, but not all, of our participants (friendships, family members, intimate relationships, relationship with child/ren, mentorship, and program support) that provided a variety of the three types of support as distinguished by the social support hypothesis (i.e., emotional/social, tangible, and informational). By considering how and where emotional/social, tangible, and informational support manifest in these parents' lives, we underscore the importance of a nuanced consideration around social supports in the lives of student parents that moves beyond a narrow attention to the quantity of supports available to them. Our findings suggest that challenges and obstacles faced by student parents require both individual solutions that are prompt and multidimensional as well as more structural solutions. We also note the significant relevance of specific institutional supports such as daycare, educational, and mentorship programs.

3. START models of Community Mobilization in Manitoba

Presenters: Kelly Gorkoff, University of Winnipeg; Nadine Bartlett, University of Manitoba; Natassia D'Sena, University of Winnipeg; Mehmet Yavuz, University of Manitoba
Non-presenting author: Rebeca heringer, University of Manitoba

Crime prevention programs in Canada have increasingly adopted community mobilization frameworks –a process where individuals, groups, and organizations in a community come together to address particular social issues associated with health and safety, crime prevention, and community development. These initiatives intend to address systemic issues that are strongly correlated with criminal activity and with community safety and well-being. Responding to this call, 12 community mobilization (CM) initiatives have been in operation in Manitoba for between 5 and 12 years. Five of these initiatives use the START model. The START model is a coordinated inter-agency case planning program for high-risk youth which utilizes community and family resources to intervene, plan for and support youth. It is further described as a consent-based, culturally inclusive, and client centered program. One of the key components of these models is the central role youth play in determining the plan of support. In this paper, we will report on interview and survey findings of the first phase of a SSHRC funded project to examine community mobilization programs in detail. The paper examines process issues, outcome measures, community and client benefits, challenges and barriers, as well as frameworks for the future associated with START models found in 5 areas across Manitoba.

4. Regulatory Issues Homeless Youth Encounter when Accessing Housing

Presenter: Laura Quinlan, University of Alberta

Government regulations and red tape do not make it easy for homeless youth to be able to exit homelessness. There is a disconnect between welfare regulations and the requirements of potential landlords, and sometimes their policies and practices oppose each other. The Alberta welfare system does not fund homeless people until they have proof of housing. However, at the same time, landlords will not rent to someone unless they have proof of income. In addition, the welfare system requires proof that housing has been found, while the landlord requires proof of financial means before signing a lease. Funding access is even more of a problem for youth under 18. Underage youth cannot obtain funding unless they are going to school, in an employment program or working. This regulation makes it even more difficult for underage youth to be able to obtain housing. If anything, the current pandemic has made the situation worse because government services are much more difficult to access due to office closures for in-person services. This paper will draw on my qualitative master's thesis project about housing choices for homeless youth. Interviews were conducted with 13 homeless youth and four housing-first professionals between April and July 2021. Participants were recruited through convenience and purposeful sampling. Participants informed me that the biggest barriers to obtaining housing were financial barriers. Government funding is difficult to access; it is difficult to obtain and maintain employment, while many homeless people were brought up in many interviews.

(URS2) Urban Sociology Research Cluster Meeting

Date: Tuesday, May 17 Time (ET): 5:00 PM - 6:00 PM

This meeting is open to current members and those interested in learning more about our cluster activities. Attendees will have an opportunity to network with others working in this field of research and/or teaching. We welcome feedback on our current activities and encourage suggestions for future initiatives.

Chair: Daniel Kudla, Memorial University

(WPO4) Work, Professions, and Occupations Research Cluster Meeting

Date: Tuesday, May 17 Time (ET): 5:00 PM - 6:00 PM

This meeting is open to current members and those interested in learning more about our cluster activities. Attendees will have an opportunity to network with others working in this field of research and/or teaching. We welcome feedback on our current activities and encourage suggestions for future initiatives.

Chairs: Vivian Shalla, University of Guelph; Tracey L. Adams, Western University; Karen Hughes, University of Alberta

(ECS1) Economic Sociology and the Sociology of Finance

Date: Wednesday, May 18 Time (ET): 11:00 AM - 12:30 PM

This session focuses on new theoretical developments in economic sociology and the sociology of finance.

Organization and Chair: Dean Curran, University of Calgary

Presentations:

1. Emergence of Islamic Finance Organizations, 1948 - 2016
Presenter: Abdullah Shahid, Cornell University

I show two mechanisms of the emergence of non-Western organizations: demonstration of contracts and cultural resurgence. For illustrations, I use the case of Islamic finance, an alternative economic organization for Muslims who are about 24% of the world population. With additional transaction costs and illegitimacy concerns, Islamic finance contracts do not usually take a formal form. However, my analyses with duration models, regressions, and semi-natural experiments over 1948 - 2016 and in 186 countries suggest that the Islamic finance contracts between national and supranational authorities inspired confidence among entrepreneurs and stakeholders that Islamic finance is socially and economically appropriate. This gave rise to Islamic finance organizations to enact such contracts, reducing the transaction costs to realize

Islamic principles in financial transactions. Also, Islamic financial organizations grew earlier in countries with aspirations for Muslim cultural resurgence in the post British colonial times.

2. The Portrait of Experian Pay: Constructing Credit Selfhood in the Reddit Credit Community
Presenter: Alexander Wilson, University of British Columbia

In ranking and risking, coordinating and confusing, depriving and providing, credit-scoring produces a range of different meanings depending on one's score: but how do we make sense of this difference? In recent credit scholarship, scholars have increasingly argued that credit ought to be investigated relationally, with attention to how social networks, interaction, and inequality distinguish our experience of credit (Dwyer, 2018). Through an ethnography of a primarily American, 79,000 person Reddit community devoted to improving credit scores (r/CRedit), my research responds to and refines this call for more "relational approaches" to credit. In addition to studying how financial literacy is developed through online social networks, the focus of my research investigates how Reddit users understand their credit-score relationally; that is, how do people make sense of credit-scoring through comparison and communication with others? I find that r/CRedit users already use the "relational approach" to understand their credit experience, having built a community devoted to looking out for each other's financial hygiene, using the online forum to ask questions, express concerns, provide support, and ultimately, make sense of their credit-score in relation to others. In supporting one another, the virtual medium of r/CRedit connects different social positions and financial literacies through a moral solidarity built around credit-score improvement (around "gaming" the credit-score system). In this connection, however, financial differences are not always set aside. Within r/CRedit, boasts about credit brush against users navigating tragedies, pandemic complications, and social inequalities, resulting in conflicts over the perceived legitimacy of credit-scoring.

3. Why should commission and trailer fees be eliminated in the Canadian wealth management Industry?
Presenter: Lawrence Jarikre, Royal Roads University

This paper focuses on the wealth management industry. Specifically, this paper focuses on how the rise of self-directed investing can disrupt the wealth management industrys current business and compensation model. Investing can be considered complicated and/or challenging. Because of this complexity, individuals can use Financial Advisors to provide guidance and advice on their investment. According to the Financial Consumer Agency of Canada (2019), a significant portion of Canadians employs financial advisors and their banks to obtain financial advice. The majority of financial advisors in Canada are compensated through commission and trailer fees derived from the management fees they charge on the investment funds for individuals. Financial advisors and their employers (usually banks or wealth management firms) are members of regulatory bodies in Canada set up to enforce their code of conduct and act as a method to promote their corporate social responsibility. Using a virtue ethics theoretical approach to anchor the analysis, this paper explores if commission and trailers-based fees are still relevant as compensation models in an industry where clients lose trust in financial advisors/planners. The paper also explores options for how financial advisors/planners and their firms can remain

relevant in this changing industry by changing their compensation models and retaining the trust of their clients. Data for this project will come from semi-structured interviews conducted with professionals for the investment industry, regulators, and victims of financial abuse in Canada. This paper is relevant to all professional gatekeepers in the investment industry in Canada: regulators, firm managers, advisors, and the general public. It is hard not to see regulatory agencies like the Ontario Securities Commission and the Canadian Securities Administrator not taking stock of these findings to inform policies regarding advisors compensation in Canada.

4. Does the tax-individual relationship ignite sociological thinking today? From collection to the estimation of tax revenues.

Presenter: Virginia-Anastasia Fournari, Panteion University of Social and Political Sciences

The evolution of any society in the whole range of its organization goes through the systematic approach and exhaustive utilization of the "collector" - state resources. Sociology is a counterweight to the hegemony of economics and tax law as a privileged field of experts. "Tax" as a purely political concept in the heritage of the 18th century, is transformed into a political element of law and a technical fact of public law (at the dawn of the 20th century) when the science of public finance is taking off. During the century, the "tax" is captured in the spirit of Durkheimian analysis as a "social event." Sociologists face the answer to the question "how" to study taxation and secondly "what" is the social perspective of taxation. Suppose the first question "how" highlights the technique of calculating taxes on state resources, the second ("which") concerns the sociology and philosophy of the tax. My presentation aims to link the changing national population with the estimation of public revenues, government's purpose by setting tax burdens at different times, the changing perception of tax justice taking into account the political and party cycle, and national priorities. The "tax," by its participation in the state expenditures (without binding its direct connection with each of the planned expenditures), justifies its obligatory nature in the state context, creates the political ethics cultivated by the fiscal phenomena, strengthens the reforms and the sudden transformations of a tax and its mechanism. They are elements of ignition of sociology in the field of tax, its relationship with the individual, and the relations between the sexes that have been neglected.

5. Banks and Risk-Taking: Beyond the Confines of Wall Street

Presenter: Zhen Wang, University of Toronto

Among the sociological literature on financialization, scholars are mainly interested in non-financial corporations' pivot to finance, the disproportional profits generated by the finance sector, and the pervasive impacts of finance on culture, inequality, and democracy. What is less known is the financialization of the banking sector itself. As more non-financial actors begin to participate in the financial market, how banks themselves transform under this new reality remains relatively opaque. Banks are a major driver in society's turn to finance, and their corporate governance models are distinct from those of non-financial firms; therefore, the financialization of banks is an important and discrete phenomenon worth investigating. Within the small body of literature that does explore this topic, analysis tends to stay at the industry level, while more detailed studies are done on a handful of elite Wall Street banks with results

taken as a proxy for the entire sector. This paper expands on this literature by investigating how U.S. banks of different sizes change their practices in the age of financialization, broadening our purview beyond Wall Street. I first use financial data from more than a thousand American banks to provide longitudinal descriptive analyses of how top, middle-tier, and small banks adopt risky behaviors (securitizing and trading derivatives) and whether they follow unified or heterogeneous trajectories. Next, using fixed effect panel analysis combined with structural equation models, I investigate how the size of banks impacts their tendency to adopt risk-taking practices. I expect to find universal trends in some banking behaviors and significant variations in other aspects based on banks' size differences. The results will help illuminate totalizing aspects of financialization that cause isomorphic changes among all banks, as well as its possible limitations where banks resist macro-level forces and embrace alternative strategies based on their endogenous characteristics.

(ENV2) New Directions in Environmental Justice Research

Date: Wednesday, May 18 Time (ET): 11:00 AM - 12:30 PM

Environmental justice researchers examine how social inequality and environmental risk overlap. Classic work has focused on explaining racial and class-based differences in exposure to environmental harms. Contemporary scholarship increasingly examines issues of procedural and recognitional justice in decision-making as well as the role of state violence and settler colonialism in sustaining and perpetuating environmental injustices. This session showcases research that extends existing theories of procedural, distributional, or recognitional justice; applies environmental justice theories to understudied areas; and/or adopts new methods for assessing the relationship between social inequality and environmental harm.

Organizers: Max Chewinski, University of British Columbia, Ken Caine, University of Alberta

Chair: Ken Caine, University of Alberta

Presentations:

1. The Cultural Roots of Procedural Injustice: Agenda Denial and Manufactured Confusion in Environmental Decision-Making

Presenter: Max Chewinski, University of British Columbia

On August 4th, 2014, a tailings dam containing waste from the Mount Polley copper and gold mine endured a catastrophic failure. Twenty-five million cubic meters of tailings – the volume of 10,000 Olympic swimming pools – made its way into Quesnel Lake, a critical salmon habitat and main water source for the community of Likely, British Columbia. Residents participated in over sixty public consultations to shape disaster response and to offer input on future waste management practices. While researchers are increasingly examining the procedural roots of environmental injustices, the mechanisms that diminish opportunities for meaningful engagement in decision-making are less clear. I adopt a life history approach based on 42 semi-structured interviews, 4, 723 pages of Freedom of Information (FOI) documents (emails, meeting

minutes, letters) and 205 newspaper articles to make sense of people's experiences in decision-making following Canada's worst environmental disaster. I draw on theories of the policy process and research on public participation to develop a more robust framework for assessing instances of procedural environmental injustice. I find that two cultural mechanisms prohibit procedural justice: strategies of agenda denial and a concept I term manufactured confusion. The first mechanism illuminates the multiple strategies and tactics that prevent residents from agenda-setting during the policy process. The second mechanism shows how the reliance on complex science without adequate resources for its interpretation or deliberation prevents residents from meaningfully participating in consultations. My findings offer researchers two mechanisms for assessing the cultural roots of procedural environmental injustice.

2. Justice Considerations in the Grassy Mountain Coal Mine Decision
Presenter: Amy Wilson, University of Alberta

Drawing on both environmental justice and just transition literature, this study examines the multi-dimensional justice considerations for the governance of new resource extraction projects in Alberta. Environmental justice research demonstrates how potentially hazardous land uses are disproportionately sited near economically and politically marginalized communities. Environmental justice principles that should be incorporated into governance regimes include distributional, procedural, representational, and recognitional justice. Additional justice considerations for environmental governance arise as jurisdictions attempt to move away from a reliance on extractive industries, with significant impacts on the livelihoods of related workforces. For rural communities with a history of resource extraction, the debates about environmental justice and just transitions are complex, underscoring the role of contextual factors in environmental governance. This research focuses on a case study of the Grassy Mountain coal mine proposed near the southwest Alberta town of the Crowsnest Pass. Using original field data and document analysis, I consider the often-polarized points of view of residents and other impacted voices on the project. While there has been an unprecedented provincial pushback against the mines, many locals, including the municipal government, strongly supported the mine. For many community members, better resourced "outsiders" prevented access to an economic boon rather than protecting them from environmental harm. While access to employment is an important consideration, deep-seated social values, informed in part by local history, culture, and relationships with the landscape, play a central role in how community members reacted to the prospect of the mine and its eventual cancellation. This context also influences community members' reaction to and participation in environmental governance processes, with widely diverging opinions on the justness of the governance regime.

3. Challenges and Pathways to Participatory Justice in Genomic Science
Presenter: Valerie Berseth, University of British Columbia

As genomic science is applied to address environmental problems such as invasive species, wildlife conservation, sustainable agriculture, and mining impacts, participation from people affected by these issues is imperative. However, environmental sociologists have had limited engagement with recent advances in genomic science and there is a need to expand the

connections between these fields, particularly from an environmental justice lens. This paper considers what the post-genomic era may mean for human-nature dynamics and the overlapping issues of power, ethics, and justice regarding who is involved in decision-making related to novel technologies, and how. I review recent literature on public perceptions of genomic science to characterize the imagined publics that are represented in this research and identify the conditions that are necessary for meaningful participatory justice. There are several gaps and barriers to inclusive participatory engagement on genomic technologies, including a narrow framing of the public, a persistent "deficit model" of the public, and a lack of engagement with broader societal contexts in which these technologies are developed and applied, including settler colonialism and inequality. I discuss several areas for deepening an environmental justice approach to genomic science and identify areas for further research.

4. "Canadian Go Home": politics of environmental justice elsewhere
Presenter: Rezvaneh Erfani, University of Alberta

Turkish environmental activists refer to the Alamos Gold mining project's suspension as a successful example of solidarity between urban and rural activists that forced a government response to the public. Although it seems that there are some arrangements behind the scenes between the Canadian firm, its two Netherland-based shareholders and the Turkish government on the more than $1bn lawsuit on the stalled gold mine, the cancellation of the forestry permit implies how the practice of "showing-up" (re)shapes resistance strategies and outcomes for local activists and the public. In this paper I focus on two questions: first, what does the case of Canadian owned Alamos Gold's Kirazlı mine imply about politics of resistance in Turkey (civil society resistance and resistance to neocolonialism)? Second, how Canadian environmental activists respond to Canadian mining *elsewhere* and in this case in northwestern Turkey? I use Twitter as a primary source to identify responses in the Canadian and Turkish public and activist atmospheres.

(FEM8) Interrogating Feminist Intersectionality in Theory, Research, and Praxis

Date: Wednesday, May 18 Time (ET): 11:00 AM - 12:30 PM

This session critically engages with the concept and practice of intersectionality as an academic and political project.

Organizers: 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

Chair: Lisa Smith, Douglas College

Presentations:

1. Sociological and Intersectional Perspectives of Human Trafficking
Presenter: Kassandra Nelson, Carleton University

Human Trafficking is the world's second-largest illicit trade and the fastest growing, with approximately 40.3 million victims worldwide. In Canada, the most prominent form of trafficking is sex trafficking, which is the focus of this paper. Although human trafficking does not discriminate, certain genders, ethnicities, races, ages, and classes are more vulnerable than others. Using Kimberlé Crenshaw's theory of intersectionality, I analyze how a person's positionality ; their race, ethnicity, gender, sexual orientation, and social class all intersect, creating a unique vulnerability for traffickers to lure, groom, and sell another human being. Intersectionality has been used to answer the questions of who, what, where, and why. That is to say, who is trafficked? What form of trafficking is experienced? Where is trafficking taking place? Why is trafficking so prominent in Canadian society? By using an intersectional framework to examine these questions, I examine multiple axes of oppression and expose the hidden power structure of movement. I use a combination of qualitative research methods, secondary data analysis and archival data analysis to compile research and apply quantitative data through an intersectional lens. The ability of intersectional feminism to bring the voices of human trafficking survivors and their advocates to the center of the conversation and analysis is arguably the theory's most significant benefit.

2. Thinking Intersectionally for Policy Change in Mental Health

Presenters: Marina Morrow, York University; Sarah Redikopp, York University; Abraham Joseph, York University

Since intersectionality emerged out of the activism of Black and Indigenous feminists during second wave feminism in North America, it has travelled into public policy spaces, where it is being used as a conceptual framework to surface social and structural inequities with a view towards making policy more socially just (Hankivsky and Jordan-Zachary, 2019).The analytic potential of intersectionality comes from its ability to uncover complex relationships of power as they are experienced through a variety of interconnected oppressive systems and practices. In this paper we reflect on the use of the Intersectional Based Policy Analysis (IBPA) method (Hankivsky, 2012) as a tool for surfacing structural arrangements of power in mental health. Using case studies of domestic mental health policy in Canada, Australia and Kenya we explore how dominant framings of the 'problem' of mental health (as a managerial problem, as a biomedical and clinical problem, etc.) have served to obscure and virtually ignore the underlying social and structural conditions that impact mental health and the human rights violations that routinely occur in the context of "care". We highlight the connection between ignoring structural determinants of health and the disproportionate impact and mental health burden experienced by people marginalized through gender, citizenship status, racism and colonization. We conclude with a reflection on IBPA as a method and contend that complex social problems like mental health are not knowable outside of their broader social embeddedness and come to be represented and acted upon as 'problems' in a variety of ways from different knowledge bases (i.e., policing, social work, psychology, public health, medicine) (Bacchi, 2016). Significantly we argue that IBPA is an action-oriented approach that seeks to understand how mechanisms (like discourses in policies) in interaction with context (biomedicalism and neoliberalism) produce very real effects on people (coercive practices and reduced community-based supports).

(GAS4A) Intersectional Lens: Trans & Non-Binary Experiences I

Date: Wednesday, May 18 Time (ET): 11:00 AM - 12:30 PM

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.

Organizers and Chairs: Chris Tatham, University of Toronto and University of Guelph; Paulina Garcia Del Moral, University of Guelph

Presentations:

1. Gatekeeping and Structural Violence in Accessing Gender-Affirming Experiences and Support Among Trans and Gender Diverse Youth in Quebec

Presenter: Jada Joseph, Concordia University

The current model of trans healthcare practised in Quebec involves trans people obtaining permission from a psychologist, sexologist, general practitioner or in some instances a social worker to access gender-affirming care (GAC). Medical science upholds the binary system by suggesting that most trans people desire medically transitioning from one binary gender to another; thus, requiring ones “transness" to be attested by health practitioners; the gatekeepers. The truth is rarely recognized as residing within trans and gender diverse people; thus, to access GAC, one’s narrative must align with that upheld by the medical community. The authority of medical science and health practitioners is most apparent amongst trans and gender diverse youth who are at risk of experiencing childism in addition to other systems of oppression. Young-Bruehl (2013) defines childism as “prejudice against children,” in which the rights of children are dismissed due to the “prejudicial assumption that children are possessions of adults and thus do not have rights” (p. 4 &10). While navigating western institutions, the needs, and voices of trans and gender diverse (TGD) youth may be silenced to prioritize the opinions of their parents and the health practitioners who seek to uphold cisnormativity. This presentation provides a brief historical presentation of policies that lead TGD youth in Quebec to experience structural violence and human rights violations. Following is a review of the literature on the need to depathologize trans experiences and honour the self-determination of youth. The authors also present two alternative models to trans healthcare, the informed consent model and the gender-affirming model. Both models have promise in shifting away from paternalistic modes of care and t transforming trans healthcare at the micro and macro level.

2. "Accessing your community": Leveraging the promise and potential for critical group work with transgender (trans) and gender diverse people

Presenter: Hannah Kia, University of British Columbia

Transgender (trans) and gender diverse (TGD) populations continue experiencing prominent expressions of stigma and discrimination across healthcare and social service settings. Given the growing body of empirical evidence on the marginalization of these communities across systems of care, it is not surprising that the issues and needs of TGD people are increasingly considered across bodies of applied and critical social science scholarship. Despite this growing interest in addressing the experiences of TGD communities, however, insights on critical and emancipatory approaches to addressing the health and social service needs of this population remain limited. In this presentation, I present data from a qualitative study in which I drew on the principles of constructivist grounded theory to interview 20 TGD people, along with 10 social workers, to analyze both groups' perspectives on constituents of equitable social service design and delivery to address the needs of TGD populations. Given the salience of group work as a critical source of community support and engagement in TGD participants' accounts in particular, I leverage these data to consider the promise and potential for critical, affirming, and emancipatory group-based social support among TGD people. Specifically, I discuss the possible strengths of group-based support in (1) validating TGD bodies, identities, and experiences, (2) promoting strategies for resisting cisnormativity, transphobia, and other systems of oppression shaping TGD lives, and (3) cultivating self-sustaining networks of mutual support and advocacy. Drawing on the empirical data, together with pre-existing literature on trans-affirming care, I conclude with strategies for the design and facilitation of emancipatory group-based social support in TGD communities. I also consider implications of my analysis for applied scholarship concerning the prominent inequities shaping the social context and lived experiences of TGD people.

(HEA5) Health, Rights, and Justice: The Reproductive Landscape in Atlantic Canada

Date: Wednesday, May 18 Time (ET): 11:00 AM - 12:30 PM

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 which 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.

Organizers and Chairs: Krista Johnston, Mount Allison University; Christiana MacDougall, Mount Allison University; Sarah Rudrum, Acadia University

Presentations:

1. Midwifery and Free Birth in New Brunswick
Presenters: Krista Johnston, Mount Allison University; Christiana MacDougall, Mount Allison University

Based on findings from ongoing research on access to midwifery care, this paper examines midwifery and free birth in the province of New Brunswick. Free birth (i.e. birth without a provincially licensed medical attendant) has been a growing practice in the province, and is often positioned alongisde midwifery in complex ways. In this paper, we share insights from interviews with midwifery clients, midwifery practitioners and birth advocates collected as part of the "Conceptions and Care: Midwifery in New Brunswick" research project. We argue that the expansion of freebirth, particularly under COVID-related conspiracies, undermines the reproducitve justice impetus of midwifery care in the province. Given the ways that new freebirthers and other groups have appropriated the language of choice during the pandemic, it is crucial to consider this movement's links to healthcare policy and its impact on calls for birth justice in the region.

2. The Invisible Work of Midwifery: Emotional Labour as a Necessary Tool for Survival
Presenters: Christiana MacDougall, Mount Allison; Krista Johnston, Mount Allison University

The New Brunswick midwifery clinic was established in 2017, as a result of many years of grassroots advocacy for midwifery care and in the face of government resistance ranging from disinterest to hostility. There are many tensions for midwives and midwifery clients in New Brunswick that a) show up at the structural level, in terms of systems navigation and system design; b) occur at the institutional level, in terms of institutional practices and conflicts; and c) come to be experienced in embodied ways at the inter and intrapersonal level. In this paper we argue emotional labour is a useful concept in making sense of how the pressures and tensions associated with the structural, institutional, and intra/interpersonal framing of the program creates additional work and emotional turmoil for midwives working in the region. Additionally, we argue that this emotional labor also manifests in client experiences of midwifery care. Both midwives and their clients report taking on emotional and cognitive work to bring emotional experiences in line with desired performances, and in order to be effective in interpersonal interactions. Recognizing how these tensions come to be experienced by midwives as emotional labor is an especially important finding of our ongoing research and contributes new understanding about the concept of emotional labor as well as insights into how emotional labor is experienced by midwives.

3. Midwifery, Maternity Care Policy During COVID, and the Case for Medical Pluralism in a Crisis
Presenter: Sarah Rudrum, Acadia University

Canadian provinces differ in how long midwifery has been regulated and the relative status of the profession within the health care system. During the COVID-19 pandemic, provincial guidelines on care to pregnant and parturient women differed. Pregnant Canadians worried over

and sought clarity on 1) limits on the presence of support people (such as partners or parents, and sometimes interpreted to include doulas) at delivery and 2) limits to or supports for expanded midwifery-attended home birth. I reflect on whether and how inter-provincial differences in the status of midwifery contributed to advocacy for women-centered and patient-centered concerns and the reflection of such concerns in changes to maternity care provision. This question is part of a larger question on whether medical pluralism can support reproductive justice during a crisis. Atlantic provinces, with newer and more limited regulation of midwifery, were among those whose interpretation of limits to support people at birth were most restrictive, and also the site of 'bans' on homebirth (quickly retracted). In contrast, some jurisdictions with earlier regulation and higher midwifery numbers supported the rise in demand for home birth and interpreted the need to limit people in hospital alongside the need for labouring women to have support. I raise these patterns drawing on data from a 10-week study in which pregnant women throughout Canada wrote journal entries reflecting on their experiences of care in response to weekly prompts.

(IND3C) Indigenous-Settler Relations and Decolonization III: Immigrants

Date: Wednesday, May 18 Time (ET): 11:00 AM - 12:30 PM

The presentations in this session engage with Indigenous-settler relations and/or decolonization.

Organizer and Chair: Binish Ahmed, Toronto Metropolitan University

Presentations:

1. Fraught subjects: Decolonial approaches to racialized international students as 'settlers of colour in the making'

Presenter: Hijin Park, Brock University
Non-presenting author: Margot Francis, Brock University

There is significant research on the internationalization of higher education and most of this literature focuses on the experiences of international students studying in the west. This mainstream scholarly, government and professional analysis tends to delimit the conversation about international students within a framework of "tuition dollars" and "cultural diversity." This structures any response to the problems faced by these students within discourses of acculturation and international student deficit. In contrast, this paper explores international students positioning in white settler societies as both racialized foreigners and what Chen (2021) calls "settlers of colour in the making" (4). Our research draws on interviews with 45 racialized international students at a medium-sized, primarily white university, in a medium sized, primarily white city in Ontario, Canada and investigates their experiences with systemic and interpersonal violence. In this conference presentation we aim to put this qualitative interview material in conversation with Stein, Andreotti and Suša's (2019: 32) work regarding the links between internationalization and decolonization and ask: How might we understand racialized international students aas "neither victims or villains" but as "complex subjects with conflicting

desires" who may experience various forms of marginalization, as well as be "complicit in" advancing the global imagery of western supremacy and Indigenous dispossession as migrants/settlers of colour. Overall, we consider how multiple imperialisms and colonialisms may structure international student experiences, and investigate their positioning and agency as heterogenous subjects located within complex relations of marginalization and privilege on local, national and global scales.

2. Indigenizing Immigrant Settlement? Lessons from a Prairie City
Presenter: Yukiko Tanaka, University of Toronto

Immigrant settlement agencies are tasked with "integrating" newcomers to Canada, meaning to make them more similar to white Canadians in terms of economic and social outcomes (Li 2003). There is a burgeoning recognition that the immigrant settlement sector must begin to reckon with its role in continuing settler colonialism (Villegas et al 2019). This paper interrogates how the immigrant settlement community in Saskatoon, SK, is attempting to "indigenize settlement". I draw on interviews with municipal civil servants and staff and board members of immigrant-serving organizations along with a year of fieldwork in an immigrant settlement agency. I find that there are two main reasons to indigenize: first, respondents argue that it is the moral responsibility of settlement agencies to acknowledge Indigenous nations as the first peoples of the land; second, respondents recognize that they need to combat anti-Indigenous sentiments among the immigrant population. In response to these two impetuses, the settlement community is indigenizing in three ways: internal changes like staff and board training and policy updates, education on Indigenous issues for immigrants, and genuine relationship building with the Indigenous community. Challenges to indigenization include the asymmetrical funding relationship between government and non-profits, a slow pace of change that does not produce a safe working environment for Indigenous people, and a lack of Indigenous ways of knowing within immigrant organizations.

3. The complexities of collaboration: Quechua immigrants and First Nations, Métis and Inuit people
Presenter: Brenda Polar, York University

My study focuses on Quechua/Kichwa immigrants' thoughts about collaboration between Quechua/Kichwa immigrants and First Nations, Métis and Inuit people in Canada. Indigenous people from these lands, now known as Canada ask for collaboration; our responsibility as settlers is to collaborate as we occupy Indigenous lands. The concepts, host and guest, discussed by Dr. Ruth Green (2018) apply to this settler-colonial relationship. According to this framing of the colonial relationship as one between hosts and guests, settlers are guests in these lands. Indigenous people, as hosts, have responsibilities towards their guests. Reciprocally, guests also have responsibilities towards their hosts. Being a guest involves taking care to follow the regulations set out by the hosts for how to treat the lands being occupied. I interviewed Quechua/Kichwa immigrants and explored the following questions: a) How can we move from non-allied settler to settler-collaborator/settler-ally (Schultz, 2011) or guest (Green, 2018). In effect, how can we facilitate the participation of Quechua/Kichwa immigrants in decolonial

collaborations with First Nations, Métis and Inuit people? And, b) How can shared Indigeneity be used as a bridge to facilitate the collaboration of Quechua people with First Nations, Métis and Inuit people in the Canadian state? To explore potential for collaboration, I discuss different forms collaboration could take between Quechua/Kichwa immigrants and First Nations, Métis and Inuit people; ways to strengthen collaboration based on relationship; barriers to collaboration; practical ways to engage in collaboration; and how Indigeneity can bridge these relations. Before I begin to present potential forms of collaboration between the two groups, it is essential to reiterate that most participants had not considered their role in settler colonialism or their responsibilities as guests within the guest and host context. When the participants were informed of their role in settler colonialism, most agreed that they should take on responsibilities that they had not previously considered.

4. Reading Relations: A Critical Exploration of Settler Colonialism in Chinese-Canadian Literature
Presenter: Caitlin Chong, University of British Columbia

Informed by the author's positionality as a Han Chinese settler living on the unceded territories of the xʷməkʷəy̓əm (Musqueam), St:lō, Skwxw7mesh (Squamish), and səl̓ilwətaʔɬ (Tsleil-Waututh) Nations, this project stems from desires and experiences that call into question the legitimacy of a hyphenated ethnic identity as a means for belonging. This paper performs a preliminary exploration into contemporary works of "Chinese-Canadian" authored literature through methods of content analysis and auto-ethnography to reveal and critically analyze themes indicative of settler colonialism throughout so-called Chinese-Canadian identities. By tracing the "becoming" of settler state-aligned Chinese-Canadian subjectivities in works of fiction and non-fiction, I reveal how these identities gain power to traverse structures of settler colonialism. Further analysis exemplifies how certain Chinese-Canadian identities come to occupy a privileged position within the racialized hierarchy of the Canadian state, and maintain this privilege through their adjacency to hegemonic whiteness. However, this privilege has situational applicability, as whiteness manipulates conditions of racialization upon Chinese-Canadians to its convenience. In recognizing that many Chinese-Canadians remain stricken by hegemonic whiteness, despite holding situational privilege, this paper ultimately contributes to calls for a politics of care and solidarity established between "Chinese-Canadians" and Indigenous nations throughout "Canada," towards an anti-colonial future.

(ITD4A) Technology and Society: COVID-19 and the Media

Date: Wednesday, May 18 Time (ET): 11:00 AM - 12:30 PM

This session examines from a sociological perspective the role of a range of media during the COVID-19 pandemic. The session covers distinct media including traditional media such as newspapers and social media such as Reddit and Twitter. The session examines current topics such as disinformation and its diffusion through various channels, media representations of long-term care, and information on face mask use on social media. The session makes important contributions to theory and policy.

Organizers: Anabel Quan-Haase, Western University, Andrew Nevin, University of Massachusetts Boston

Chair: Anabel Quan-Haase, Western University

Presentations:

1. "It's a Violation of my Freedom": Getting Informed, Social Media, and Face Mask Use in Canada

Presenter: Leah Houseman, University of Saskatchewan

The COVID-19 Pandemic has severely impacted our lives. Nevertheless, misinformation about preventative measures to reduce the spread, like mask-wearing, remains abundant. Canadians who can wear a face mask, but refuse to, work to prolong the pandemic, place additional strain on healthcare resources, and prevent a “return to normal” for everyone. Therefore, it is vital to understand who non-mask wearers are, and where they access COVID-19 information. The pandemic has also caused many to “move” more of their lives online, where misinformation and conspiracy theories about the pandemic and measures to prevent exposure are extensive. This paper asks the questions: i) Are people who access COVID-19 information on social media less likely to wear a face mask? ii) Do mask wearers and non-mask wearers differ by age, education, gender or living area? and iii) What other differences exist between face mask wearers and non-face mask wearers? This research utilizes the framework of Trottier’s (2016) theory of social media as a socializing dwelling, and link it to a statistical analysis of nationally representative survey data, in order to argue that demographics are a key factor for Canadians that access COVID-19 information on social media and do not wear a face mask. Results indicate that: i) Canadians who use social media as their primary COVID-19 information source are less likely to wear a face mask; ii) mask wearers and non-mask wearers differ by demographic factors of gender, education level, and living in a rural or urban area; and iii) Canadians who validate information found online are more likely to wear a face mask. When moving forward with the development of future public health advice aimed at preventing exposure to COVID-19 and other illnesses, this research highlights the unique needs of communities due to their differences in information gathering and demography.

2. Pandemic Deaths: Media Representations of Long-Term Care in Ontario as a Sociological Case Study

Presenter: Rachel Antonia Dunsmore, University of Manitoba

Consistent with other periods of crisis and uncertainty, whether real or perceived, the declaration of a global pandemic led to an increased consumption of and reliance on news for information and guidance on what to do and how to act amidst changing public health regulations and social norms. The death of over four thousand (4000) long-term care facility patients in Ontario since March 2020, most of them older adults, has increased the salience of long-term care in mainstream media. But how are the problems leading to mass deaths in long-term care defined and subsequent solutions presented to the public? To answer this question, I asked: how are

aging, care, and safety constructed or portrayed in newspaper coverage of long-term care in Ontario in the first eight months following the declaration of a global pandemic? Moreover, what are the implications of these portrayals for an aging population whereby nearly all of us will either need assistance at some point in our lives, provide this assistance to others, or both? Newspaper articles in the National Post on the topic of long-term care in Ontario from March to November 2020 were reviewed using critical discourse analysis. Findings indicate event bias in reporting, journalistic ignorance on long-standing issues in long-term care, dehumanization of older adults, and highly medicalized notions of care and safety. Human rights violations leading to mass death of patients have been reframed as due to the COVID-19 virus and under-funding of the long-term care sector. Solutions therefore centre on ongoing control of patients through measures such as isolation and securing more public dollars to expand the largely privatized for-profit sector. Moving forward, concerted attention needs to be given to the intersection of ageist beliefs and attitudes and crimes against the elderly.

3. Social Media Narratives of Vaccine Misinformation
Presenter: Michael Christensen, Carleton University

The question that animates this research paper is, why do people believe and spread health misinformation online? In the backdrop of the COVID-19 pandemic and a vaccination campaign that has the highest possible stakes, this question continues to puzzle researchers, public health officials, and politicians. To understand this phenomenon, this paper presents initial data from a project that combines a computational social science approach to studying Twitter data with an analytical framework grounded in cultural sociology. In this project, we examine the ways common cultural narratives about health, politics, and social identity have framed information about vaccines that conflicts with, or questions, public health advice. To do so, our research design pairs a qualitative annotation process with more traditional topic modeling to identify the main themes present in this type of information, as well as the most common social actors mentioned in cultural narratives about vaccines. In addition to presenting results of this research, the paper also considers some of the limitations of current approaches to studying social media data and proposes the project's hybrid research design as a contribution to methodological debates in digital sociology.

4. The Construction of Expertise in Digital Lay Forums
Presenter: Salwa Khan, University of Toronto

Public doubt in experts has become a prominent feature of contemporary society, manifesting in populist political movements, vaccine hesitancy, and anti-Wall Street sentiments. This paper sees the rise in anti-expert attitudes as tied to the emergence of informal digital lay spaces where groups of people come together to interpret technical information or data. The question driving this paper is how these forums of lay people, who congregate online, construct expertise in the absence of professional (credentialed) experts (in other words, a formal structure of expertise). The sociology of professions and sociology of science examine how expertise develops among professional scientists, but this current paper turns the focus to how people in lay spaces define expertise. The paper utilizes a content analysis of four Reddit forums (analyzing the top 150 posts

in r/AskScience, r/UFOs, r/Investing, and r/DebateVaccines) to explore how both attitudes to science and attitudes to experts shape definitions of expertise across a variety of lay spaces.

(PSM2A) Social movement interfaces: media engagement, framing, and representation

Date: Wednesday, May 18 Time (ET): 11:00 AM - 12:30 PM

This session examines the relationship between movement and party activists on the one hand, and mainstream media, social media, and multi-media databases on the other. Covering activist campaigns in East Asia, North America, and Europe, the papers examine and compare how different media types and sources characterize movements' goals and actions. They also explore political activists' relative reliance on media for "marketing" purposes, vs more traditional forms of movement building.

Organizers: Emily Laxer, Glendon College, York University, Lisa Kowalchuk, University of Guelph

Chair: Anne Marie Livingstone, McMaster University

Presentations:

1. Protest, Democratization, and the Media: Examining South Korean and The U.S. Media Framing of the Kwangju Democratization Movement in South Korea

Presenter: Yena Lee, McMaster University

In the last century, social movements geared toward achieving democracy or other political freedoms occurred in various places across the globe. The 1980s and 1990s marked the "East Asian Uprisings" where many countries that were relatively slower in reaching democracy had revolted against their governments. In this paper, I examine the "Kwangju Democratization Movement" which occurred in South Korea during the month of May 1980. This movement was one prominent event in the long history of Koreans' fight for democracy and significant because of the brutality response of the government to this mobilization. However, very little of this research has focused on the media's role in constructing the image of the movement both within and outside South Korea. I compare the newspaper coverage of this movement in South Korea (Dong-A Ilbo) and the United States (The New York Times) to examine the effect of different political and social contexts in shaping the news coverage. Using framing perspective and political process theory to explain how different contexts in both countries shape the media coverage the movement, I compare the use of sources, visual aids, words, phrases, and labels of this movement between the two papers. Overall, coverage and representation of the movement was much more restricted in South Korea, where the movement occurred in comparison to the U.S.

2. Cataloguing Protest: Newspapers, Nexis or Twitter?

Presenter: Lesley Wood, York University

What is the best source for tracking protest activity? Newspaper sources remain dominant but social media data and multimedia compilations are tempting. This paper compares three

differently sourced catalogues of protest events in Toronto from July 15 to September 15, 2020. The Black Lives Matter and anti-eviction cycles of protest are clearly visible in all three catalogues, but apart from this, the characterization of protest in each catalogue is very different. While Toronto Star coverage shows Toronto protest as state-centered, domestic and progressive, the other catalogues show a city where protest is more diverse, fragmented, and international. These observations suggest the limitations of relying on mainstream newspapers for representing protest activity, and suggest the need to incorporate other sources including social media, but warn that these present additional challenges.

3. The "Big Organizing" Model and the New Social-Democratic Left: Contesting the Political Marketing Paradigm in the United States, the United Kingdom, and Canada

Presenter: Bruce McKenna, Université du Québec à Montréal

On one hand, “political marketing” (Ormrod, Henneberg, and O’Shaughnessy 2013; Lees-Marshment 2009; Savigny 2009) is a scholarly conceptual framework aimed at understanding the activities of political parties in the 21st century. On the other hand, the term “political marketing” refers to tangible practices of political parties. It follows that the evolution of practices within political parties has implications for the relevance of “political marketing” as theory. This paper will explore the ways in which the resurgence of the social democratic left in the United States, the United Kingdom, and in some Canadian provinces, at least between 2015 and 2020, has challenged assumptions about what it means to campaign for a political party. Political marketing remains a fact of life in social democratic parties on both sides of the Atlantic (Marland 2016, 2020; McGrane 2019). However, the practices of many activists (Bond and Exley 2016; Riis and Klug 2018) have consciously rejected a marketing framework, and have made an effort to re-embrace older traditions of movement building, as well as the internal democratic ideal associated with “mass parties” (Katz and Mair 1995). There are also important continuities here with Europe’s anti-austerity “movement parties” (Della Porta et al 2017). The paper will mobilize activist literature and discuss specific campaigns, with references to Sen. Bernie Sanders, the Democratic Socialists of America (DSA), the British Labour Party, factions in Canada’s New Democratic Party (NDP), and Québec Solidaire (QS).

(RAE1A) Race and Ethnicity I: Resistance and Anti-racism Strategies

Date: Wednesday, May 18 Time (ET): 11:00 AM - 12:30 PM

In three case studies, this session explores the racialized experiences of Black, Indigenous and people of color and how these groups come together to resist against systems of colonialism and racism. These papers critically interrogate the notion that Canada and the United States are ‘post-racial’. Instead, they use critical race theory to shed light on how communities of colour are racialized in politics, social movements, education and religious institutions. The authors illuminate on the different resistance strategies that communities of color adopt.

Organizers: Jennifer Adkins, University of British Columbia, Hyacinth Campbell, Brock University, Jessica Stallone, University of Toronto

Chair: Jasmeet Bahia, Carleton University

Presentations:

1. The significance of racial and ethnic consciousness to anti-racist resistance: A case study on the Moorish Science Temple of America

Presenter: Melissa McLetchie, York University

In 2013, the United Nations declared 2015-2024 the International Decade for People of African Descent. During this time, international governments have agreed to commit to the recognition, justice, and development of Black peoples as part of their communities around the world. While there has been much political, public, and academic discussion exploring solutions to anti-Blackness and systemic racism in Canada, Black peoples and their communities continue to be one of the most marginalized groups in Canada. Using a case study exploring the teachings of the Moorish Science Temple of America (MSTA)—a religious group that catered to Black Americans in numerous northern cities in the 1920s and now has an established community in the City of Toronto—this paper offers alternative recommendations to uplift Black Canadians. This paper uses existing literature to examine the organization's various arguments and how they self-presented to the public. It aims to answer the following questions: (1) How did the resistance rhetoric's of the Moorish Science Temple of America position the organization in relation to the dominant political and social rhetoric of Black worthlessness and inferiority at the time? (2) What can the practices of the Moorish Science Temple of America teach us about the significance of racial and ethnic consciousness to anti-racist resistance? This paper looks at how the MSTA was able to counteract the dominant political and social rhetoric of anti-Blackness during a time of explicit racism.

2. The Trump Effect: Debunking the False Narrative of "Post-Racial" America

Presenter: Shukri Hilowle, OISE, University of Toronto

This paper debunks the 'post-racial' myth of America through examining contemporary issues including the rise of the Alternative-Right movement along with the divisive campaign of President Donald Trump. This paper also addresses how colorblindness is used to ignore White hegemonic systems and also continue to mask contemporary issues including the ongoing violence Black Americans endure at the hands of law enforcement. This paper uses critical race theory as a framework to show that the fallacy of a "post-racial' America introduced during the election of Former President Barack Obama has been completely undermined by the rise of the Populist movement in America. The Trump campaign was riddled with hate speech including his slogan "Make America Great Again", which was a direct message to move back to the status quo when it comes to race-relations. This paper also examines the Black Lives Matter movement along with the push back from the All Lives Matter movement; the ALM movement was created solely to juxtapose itself against all the BLM movement seeks to address. The ALM movement follows this trend of subverting any discussion regarding race despite evident that shows that Black people are more likely to be harassed and murdered by law enforcement. Racial profiling statistics along with carding also debunks the myth of colorblindness. This paper examines the

2016 Presidential elections to show that race is a central issue and how it is embedded in America's society.

3. Comparing the experience of BIPOC graduate students in the social sciences and humanities and STEM disciplines

Presenter: Augustine Park, Carleton University; Jasmeet Bahia, Carleton University
Non-presenting author: Alex Bing, Carleton University

In the context of ongoing racialized and colonial disparities in Canadian academia, this paper centers on the experiences of graduate students who identify as Black, Indigenous or people of colour (BIPOC). Based on qualitative interviews, we compare the experiences of BIPOC graduate students who are in the social sciences and humanities with the experiences of BIPOC graduate students in STEM disciplines. Key themes we address include the experiences of students in the classroom, with supervision, as researchers and as teachers. This paper investigates the following questions: (1) What are the common experiences among BIPOC graduate students in social sciences and humanities relative to students in STEM disciplines? (2) How do their experiences differ? (3) What are possible explanations for similarities and differences? To analyze participants' experiences, this paper uses critical race theory (CRT) to argue that racism is structurally embedded in Canadian academia. Moreover, we use critical race theory to challenge colour-blind and meritocratic ideologies of Canadian academia, and situate contemporary experiences in relation to colonial histories. Moreover, this paper uses a critical race methodology (CRM) that focuses on experiential knowledge and counter-narration in relation to the hegemonic discourse of Canadian academia. A core goal of this project is to imagine strategies to improve the experiences of BIPOC graduate students through exploring their recommendations for universities.

4. Grappling with Symbolic Anti-racism as Institutional Praxis

Presenter: Rhonda C. George, York University

The emergence of a global pandemic and several high-profile killings of Black civilians by police (George Floyd and Breona Taylor), followed by a groundswell of global protests against police brutality, exposed the current state of race relations in North America and the ways in which various institutional structures (health care, education, politically, etc.) continue to fail Black populations in interconnected ways. Through a comparison of formal educational policy from Ministries of Education in two of Canada's most multicultural and racial diverse provinces, Ontario and British Columbia, myself and colleagues (George et al., 2020) found that both educational contexts ignored systemic racial inequality through symbolic anti-racism as institutional praxis. We defined symbolic anti-racism as "policy language that gestures toward a commitment to racial equity in line with the doctrine of Canadian multiculturalism and the imperatives outlined in various legal acts, but does not enact any targeted, substantive programming to identify, rectify, or prevent structural racism (George et al., 2020, pp. 168–169). Underpinned by Critical Race Theory, this paper in progress will further develop and unpack the concept of symbolic anti-racism to argue that it is a form of systemic praxis that is rooted in liberal incrementalism and is resistant to substantive and radical change regarding systemic racial

injustice. As a concept, symbolic anti-racism names and grapples with the persistent structural stasis embodied vis-à-vis symbolic actions. While this paper may use mostly the Canadian context as a case study, it contends that symbolic anti-racism and its elements are employed in many contexts, particularly those that have a sizeable population of African diasporas such as the U.S. and the U.K.

(RAS2) How to Ignite Change Through Sociology

Date: Wednesday, May 18 Time (ET): 11:00 AM - 12:30 PM

The CSA Research Subcommittee will feature the Empowering Others Organizing Group – a community of sociologists who are igniting change through carving space for BIPOC voices and bridging the academy. Founding members of the *Empowering Others Organizing Group* will share their experience with organizing lecture series that aim to bring to bring people together and to build community and belonging in academic spaces.

Moderators: Kristyn Frank, Statistics Canada and Marsha Rampersaud, Toronto Metropolitan University

Panelists:

Melissa A. Forcione, Queen's University
Veronica Escobar Olivo, Toronto Metropolitan University
Sylvia Grills, Independent Scholar

(SOM5D) Sociology of Migration: Belonging and being at Home

Date: Wednesday, May 18 Time (ET): 11:00 AM - 12:30 PM

One enduring legacy of transnational studies is how "here and there" influence perceptions and beliefs about belonging and about what (and where) is "home." These issues are particularly important for refugees in Canada since their settlement here may not have been anticipated or planned by them, creating contestations in defining home and belonging. The four papers in this session indicate the fluid and complex feelings of belonging and home for Syrian and Iranian migrants. The papers also highlight the factors that keep, or may alter, the dynamic interplay between emotions and feeling of belonging and home.

Organizers: Monica Boyd, University of Toronto, Lisa Kaida, McMaster University, Rima Wilkes, University of British Columbia

Chair: Kara Somerville, University of Saskatchewan

Presentations:

1. Developing, Negotiating, or Resisting A Sense of Belonging? The Iranian Immigrants' Transnational Experiences of Home in Atlantic Canada

Presenter: Foroogh Mohammadi, Memorial University

Belonging is a highly relational concept that reflects immigrants' relationship with society. In this research, I investigate how Iranian immigrants create and develop a sense of belonging (if they ever do) through a symbolic interactionist perspective and seek what might hinder this feeling. I investigate how a sense of belonging within the home might emerge due to macro, meso, and micro-level social processes for Iranian immigrants. Such processes might include but are not limited to regulations around housing that affect the form of the houses and neighbourhoods, household interactions with neighbours, and immigrants' everyday life and homemaking practices. The preliminary data demonstrate that the concept of home is highly contested among the participants. While some participants feel they have no home anymore, some feel they have two homes now. Moreover, the concept of home is connected to having the family and loved ones around for the participants who feel uprooted from Iran. Belonging is also a contested notion for the participants since they may have to move across Canada several times, mostly seeking a job. Their recurrent displacement prevents them from developing meaningful relationships with the social world around them. Belonging depends on several conditions, including but not limited to the length of the time spent in a specific home and location. Therefore, the notion of belonging is fluid, and the characteristics and the infrastructure of the places they live/d at (in Canada) combined with other influential themes that emerged in the interviews point our attention to the fluid and relational attributes of belonging. Finally, depending on the participants' unique experiences, some try to fit in and develop a sense of belonging, some negotiate it through their micro-level social and everyday life practices, and some give up and refuse to belong to protect themselves from further pain of getting uprooted again.

2. "It's Like You're Being Born Again": Exploring the Role of Language in Shaping Refugee Mothers' Experiences with Time

Presenter: Laila Omar, University of Toronto

What role does language play in refugees' memory-construction on the one hand, and imagining of the future-self on the other? Using three waves of semi-structured interviews with twenty Syrian refugee mothers who resettled in Canada, my paper examines the ways in which language shapes newcomers' experiences with time and uncertainty as well as their future projections. I find that Syrian refugee mothers construct their identity and perceive their future in Canada based on two conflicting conditions: on the one hand, their proficiency in the Arabic language (their mother tongue) is associated with a sense of nostalgia towards the past and feelings of comfort, security, and mastery in their home country. On the other hand, their lack of proficiency in the English language limits their ability to conceive of a concrete future and integration in Canada. These newcomer mothers associate their future English language proficiency with other important goals related to economic, social, and cultural integration. Therefore, I argue that Syrian refugee mothers view successful language acquisition as necessary to conceiving of a long-term future in Canada. I also assert that they recognise language-learning as empowering in its ability to propel them towards opportunities that challenge and transcend the traditional, household-bound roles that they occupied in Syria, thus reshaping and transforming past family dynamics.

3. Returning to reesheh (roots): Emotions, family, and homeland in Iranian homecomings
Presenter: Sara Hormozinejad, University of Toronto

Reesheh (roots), as articulated by the Iranian returnees whom I interviewed, is a Persian term that refers to the deep emotional connection which migrants feel towards their families and homelands. By referring to their reesheh, my interlocutors employed emotions to articulate their return migration trajectories. This paper explores an often-overlooked dimension of transnational migration, namely emotions. By drawing on field research conducted in Tehran in the summer of 2018 as well as in-depth interviews conducted virtually in 2021 among Iranian returnees, I illustrate that emotions towards the homeland interlinks with emotions towards the family. Hence, I argue that as these two themes interconnect, they should be analyzed in relation to one another. I specifically ask: What is the role of emotions in migration movements and settlement? How do emotions towards the family and the homeland influence migration trajectories? When felt obligated to provide "rational" reasons for their decision to return to Iran from the Global North, which could portray a puzzling return to an adverse context, the Iranian returnees expressed emotions to explain and justify their decision to return. Their emotional discourses about their families and home country reveal the centrality of emotions in migration movements and migrant lives. This study approaches its research question from an intersection of the sociology of emotions and the sociology of migration and contributes to interdisciplinary research that investigates how human mobility and settlement is shaped and influenced by emotions.

(SPE6A) Re-conceptualizing Risk: Insights from Sociology I

Date: Wednesday, May 18 Time (ET): 11:00 AM - 12:30 PM

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 feature presentations that question, analyze and explore the appearance, meaning and significance of 'risk' from sociological perspectives.

Organizers: Katie Aubrecht, St. Francis Xavier University, Laura Funk, University of Manitoba, Mary Jane Kelly, St. Francis Xavier University, Jenny Li, St. Francis Xavier University

Chair and Discussant: Jenny Li, St. Francis Xavier University

Presentations:

1. Conditional Release, Risk Assessments, and Offender Reentry.

Presenter: Devin Pratchler, University of Saskatchewan

The reintegrative needs of the Federal offender population are not being met by the Correctional Service of Canada's (CSC) current approach to parole. While gaps between institutional programming and the needs of Canadian Federal offenders are well documented, few studies have attempted to qualitatively examine the experiences of the populations most impacted by the parole process: service providers and offenders themselves. Drawing upon the lived experience of community service providers and institutional staffers through a series of semi-structured interviews, this paper demonstrates the extent to which institutional risk management dictates the parole process and, subsequently, constrains valuable reintegrative opportunities. Interviews with community service providers have revealed that CSC's aversion to risk has demonstrably impeded offender outcomes, particularly for offenders institutionally designated as "high risk." In corrections, risk assessments determine what programming an offender is offered and, consequently, their suitability and formal eligibility for parole. Institutional risk management has established and exacerbated barriers to reintegration and, consequently, cemented structural inequities within corrections. Barriers discussed include a lack of adequate support, discontinuity between institutional and community initiatives, and insufficient case planning. Additionally, the use of section 810 peace bonds was discussed by service providers as a means by which policing agencies more stringently govern "high risk" offenders. The use of peace bonds involves the Courts requiring the offender to agree to several additional conditions before being released that, if breached, could result in an additional sentence of 6-12 months. CSC's aversion to risk has established a scenario in which offenders are reentering the community without sufficient preparation, increasing the risk posed to both the offender and the community they reside in. Specifically, this paper demonstrates how institutional risk aversion within the parole process can work counter to a safe and effective reintegration process for offenders.

2. The Politics of Internet Filtering: An Analysis of Anti-Radicalization Software
Presenter: Naiomi Perera, York University

Counterterrorism efforts have long held a strong bias towards jihadist terrorism and terroristic threats, allowing the issue of far-right terrorism to grow increasingly severe. Little research has explored the implications of this bias on Internet filtering and monitoring software, trusted technologies that have recently been incorporated into counterterror strategies through the development of "anti-radicalization software". This research explores the technology of anti-radicalization software as a complex socio-technical assemblage to understand its potential usefulness in mitigating far-right radicalization. More specifically, the inquiry will be focused on the cultural assumptions that inform the content of such software, the affordances and constraints of the technology, the logics that structure it, and its application within institutions that have their own logics. Broadly, this analysis will aim to contribute to what Ruha Benjamin calls race critical code studies, by exploring how this technology reproduces racialized notions of terrorism, radicalization, and risk, and extends punitive, surveillance infrastructures in ways that disproportionately harm youth of colour, particularly Muslim youth. I argue that the logic underlying this technology reinforces an emphasis on risk at the individual level, obscuring

structural factors or structural solutions. This research will illuminate the need for deradicalization technologies to put power into the hands of communities, instead of law enforcement, intelligence agencies and tech corporations.

3. Navigating Bodily Risk: Inclusion and Exclusion in the Nighttime Economy
Presenter: Kailey Peckford, University of British Columbia

Considering the case of the nighttime economy, this paper places the body as central in thinking about risk. Using a feminist intersectional approach, this paper aims to uncover the way individuals perceive and experience risk based on the bodies of themselves and others in public space, and the impact that this has on conceptions of safety and belonging. Through an analysis of ethnographic data collected in public drinking establishments in Edmonton, Alberta, the following questions will be addressed: How are our bodies involved in the navigation of risk in the nighttime economy? In what ways do our bodies grant us access to particular spaces in the nighttime economy? How do we police others based on our pre-conceived notions about their bodies? In answering these questions, this paper will show how the body is central to sociological understandings of risk.

4. Disability, Disaster and the Government of Risk
Presenters: Mary Jane Kelly, St. Francis Xavier University; Katie Aubrecht, St. Francis Xavier University

Extreme weather events are expected to become more frequent as a result of climate change. In the coming years, increasing numbers of people will be vulnerable to disaster events. Systemic ableism and exclusionary policies position disabled people in ways that can enhance vulnerability in the context of natural disasters. Yet, when it comes to emergency management planning, disabled people are often left out of the process, resulting in a lack of accessibility, and a lack of resources, plans, and services targeted to their specific realities and needs during disaster events. In previous disaster scenarios, such as the 1882 Halifax Poor House Fire, disabled people have been left behind in evacuations, resulting in avoidable casualties. The assumption that disabled lives have less value is a legacy of eugenics. Governmentality studies in sociology offer an approach to understanding this legacy, and charting the potential unintended consequences of evacuation policies, programs and practices. Neoliberal market logic principles of autonomy, self-efficiency, independence, and capability, materialize in barriers to accessible sheltering and public-policies that can contribute to disablement and push disabled persons into low-wage work, unemployment, poor housing facilities, and care homes. Drawing on research conducted in Nova Scotia, this presentation will discuss the strengths of using a disability studies-informed governmentality perspective in evacuation planning. Disabled voices and experiences need to be at the forefront of public policy planning in order to work towards accessible environments. The goal of this research is to contribute to the mobilization of equal participation in political, economic, and social activities for people living with disabilities.

(WPO3) Work, Stress, and Health

Date: Wednesday, May 18 Time (ET): 11:00 AM - 12:30 PM

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 invited papers that explore the impact of work-related stressors on various dimensions of health and well-being.

Organizers and Chairs: Atsushi Narisada, Saint Mary's University; Philip Badawy, University of Toronto

Presentations:

1. The stigmatization of mental illness in pre-service early childhood education: How "professionalism" silences conversations of mental health and illness

Presenter: Adam Davies, University of Guelph
Non-presenting author: Rebecca Kattsir, University of Guelph

This presentation will engage with qualitative data from 25 pre-service university and college Early Childhood Education (ECE) students regarding the intersections of their understandings of "mental health," "mental illness," and "professionalism." Normative discourses within the field of ECE encourage educators to perform emotional and affective labour (Hochschild, 1983) continually by presenting themselves as regulated, positive, and kind at all times, thereby pathologizing visible signs of emotional distress or feelings and affect deemed negative. Following the social model of mental health and distress (Beresford, 2002, 2005; Beresford et al., 2015), and employing work regarding the societal stigmatization of mental illness (Foucault, 2003; Goffman, 1963; Grinker, 2021), this presentation presents a thematic analysis (Braun and Clarke, 2006) of pre-service ECE students' perspectives on mental health, illness, and professionalism as it pertains to their experiences within pre-service ECE programs. As such, this presentation will focus on the dominant themes that emerged within the thematic analysis and how mental illness is constructed in relationship with one's identity as an early childhood educator. Specific considerations will be given to the structural factors and working conditions of early childhood educators and pre-service students' descriptions of pressures within the field that potentially exacerbate mental distress. Ultimately, this presentation will illustrate how early childhood educators with mental illness are societally stigmatized and how attitudes towards mental illness in pre-service ECE (as well as the field widely) exclude and pathologize mental illness and deem it incompatible with professional identification.

2. Mental health-specific leadership in the Canadian Armed Forces during the COVID-19 pandemic

Presenter: Shannon Gottschall, Department of National Defence
Non-presenting authors: Jennifer Lee, Department of National Defence; Heather McCuaig Edge, Department of National Defence

Military service involves a wide range of stressors, such as relocations and separation from family, as well as intensive training and potential exposure to traumatic events during deployment. A considerable amount of research has been devoted to mitigating the impacts of these stressors and building resilience among military members. This research has highlighted the importance of the social environment to members' health and well-being, including the impact of leaders. However, limited research has examined the impact of mental health-specific leadership (e.g., encouraging help-seeking, intervening when a member shows signs of distress). The current study examines associations between a measure of the frequency with which these leadership behaviours were observed by members and members' self-reported mental health during the COVID-19 pandemic. A cross-sectional electronic survey was administered to a stratified random sample of 2,747 Canadian Armed Forces (CAF) members between March and May 2021. The data were weighted to the CAF population prior to analysis, and most of the weighted sample was made up of men, non-commissioned Regular Force members, and almost half of the sample was under the age of 35 years. Logistic regressions identified significant associations between mental health-specific leadership behaviours and members' positive outcomes in terms of self-reported changes in mental health and stress levels during the pandemic, overall mental health, and well-being while working in the office and at home. Additionally, mental health-specific leadership behaviours were significantly associated with more positive perceptions of health promotion efforts in the CAF and perceptions of CAF leaders' abilities to support members in crisis. These findings can support efforts to reduce stigma and encourage positive health behaviours and help-seeking to promote resilience among military members. More broadly, this study highlights the importance of organizational factors, particularly the social environment, to mental health in the workplace.

3. "It Goes with the Job": Fly-in fly-out, work environment, and stress among oil sands workers
Presenters: Sara Dorow, University of Alberta; Maria Mosquera Garcia, University of Alberta

Tens of thousands of fly-in fly-out (FIFO) workers from all over Canada work in the northern Alberta oil sands. They come on rotational stints of 6 to 20 days at a time, staying in work camps while working at nearby project sites. In Canada, there is little research on the implications of the conditions of FIFO work for the health and wellbeing of workers. To help fill this gap and launch a conversation, the Mobile Work and Mental Health project (MWMH, 2019-2020) conducted a mixed-methods (survey and interview) study with FIFO workers in the oil sands using a social determinants of mental health (SDMH) framework. The findings of the MWMH study suggest significant stress stemming from time and distance away from family and from work camp living; gender, rotational schedule, and family situation were among the key mediating factors. In addition, the study revealed a workplace culture of mistrust and underreporting around mental health. Investigating mental health among FIFO workers led us directly to the challenge of defining the boundaries of "work" in relation to stress, mental health, and health resources, a challenge front and center to the SDMH approach. To what extent are FIFO stressors, which "go with the job," distinct from or continuous with work stressors "on the job"? How might the (fuzzy) interplay between FIFO and workplace conditions produce stress and/or pose challenges to preventative and protective measures? After a brief overview of the findings from the MWMH study, our paper goes on to address these two questions. We use our case to consider the

challenging but important task of connecting "stress" to "work environment," with particular attention to the gendered relations that contribute to stress across workplace, camp, and home We also briefly discuss the FIFO-workplace dynamics that undermine solutions.

4. The Gendered Impact of COVID-19 on University Faculty: An Analysis of Productivity, Work-Family Stressors, and Mental Health

Presenters: Marisa Young, McMaster University; Nicole McNair, McMaster University
Non-presenting authors: Gabriella Christopher, University of Toronto; Loa Gordon, McMaster University

This paper investigates the needs and experiences of faculty and research staff at a large Canadian university during the COVID-19 pandemic. We present data to support the hypothesis that the impacts of the global pandemic on professionals in the academy have been far-reaching and potentially long-lasting but more so for women than men. We explore possible solutions for a post-pandemic recovery for university faculty and research staff that take gendered consequences into account. We present findings from The Impact of COVID-19 on University Faculty and Research Staff Survey (N = 475), which asked respondents about the impact of COVID-19 across three key areas: 1) Research Productivity; 2) Work, Family and Community Stressors; and 3) Health and Well-Being. We supplement the quantitative data with feedback from the COVID Recovery Conversations Moving Beyond the Pandemic roundtable events which focused specifically on women in research. The survey was conducted between June and July 2021 with a response rate of 34% (N=475). Univariate analyses describe the toll of the COVID-19 pandemic on delays in research, heightened anxiety and depression symptoms, and decreased energy for one's family. Bivariate and regression analyses were used to estimate gender differences in research faculty and staff's productivity, work-family stressors, and mental health. Our analyses demonstrate that some groups endured more negative impacts of COVID-19 and were overexposed and more vulnerable to work and family stressors namely women and parents. We reveal four experience typologies: healthy and productive; healthy but unproductive; unhealthy but productive; unhealthy and unproductive. Women were overrepresented in both latter categories, reinforcing findings from existing literature. We conclude with a discussion about the importance of rethinking the operationalization of "productivity" given inequitable exposures and vulnerabilities to COVID-19 stressors. Our discussion includes an overview of responses from participants who provided suggestions for solutions moving forward.

Transitions towards Inclusive Innovation – People, Planet AND Profit?

Date: Wednesday, May 18 Time (ET): 11:30 AM - 1:00 PM

Environmental studies have created a lot of knowledge and sparked much innovation over the past decades – yet we are still facing a global climate change crisis. This session aims to spark an interdisciplinary conversation on innovation paths towards global impact and system transformations. This session will begin with a keynote on inclusive innovation – highlighting the importance of being inclusive in terms of demographics and skill sets involved in innovation, inclusive in terms of the types of activities considered innovative, inclusive in terms of the

outcomes for people, the planet and also profits, and finally, inclusive in terms of trusted governance of innovation.

We then proceed to a conversation, encouraging diverse perspectives on innovation and the environment – especially inviting a multi-generational conversation on innovation collaboration towards environmental outcomes.

The event is organized with the collaboration of the Canadian Sociological Association.

(EDU3A) Sociology of Education in Higher Education Institutions I

Date: Wednesday, May 18 Time (ET): 1:00 PM - 2:30 PM

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

Organizers and Chairs: Alana Butler, Queen's University; Cathlene Hillier, Crandall University
Presentations:

1. The Predictors of University Participation in Toronto (Canada) and Sydney (Australia)
Presenters: Nicole Malette, McMaster University; Karen Robson, McMaster University

Accessing postsecondary education remains one of the largest factors impacting the social and economic stability of individuals across nations. This is especially true for places with high immigrant populations. Toronto (Canada) and Sydney (Australia) boast especially large first- and second-generation immigrant residents respectively. With growing diversity among both city populations, and a greater commitment to academic inclusion, this research aims to demonstrate the varying challenges that remain among student groups in these places. We address the following research questions: 1) What are the overall proportions of students who accept a university offer in both Toronto and Sydney? and 2) What identity, familial and academic factors relate to variations in accepting a university offer for both Toronto and Sydney students? Utilizing multivariate logistic regression, we note variations in university offer acceptance according to students' immigration experiences, parents' socioeconomic status and students' academic behaviors.

2. Work as a strategy to offset the student loan debt among those who delay their transition to postsecondary education
Presenter: Stephen Sartor, Western University
Non-presenting author: Patrick Denice, Western University

With the expansion of higher education in Canada and elsewhere, a larger and increasingly diverse population of students are enrolling in postsecondary education (PSE). This has meant growing variation in how students experience postsecondary schooling, including delaying the transition from high school to PSE. Students who delay tend to be less socioeconomically advantaged. At the same time, the costs of attending PSE have risen and shifted from the government to individuals, necessitating substantial increases in the amount of student debt

needed to finance their educations. Those from less advantaged backgrounds—including those who delay their transition into PSE—are especially at risk for accruing student loan debt. We draw on data from the Youth in Transition Survey (YITS), which follows a cohort of individuals born in 1984, to examine whether working full-time moderates the relationship between delayed PSE and student debt in Canada. On average, those who delay their transition from high school to PSE by at least 12 months are more likely to take on student loans—and to take a higher amount—than those who matriculate immediately (within 4 months). However, among those who delay, students who work full-time between completing high school and beginning PSE are significantly less likely to take student loans (by about 9 percentage points) than their counterparts who do not work. Delayers who work full-time also owe substantially less than delayers who do not work. Additionally, working fully explains the disparities in loan-taking between delayers and non-delayers. Delayers who work full-time are no more likely to take out student loans and, when they do, take out similar amounts as students who matriculate into PSE immediately following high school graduation. In this way, working full-time may be a strategy to reduce the costs of attending PSE among those from lower SES backgrounds.

3. Forging Futures in Pandemic Times: The Social Mobility of Working University Students in Ontario

Presenter: Wesal Abu Qaddum, University of Toronto
Non-presenting author: Kiran Mirchandani, University of Toronto

The paper is based on a longitudinal qualitative research study in Ontario on experiences of undergraduate "working" students, that is those who are engaged in full-time studies while simultaneously doing a substantial amount of term-time paid work. Data were collected beforehand and during the COVID-19 pandemic. The findings of the study highlight the educational and labor market challenges encountered by university students, and how students responded to the conditions of the pandemic. We explore the barriers and opportunities which university students encounter in their attempts to engage in "mobility-oriented" work before and after the start of the pandemic. Students who thrived, despite the pandemic, were those who could do their jobs remotely, afford to reduce hours and move into family homes with private space for their studies. We also explore the factors that hindered students' attempts to engage in mobility-oriented work or jobs, which would allow them to develop the necessary skills to facilitate their social and economic mobility in the future. Many students were laid off from their jobs or demoted as a result of the pandemic. For those from working-class backgrounds, this had a direct impact on their ability to pay for their education. Some students also had to leave mobility-oriented work because of fears for their family's health in the context of limited safety protocols at work. Working students who were in front-line health care work experienced significant academic stress as well as occupational burnout. Rather than the prospect of social mobility as a result of their work and study, these students felt the need for withdrawal and recovery. Our research findings contribute to the emerging literature on the socio-economic impacts of COVID-19, and to institutional-policy interventions on the needs of post-secondary students during the pandemic.

4. Open Book, Open Mind? Surveying the Impact of OBOW Exams on Study Habits
Presenters: Oral Robinson, University of British Columbia; Alexander Wilson, University of British Columbia

The pandemic has made Open Book Open Web (OBOW) exams a more convenient, secure, and potentially inevitable alternative to in-person examinations. OBOW's impact on students, however, remains unclear, with some studies suggesting deeper learning than in-person exams (Williams and Wong, 2009), and others concerned about their potential to lower examination standards (Vazquez et al., 2021). But one key question remains under-explored: how do students actually prepare for OBOW examinations? Through an open and close-ended questionnaire given to three undergraduate Sociology classes (n = 297) which switched from in-person to virtual examination format, our presentation seeks to answer a descriptive and normative question: (1) How have OBOW exams altered the study habits of undergraduate social science students? And (2) do these study habits align with our pedagogical goals? The first question is answered by evidence from the survey and the second debates whether this style of learning is in line with pedagogical goals such as improving knowledge, creativity, and critical thinking. Students overwhelmingly reported satisfaction with OBOW exams ability to meet the course outcomes, and many reported that OBOW was able to shift emphasis on memorization to application of concepts, resulting in deeper learning and less stress. However, many students also reported having a decreased motivation to study. With attention to evidence from our survey, we finish by suggesting some steps that educators can take to balance motivation, memorization and concept application in OBOW exams. We argue that Open Book Open Web exams can be balanced to meet all three goals by designing them to encourage challenging, creative, and complex application of course concepts without sacrificing memorization entirely.

(ENV1) Practices and Structures of Environmental Stewardship: Theorizing the Development of and Patterns in Environmental Stewardship

Date: Wednesday, May 18 Time (ET): 1:00 PM - 2:30 PM

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).

Organizer and Chair: Tyler Bateman, University of Toronto and University of Alberta

Presentations:

1. Policy Pathways for Zero-emission Light-duty Vehicles: A Case Study of Saskatchewan
Presenter: Angel Chow, University of Regina

The transportation sector is a major contributor to carbon dioxide (CO2) emissions as well as greenhouse gas emissions (GHG) in Canada. Saskatchewan accounts for 10% of Canada's GHG emissions and has the highest GHG emissions per capita in the world. Electrifying transportation is a key step in reducing greenhouse gas emissions. To align with the net-zero emission goal, Canada has pledged to ban sales of new gasoline-powered light-duty vehicles by 2035. The federal, provincial and municipal governments have implemented various policies and mandates to accelerate deployment of zero-emission vehicles (ZEVs): battery-powered and plug-in hybrid electric models. There is strong empirical evidence illustrating that climate policies are effective in boosting ZEV uptake. Saskatchewan, however, is among the four provinces where no ZEV policies are in place. It also has a relatively low ZEV adoption rate compared with British Columbia and Quebec where ZEV programs have been offered over ten years. To address transportation emissions and promote transition to ZEVs in Saskatchewan, it is pivotal to implement an integrated policy mix of financial incentives, carbon pricing, carbon fuel and vehicle emission standards, a ZEV mandate, building-code regulations and pubic charging infrastructure support. Financial incentives, ZEV mandate and public charging infrastructure are most crucial to accelerate deployment of electric mobility in Saskatchewan. As well, the offers of targeted subsidies for disadvantage communities and medium- and large-sized vehicles are necessary to improve allocative equity and remove high polluting vehicles on the road. It is imperative for policymakers to impose policies targeting reduction of transportation emissions and demonstrate commitment in taking climate action. Policymakers play a critical role in leading all stakeholders – the provincial and municipal governments, private enterprises, utilities and individuals – to reach the national net-zero emission goal by 2050. This study provides implications for policymakers to formulate polices for electrification of passenger transportation in Saskatchewan.

2. Boundaries or Bourdieu? Narratives, environmental stewardship practices and identities of staff and participants of urban nature events

Presenter: Tyler Bateman, University of Toronto

Sociologists have begun to systematically examine how people who attend events meant to connect people with nature in cities identify themselves. "Naturalist" and "environmentalist," two identities sometimes held by participants in such events, have been discussed in recent literature. The identities and narratives of participants in urban nature connection events have yet to be comprehensively explored across many social contexts, however. These identities, and the narratives they are nested within, matter, because identities and narratives are motivating for action. If practices of connecting with nature in cities are to be more widespread, scholars, community leaders, and policymakers need to better understand the identities and narratives that allow or encourage people to connect. Using interviews with staff and adult and teenage participants who attended events of an urban nature centre in Toronto, Ontario, the author examines "naturalist," "environmentalist," and other identities held by these different groups that inform their connection with nature. The paper demonstrates how these identities are related to respondent's life stories and their current environmental stewardship practices. This analysis serves to highlight an issue in sociological theory: under what conditions Bourdieus

concept of habitus can be applied to the study of narrative and identity, or whether using regimes of justification and attendant theories of boundaries are more appropriate in such cases.

3. Outdoor Leisure Activity and Perceptions of Environment Degradation in Atlantic Canada
Presenter: Matthew Stackhouse, Western University

Participation in outdoor leisure activity is often said to be a salient predictor of pro-environmental values and behaviours (Stoddart, 2011). Yet, some recent work demonstrates that perceptions of environment change are shaped by social characteristics rather than outdoor recreational activity (Barnett, Jackson-Smith, and Heffner, 2018). For instance, education is often cited as a primary predictor that is associated with higher levels of environment concern (Liu et al., 2014). Moreover, most studies that examine the relationship between outdoor leisure activities and perceptions of environment change use a set of 3 or 4 leisure indicators and fail to generate a more comprehensive set of distinct outdoor leisure lifestyles. Using an ecological habitus lens, the embodied ecologically relevant dispositions, practices, perceptions, and material conditions (Kasper, 2009) this study uses survey data from the 2021 Future Ocean and Coastal Infrastructures (FOCI) project to estimate the association between 6 distinct categories of outdoor leisure activities and 6 perceptions of local environment change in Atlantic Canada. Preliminary results suggest that most of the FOCI survey's 25 outdoor activity items perceive environmental degradation in their local community notably, any activity that is in direct contact with outdoor terrain (e.g., fishing, hunting, mountain climbing). Principal Component Analysis is used on all outdoor activity indicators to identify 6 distinct categories of outdoor leisure lifestyles. Categories of outdoor leisure activity that are more accessible for higher social class persons (e.g., boating, hunting, golf, ice hockey) were more likely to report environmental degradation, while categories requiring little-to-no resources (e.g., walking, swimming, picnicking) were associated with non-deteriorating perceptions of environment change. The majority of these associations remain after the inclusion of various sociodemographic and socioeconomic characteristics. These early findings demonstrate the importance for considering how perceptions of environment change are structured by the intersection of economic, social, and environmental space.

(FEM13) Women's Caucus

Date: Wednesday, May 18 Time (ET): 1:00 PM - 2:30 PM

The CSA-SCS Women's Caucus is an opportunity for women to reflect together on diverse and shared features of our lives and professional work that are shaped by contemporary EuroPatriarchy and women's movements for change. The grounded and collaborative thinking of the Caucus helps to identify emergent issues and action priorities to change discriminatory and/or biased practices, especially within Congress and scholarly institutions.

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

(GAS4B) Intersectional Lens: Trans & Non-Binary Experiences II

Date: Wednesday, May 18 Time (ET): 1:00 PM - 2:30 PM

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.

Organizers and Chairs: Chris Tatham, University of Toronto and University of Guelph; Paulina Garcia Del Moral, University of Guelph

Presentations:

1. Trans Autistic Experiences of Health and Health Care

Presenter: Kai Jacobsen, University of Victoria
Non-presenting authors: Noah Adams, University of Toronto; Lux Li, Western University; HM Caron Francino, Diversity Essentials; Leo Rutherford, University of Victoria; Ayden Scheim, Drexel University; Greta Bauer, Western University

There is a significant overlap between transgender and autistic communities. While research into autism and gender diversity is increasing, the majority is conducted from a pathologizing medical framework that fails to incorporate the voices and priorities of trans autistic people themselves (Shapira and Granek, 2019). The trans autistic community has called for a shift away from questions of etiology and pathology, and instead towards research that helps improve trans autistic people's lives and well-being (Strang et al., 2019). With that in mind, our research explores the question: How does autistic trans and non-binary people's access to health care differ from that of non-autistic trans and non-binary people? To answer this question, we analyzed data from Trans PULSE Canada, a national community-based survey of trans and non-binary people. We found that 14% of participants identified with or were diagnosed as autistic. Autistic participants differed from non-autistic participants on several key variables, including higher rates of poverty and co-occurring disabilities. Trans autistic participants also reported worse general self-rated health and greater unmet health care needs than their non-autistic counterparts. Our findings demonstrate the dual and interlocking impact of transphobia and ableism on trans autistic people's health and well-being. We discuss implications for future research and health care policy and practice, including the importance of recognizing the validity of self-identification of autism as well as improving gender-affirming and accessible health care resources for trans autistic people.

2. Gender on the Front Lines: Healthcare Navigation and Strategies of Resilience among Trans and Non-Binary Care-Seekers

Presenter: David Kyle Sutherland, University of British Columbia

Transgender (trans) and non-binary people face unique challenges and stigma-related barriers when accessing healthcare services. Yet, how trans and non-binary care-seekers contend with, cope, and overcome these barriers in order to successfully navigate the evolving Canadian healthcare landscape remains underexplored. Thus, using an interview-based approach with transmen, transwomen, and non-binary/genderqueer people (n = 42) living in Canada, I examine the unique healthcare experiences and strategies of resilience used within and between each identity membership group. Drawing insights from minority stress theory, I focus my analytic lens on three dimensions in relation to healthcare navigation: i) the individual, ii) the interpersonal, and iii) the institutional (healthcare). My findings reveal how intra-community similarities and differences shape avenues of coping and resiliency in relation to healthcare considerations (e.g., accessing healthcare) and experiences among trans and non-binary care-seekers. More broadly, I generate new insights into culturally sensitive healthcare practices as well as promising future research directions in this area.

3. Trans & Crip coalitional strategies for acquiring life-affirming resources

Presenter: Jesse Tailor, York University

For many trans and gender variant, Autistic-trans (Dale, 2019; Pyne, 2021), and Crip folx, finding clothing that is both gender-affirming and physically comfortable can be a difficult feat without the ability to pay for bespoke tailoring or access to niche boutiques in urban centres. Alongside the emergence of independent queer and/or trans boutiques and accessible fashion lines, more affordable, mass-produced clothiers like Old Navy are now courting trans dollars, ironically producing gender-neutral clothes that rely on gendered, exploitative sweat labor. Unfortunately, the emergence of the purple collar (David, 2017) phenomenon only further proves that trans social acceptance in Western society is contingent on ones' ability to participate in consumer culture and 'dress the part' of gender legibility. Furthermore, the ableist, neoliberal imperative for self-sufficiency combined with transnormative pressures to be 'self-made' effaces coalitional, less consumer-dependent and accessible approaches to shoring up basic resources. Through the analytic lens of trans political economy, just as gay identity became reinscribed as a site for normalization, so too has trans visibility produced what Gossett, Stanley, and Burton, (2017) call 'traps' that prioritize our inclusion rather than focus on addressing systemic inequality. But poverty surviving trans and crip people have developed creative solutions to finding clothing, prosthetics, and other necessities vis-à-vis community clothing swaps, DIY open-source knowledge sharing, and queer, trans, and crip social media groups online. Crip and Crip kinship studies (Kafai, 2021; Piepzna-Samarasinha, 2018) as it intersects with literature on 'trans care' (Aizura, 2017; Malatino, 2019, 2020) offers suggestions for effective political organizing intent on building alliances across identity lines in the efforts to practice mutual aid. This discourse analysis analyses the creative, life-affirming methods that trans and crip people use to clothe the body and even find housing in a time marked by government fiscal austerity and the individualizing effects of neoliberalism in Canada.

(HEA1A) Sociology of Medicine, Health, and Illness I: Health and Healthcare during COVID-19

Date: Wednesday, May 18 Time (ET): 1:00 PM - 2:30 PM

This session features papers that focus on the theoretical, methodological, and empirical issues pertaining to the sociology of health and health care during the pandemic.

Organizers and Chairs: Michael Halpin, Dalhousie University; Elena Neiterman, University of Waterloo

Presentations:

1. Access to health care services during the COVID-19 pandemic: Comparing the experiences of Canadians with and without chronic conditions

Presenter: Kristyn Frank, Statistics Canada

Throughout the COVID-19 pandemic, Canadians with chronic conditions such as lung disease, heart disease, hypertension, and kidney disease have been identified as being at higher risk of experiencing more severe outcomes from COVID-19 than those without chronic conditions (Government of Canada 2021; O'Brien et al. 2020). At the same time, access to nonurgent health care services became more restricted during the pandemic. This change in services may have disproportionately affected individuals with chronic conditions as they tend to have more complex medical needs that require regular monitoring (Appireddy et al. 2020). Additionally, the increased health risks faced by those with chronic conditions may have caused them to delay seeking out health care services due to fear of exposure to COVID-19 within health care settings (Lacasse et al. 2021). This study uses new data from Statistics Canada's Survey on Access to Health Care and Pharmaceuticals During the Pandemic (SAHCPDP) to examine whether Canadians with and without chronic conditions differed in their ability to access health care services during the pandemic. The study will also address whether differences in access to services remained between individuals with and without chronic conditions after accounting for differences in their demographic, socioeconomic, and health-related characteristics. Both systemic and personal reasons for difficulties accessing health care services will be examined.

2. "You are not a horse": Naming, shaming, and the politics of public health/medical social control in Canada in times of COVID-19.

Presenter: Claudia Chaufan, York University

On August 21, 2021, the US Food and Drug Administration (FDA) tweeted "You're not a Horse", calling on a rising number of Americans consuming the antiparasitic drug Ivermectin to protect themselves from COVID-19 to stop doing so. The message was that the drug, initially developed for veterinary use – including but not limited to horses – was not only ineffective but also dangerous if applied to COVID-19 prophylaxis and treatment, and that promoting its use was engaging in "health misinformation". Since early 2020 and over the past two years, opponents of COVID-19 official policy, especially of mass mandated vaccination, have been referred to with negative epithets such as "anti-vaxxer", seen as "anti-science" (or as misusing science to further

political agendas), and accused of interfering with necessary policy efforts to contain the COVID-19 crisis by, for instance, promoting "vaccine hesitancy". In this critical policy analysis, I examine how public health/medical categories are being deployed in COVID-19 policy debates, while appraising basic scientific assumptions upon which official COVID-19 policy is being formulated. Theoretically, I draw from critical functionalism, which combines the analysis of manifest and latent functions of social action with the radical critique of Marxist theories of health. Methodologically, I use a critical discourse analysis approach to reveal how discursive constructions of deviant behaviours privilege certain voices over others in COVID-19 policy debates. Given the tremendous weight that US public health policy has on Canadian public health policy, my data include the 2021 US Surgeon General Report, "Confronting Health Misinformation", as well as a sample of articles on vaccine mandates by Canadian researchers and scholars published in the science popularizing academic outlet The Conversation during 2021. I conclude by elaborating on the unprecedented implications of public health/medical social control mechanisms in the current conjuncture for fundamental rights and freedoms, in Canada and elsewhere.

3. Illness experience without illness?: A qualitative study on young adults living through the COVID-19 pandemic

Presenters: Gemma Postill, University of Toronto; Claire Zanin, University of Guelph
Non-presenting authors: Caroline Ritter, University of Prince Edward Island; Michael Halpin, Dalhousie University

Illness experience research typically focuses on people that are living with a medical condition; however, the broad consequences of the COVID-19 pandemic are impacting those without the virus itself, as many experienced extensive lockdowns, social isolation, and distress. Drawing on conceptual work in the illness experience literature, we argue that policy and social changes tied to COVID-19 produce biographical disruptions. In this sense, we argue that the COVID-19 pandemic produces illness experience without illness, as the pandemic comprehensively impacts health and biography. This paper draws on 30 in-depth interviews with young adults living in Prince Edward Island (PEI), which were conducted as part of a larger project to understand how young adults navigate compliance with the COVID-19 pandemic. We then inductively analyzed the interviews with a constructivist grounded theory approach. Specifically, we demonstrate that young adults living in PEI during the COVID-19 pandemic experienced the biographical disruptions throughout the pandemic despite not contracting the virus. First, we detail how some participants experience biographical acceleration, with the pandemic accelerating relationships, home buying, and career planning. Second, we demonstrate biographical stagnation, wherein participants report being unable to pursue major life milestones. Lastly, we describe biographical regression, wherein participants feel they are losing ground during the pandemic and are actively falling behind their peers. These findings provide novel application of illness experience concepts to the context of the COVID-19 pandemic, contribute to work on illness experience and ambiguity, and extend Bury's conceptualization of biographical disruption. In conclusion, we demonstrate that young adults experienced the biographical disruption expected from having COVID-19 without having illness, highlighting the depth to which the pandemic affected young adults.

4. Why are physicians, dentists and midwives reluctant to take leaves of absence from work when experiencing mental health issues: Comparative findings from the Healthy Professional Worker Study

Presenter: Jelena Atanackovic, University of Ottawa
Non-presenting authors: Tala Maragha, University of British Columbia; Swathi Ramachandran, University of British Columbia; Sara Simkin, University of Ottawa; Mara Mihailescu, University of Ottawa; Nour Elmestekawy, University of Ottawa

Health professionals experience a wide range of mental health conditions due to work-related stress, including depression, anxiety, substance use and PTSD. There is a gap in our knowledge of how these mental health issues affect their decisions to take a leave of absence from work. Drawing on an ongoing pan-Canadian study on experiences of workers in healthcare, education and accounting fields, this paper examines the personal, work, organizational and family-related factors shaping health professionals' experiences of mental health and their decisions to take a leave of absence from work. We explicitly compare professions of medicine, dentistry and midwifery. Data are drawn from multiple sources, including interviews with medicine, dentistry, and midwifery stakeholders (N=60), an online survey (N=909) and interviews (N=109) with professional workers collected between November 2020 and July 2021. Our survey findings revealed that these three professions were the least likely to take a leave of absence from work for mental health reasons. Common barriers include concerns about the impact of a leave on patients, financial impacts of taking a leave, and stigma associated with disclosure. We also found unique considerations for each profession including difficulty finding locums to keep the practice running with a source of income while on leave (dentistry), challenges building a caseload upon return (midwifery), and difficulty finding coverage for clinical commitments without burdening already busy colleagues (medicine). Workers from each of these professions who experienced mental health issues attempted to make changes to their work to reduce their mental health experiences, including reducing their workload where possible, and others also sought professional support. Our findings indicate the need for targeted interventions, such as anti-stigma campaigns, and policies, programs and services that take their unique personal, work and family circumstances into consideration.

(IND3D) Indigenous-Settler Relations and Decolonization IV: Settler Colonial Assemblages

Date: Wednesday, May 18 Time (ET): 1:00 PM - 2:30 PM

The presentations in this session engage with Indigenous-settler relations and/or decolonization.

Organizer and Chair: Binish Ahmed, Toronto Metropolitan University

Discussant: Kerry A. Bailey, University of Saskatchewan

Presentations:

1. Learning to let go - Diagnosing the socio-psychopathology of settler-colonial Canada

Presenter: Ritwik Bhattacharjee, University of British Columbia

Western political theory's engagement with settler colonialism has tended to consistently focus on its capitalist-materialist aspects viz., ownership of territory, extraction of resources, and the resultant genocidal erasure of Indigenous peoples of the land. Insofar as radical Indigenous responses to settler domination move between the wholesale rejection of colonial relationship on the one hand and direct action against the colonial state (blockades, protests, etc.) on the other, this paper argues that until the socio-psychopathological aspect of settler colonialism is uncovered and addressed, reconciliation itself will remain impossible or primarily settler-mandated (hence, rejected). Using Canadian settler society as its case study, and further utilising the recent turn towards understanding the thing-based nature of democratic polities, the paper follows Winnicottian object relations psychoanalysis to trace the logic of settler colonial attachment to land-as-object. It argues that the desire for and dependence on land as a 'transitional' object turn into an exceptional Oedipal psychopathology since the attachment not only fails to get decathected but instead ensures itself through the structural regulation and hegemonic domination of the Indigenous peoples.

2. Property, Assimilation, and the Racialization of Indigeneity In Canada
Presenter: Kyle Willmott, Simon Fraser University

The paper considers the role of property, tax, and political advocacy in settler colonial Canada. Specifically, I focus on how "taxpayer identity" and the groups that trade in this identity are anchored around property, capital accumulation and assimilation/elimination of Indigenous peoples in Canada, the principles outlined in the infamous 1969 White Paper. Based on analysis of an archive of documents from a taxpayer group, I offer analysis of the anti-Indigenous and racist structure of 'taxpayer' politics and its centrality to settlement in Canada. The paper focusses on four key elements that characterize how liberal market-oriented political advocacy groups practice politics: racializing Indigenous people and 'de-nationing' Indigenous nations; producing fiscal spectacles; spatial elimination through the institution of private property as a solution to 'problems' faced by Indigenous nations; and legal assimilation via the abolition of the Indian Act.

3. Location-telling: A land-based framework for decolonizing feminist self-reflexivity practices
Presenter: Katie Boudreau Morris, Carleton University

Employing an anti-colonial feminist paradigm (Abdo 2014 and 2011, Wolfe 2013 and 2012, Masalha 2012, Waziyatawin 2012, Grosfoguel 2011), and as one Acadian woman belonging to Mi'kma'ki, I offer the analytic concept of what I call "location-telling" as an academic voicing of an indigenous practice of relating to the land while introducing oneself. As a critical intervention into the important academic inter-related practices of feminist self-reflexivity and intersectionality, my position is that location-telling is a methodology that is a piece of the puzzle of decolonization of academic and activist spaces and thinking (and elsewhere). I aim to build from Abdo's crucial argument (2018) that intersectional feminist perspectives fail to recognize indigeneity and the settler-colonial system of power, and therefore the primacy of land. Some indigenous or indigenous-centered scholars have made use of what intersectionality offers and/or re-worked the approach in useful ways (see, for example, Levac et al 2018: 9). However,

as Abdo (2018) contends, intersectional feminist perspectives fail, in general, to recognize indigeneity or the settler-colonial system of power; a problem with deep roots in "the silence in the discipline [of Canadian Sociology]s intellectual frames and research programs with respect to Indigenous theorizing about the social world" (Watts, Hooks, and McLaughlin 2020). I argue that location-telling can move us toward a solution. Location-telling contingently entails three main exercises: self-reflexivity, epistemic positioning, and geo-historicizing one's self and/or community. In other words, location-telling means grounding one's story of the self in one's land relationships and being explicit about one's alliances in the context of settler colonialism.

(ITD4B) Technology and Society: Technology and Social Change

Date: Wednesday, May 18 Time (ET): 1:00 PM - 2:30 PM

Digital sociology scholarship offers unique insights into the many ways that social practices change alongside the development of new technologies. This session highlights the diversity of recent research that examines the complex intersections between technology and social change. Presentations cover the following topics: digital game play experiences in embodied spaces, the complications arising from the increasing hybridization of work, navigating the tensions associated with new technological integration within health care settings, and the relationship between genetic engineering technologies and biodiversity.

Organizers: Andrew Nevin, University of Massachusetts Boston, Anabel Quan-Haase, Western University

Chair: Andrew Nevin, University of Massachusetts Boston

Presentations:

1. Growing up with Pokémon in the Suburbs: Internet technology changing play amongst adults
Presenter: Allen Kempton, University of Toronto

Internet technologies have had significant impact on contemporary digital game play practices. Gaming hardware has developed to be networked devices, often paired with online platforms of various kinds, whether fan or industry generated. As a result, contemporary digital game play is highly communicative, relying on the Internet and online platforms for discussion, optimization of the metagame (Donaldson, 2015), engaging with the industry itself, or playing with others. But how has this impacted face-to-face play for Canadian players in small cities? This research investigates not only how communicative play, called metaplay (Bateson, 1956; Sutton-Smith, 1997) shapes contemporary digital game play, but also specifically how adult Pokémon players in a relatively small region in Canada engage with their play. This study investigates challenges local adult Canadian players face in having fulfilling play, if the online, communicative aspect is important to their experience, and what they would like to see locally. Using ethnographic methods, I interviewed 15 Pokémon players in the "District", a region outside of major Canadian city featuring a large historically large automotive and industrial sector, as well as urban, suburban, and rural geographical characteristics. Pokémon provides an excellent case study for

Internet technology impacting play practices, as the technology slowly integrated into the hardware over 25 years. The research found that although players generally held positive views towards online components, there was a strong desire for local, in-person play with others. Participants felt face-to-face play usually provided the best experience, and lamented social stigmas towards public play. Industry practices pushing players towards online platforms rather than incentivizing in-person play changed how players perceived the game. This research contributes to the field of Canadian digital sociology and sociology of play by focusing on local practices of adult players, contextualized by global information and fan-base engagement and immediate local influences.

2. Self optimization and hybrid work: understanding the mediated construction of the flexible worker through the COVID-19 pandemic

Presenter: Spencer Huesken, Queen's University

The COVID-19 pandemic has drastically shifted the ways in which we understand and engage with the workplace (Baldwin, 2020; Dwivedia et al. 2020; Iivari, et al., 2020; Nagel, 2020; Alon, et al., 2020; Hite and McDonald 2020).Alternate models of work such as 'remote' and 'flexible' work, along with the incorporation of digital technologies (e.g., Microsoft Teams and Slack) into existing work practices, have produced an array of discussions related to 'hybrid work'. The ubiquity, speed, and variance of these changes, risks leaving understandings of hybrid work open to interpretation. More so, the urgency of these changes presents important questions regarding the ways we engage with work, primarily how digital technology mediates shifts in remote and flexible working models as well as our expectations of work/life balance. To this end, this paper brings together media and communications literature, economic sociology literature, and micro-interactional approaches to comprehend how shifts in expectations related to work via the hybrid turn are subjectively experienced, including forms of adaptation, appropriation, and resistance to organizational practices. Further, I foreground a research agenda oriented around the dynamics between work, technology, and subjective experience to examine how models of hybrid work are being assembled and managed in particular Canadian sectors of work. Altogether I offer an understanding of hybrid work that puts into conversation the dialectical relationship between, digitally mediated working environments, self-optimization and organizational workplace culture in the context of free market capitalism.

3. Maintaining eye contact vs. documentation: Challenges and opportunities in Electronic Medical Record (EMR) Implementation

Presenter: Esther Brainin, Ruppin Academic Centre

There is a strong push towards the standardization of treatment approaches, care, and clinical practice documentation to evaluate the quality of health delivery. The EMR is a software package that supports physicians and nurses' treatment in a face-to-face relationship between the medical staff and the admitted patients in hospitals. The implemented system involves comprehensive documentation of a patient's medical history, easy access to medical data from remote sites, improved communication among the various providers involved in health care, and easy access to medical information. However, patients and their relatives anticipate that the

medical staff will maintain the ethos of looking at patients, touching them, and talking to them during their consultation and treatment. Therefore, to assess the impact of the EMR implementation on the medical staff, I used the classical socio-technical approach. This approach relates to technology and users as separate entities that interact through organizational processes and eventually accomplish better organizational outcomes. The purpose of the study was to portray the tension medical staff experienced during and after implementing a new EMR system named Chamelion in two hospitals in Israel. Data was collected from Chameleon users utilizing surveys completed by 280 physicians, 330 nurses, and 83 ward managers. Differences and similarities were found between the three professional groups in the variables that predicted Chameleon implementation. Excess information was positively related to the Chameleon disadvantages, and holistic patient information was positively associated with the Chameleon advantages. All professional groups agreed that Chameleons use resulted in the standardization of medical teamwork and improved work protocols. But at the same time, they complained about the prolonged documentation time Chamelion consumes at the expense of maintaining the relationships between care providers and patients. Implementing EMR in hospitals is known to be challenging. Using the socio-technical approach and comparing the average scores for Chameleon advantages among three professional groups, it was found that for nurses, Chameleon accomplishes better organizational outcomes than for physicians. Albeit having the potential to change ward managers organizational routines, the introduction of Chameleon did not yet meet the expectations.

4. Anthropocenic Biodiversity: Untangling Representations and Imaginaries
Presenter: Daphne Esquivel-Sada, University of Ottawa

Since the implementation of DNA recombinant technologies, “wildlife” and “biodiversity” have been seen as domains deemed of protection from genetically engineered life forms. In the last decade, it is possible to observe a reframing of the relationships between genetic engineering and biodiversity in the wake of developments in synthetic biology and gene editing technologies such as CRISPR-Cas9. The genetic engineering technologies are increasingly seen as a tool in the management of the biodiversity crisis. How to seize this novel emerging kinship between genetic engineering and “biodiversity” from a sociological perspective? During the present communication, I will present preliminary results of an ongoing postdoctoral research drawing on a twofold qualitative effort: a socio-historical analysis of the evolution of genetic engineering and biodiversity from 1970 to present, and qualitative semi-directed interviews with synthetic biologists, CRISPR researchers, conservation biologists and representatives of international and national public bodies dedicated to conservation issues. Drawing on this body of data and science studies scholarship, I will share some preliminary results and thoughts on how the relationships between genetic engineering and biodiversity are under an epistemological, symbolic, and imaginary reframing process. Especially, I will suggest the idea of naturalisation of new genetic engineering technologies as a generative entrance door for the understanding of the new entanglements between aforementioned domains.

(PLN4) Révéler les barrières invisibles par un test de correspondance à Québec
Quebec City's Audit Study: Looking for Invisible Barriers

Date: Wednesday, May 18 Time (ET): 1:00 PM - 2:30 PM

The event will be held in French with simultaneous translation in English.

Cette étude porte sur la discrimination à l'embauche des minorités ethniques dans la région métropolitaine de Québec. À la suite d'un prétest, le test de correspondance principal a généré l'envoi de plus de 1 500 CV en réponse à quelque 500 offres d'emploi, essentiellement en administration, mais aussi en informatique. L'analyse des résultats montre que les membres des trois minorités étudiées rencontrent des taux de traitement inégal variables. À l'opposé des candidat.e.s d'origine latino-américaine qui ne sont presque pas discriminés, les candidat.e.s des minorités arabe et africaine ont un taux de discrimination élevé, surtout ceux de genre masculin. Enfin, l'étude a révélé une hiérarchie ethnique modérée par le genre féminin.

Cette conférence est présentée par les auteurs de l'article lauréat du Prix d'excellence en sociologie de langue française de 2021: *Testing à l'embauche des Québécoises et Québécois d'origine maghrébine à Québec.* Recherches sociographiques (LX, 1, 2019, p. 35-61).

This study analyses hiring discrimination faced by ethnic minorities in the Quebec City metropolitan area. Following a pilot test, the main inquiry is based on a correspondence test including more than 1500 resumes and 500 job offers. Comprising mostly business administration jobs, sample also contains a proportion of computer science jobs. It provides empirical insights about how ethnic minorities face varying degrees of employment discrimination. Results suggest Latin-American Females and Males are not discriminated. In contrast, Arab and African minorities endure a persisting and high level of unequal treatment, especially Males. Moreover, results indicate an ethnic hierarchy moderated by Female gender.

This lecture is presented by the authors of the 2021 Prix d'excellence en sociologie de langue française winning article; *Testing à l'embauche des Québécoises et Québécois d'origine maghrébine à Québec.* Recherches sociographiques (LX, 1, 2019, p. 35-61).

Moderator: Johanne Jean-Pierre, Toronto Metropolitan University

Keynote Speakers:

Jean-Philippe Beauregard
Gabriel Arteau
Renaud Drolet-Brassard

(PSM2B) Facing the state: movement strategies in democratic and repressive contexts

Date: Wednesday, May 18 Time (ET): 1:00 PM - 2:30 PM

Papers in this session consider the dynamic relationship between state power and social movement activism in differing contexts. Drawing on a range of cases, they illuminate how regime type - from democratic to authoritarian - informs movement repertoires and practices, as well as considering how states themselves respond to the demands of collective actors.

Organizers: Emily Laxer, Glendon College, York University, Lisa Kowalchuk, University of Guelph

Chair: Emily Laxer, Glendon College, York University

Presentations:

1. Is Democracy Responsible for Persistent Corruption in Some Developing countries? The Case of Ghana

Presenter: Joseph Asomah, University of Manitoba

The question of whether democracy as a system of government helps combat corruption has been a subject of debate, particularly in developing countries where democracy is practiced. The objective of this paper is to answer a fundamental question: Should democracy be blamed for corruption in Ghana's Fourth Republic? In doing so, I use interviews, media reports and scholarly literature to argue that if constitutionalism and the rule of law vital to democratic governance are not respected, democracy cannot be blamed for the persistent Ghanaian corruption. Hence, for democracy to help curb corruption, citizens and mainly the power elite must take a keen interest in promoting constitutionalism and the rule of law religiously. Based on the Ghanaian case, this article contributes to the ongoing debate on the relationship between democracy and corruption, especially in the sub-Saharan African context.

2. Social Movements and Policy Outcomes in an Authoritarian Regime

Presenter: M. Omar Faruque, Queen's University

Social movements rarely achieve their goals in an authoritarian regime. Activists also endure its repressive actions. Recent scholarship raises questions about this view and argues that social movements can persuade governments to grant concessions in response to their grievances. Although repression does not disappear, concession is often used as an effective strategy to neutralize social movements against the policies and actions of a ruling regime. Building on these insights, this paper asks: How does an authoritarian regime respond to social movements? When does the regime prefer repression to concession in dealing with a social movement's demands? It examines a decade-long social movement (2011-2021) against energy and infrastructure development projects near the Sundarbans, a mangrove forest and an ecologically critical area in the southwest region of Bangladesh. Based on qualitative empirical evidence derived from semi-structured in-depth interviews with activists, civil society organizations, policy experts, and journalists, this paper analyses the movement-regime relationship in an authoritarian context to identify the factors that led to both the regime's preference for repression and the movement's lack of success in achieving its desired policy outcomes. It emphasizes two salient issues vis-à-vis the regime's refusal to offer any concessions: a) its fear that social movement activities will bolster anti-government mobilization (an agenda of several opposition political parties with a different set of demands, including the restoration of the Caretaker Government system removed from the constitution in 2011); and b) its view that the movement, if successful, will undermine its dominant narrative of neoliberal development, which offers no room for democratic deliberations.

3. Collective and Dispersed Resistance in the face of inclusion and exclusion: The case of Peace Academics from Turkey

Presenter: Gaye Onurer, Queen's University

This paper unfolds the acts and performances of resistance played out by the purged Turkish scholars in the case of Peace Academics from Turkey. Peace Academics were marginalized and criminalized by the authoritarian government due to a 2016 peace petition they signed to condemn the unprecedented state violence in the Kurdish region of the country in the state of exception rule. The case of Peace Academics is an ongoing case, and purged scholars are still subject to exceptional tools, including exclusinary surveillance and co-existance of law and the absence-of-law. However, the state of exception mechanisms also offer possibilities and opportunities to create transnational communities of resistance and solidarity. The purged scholars resist the interlocking systems of repression through both organized or collective and non-organized or disperse. The forms of resistance practices of the scholars are diverse. Transnational alternative academic spaces, such as solidarity academies, offer alternative learning and teaching spaces and emerging socipolitical spaces of belonging. In addition, autoethnographic writing is another form of resistance the scholars perform to build counter-memory, or counter-history, seeking to invalidate and undermine the official memories and histories of the dominant ideology.

4. State repression and violent turn of social movement: the case of IPOB

Presenter: Damilohun Ayoyo, University of Alberta

The impact of state repression on social movement repertoires continues to attract scholarly concern within social movement studies. Studies have shown that state repression affects the protest repertoires and opportunity adopted by social movement organizations. However, no much scholarly attention has been paid to the circumstances under which social movements in Africa turn to violent repertoires when they are repressed by the state. The increase in the number of violent political movements against nation-states in Africa since the turn of the 21st century calls for scholarly concern. Drawing on the social movement scholarship, this article documents how state repression affects the protest repertoires of the pro-Biafran movement organization, the Indigenous People of Biafra (IPOB) in Nigeria. In this article, I address two themes. First, I document the policing strategies of various Nigerian regimes against IPOB between 2015 and 2021. Second, I interrogate how state repression of IPOB influenced the group’s adoption of violent tactics. The article demonstrates how state heavy-handedness and over-militarized responses to social movements can evoke violent response from movement organizations and actors. The article adds to the body of literature on how the repertoires of protest policing affects the repertoires of social movements.

(RAE1B) Race and Ethnicity II: Systemic Racism and Structural Barriers

Date: Wednesday, May 18 Time (ET): 1:00 PM - 2:30 PM

On the world stage, Canada is often applauded for its diverse and multicultural population and for giving the impression that we all live well together, despite our differences. Canada is portrayed as a country that does not have problems of racism or racial conflict, all the while people have lived experiences contrary to this rhetoric. Rather than being celebrated racially and ethnically, diverse groups often bump up against barriers. The scholars in this session take an intimate look at individuals and groups who have been restricted or completely obstructed by social, political, education, and employment systems and structures because of their race, culture, language, or immigrant status. They problematize the ideas of multiculturalism and diversity and reveal areas that change is required.

Organizers: Jennifer Adkins, University of British Columbia, Hyacinth Campbell, Brock University, Jessica Stallone, University of Toronto

Chair: Hyacinth Campbell, Brock University
Presentations:

1. The cultural production of minority and national discourse
Presenter: Abu Haque, York University

Identity is a process of what someone might become rather than being, which is increasingly becoming fragmented and fractured in the globalized world. It has been further complicated by the cultu ral mediation of the dominant ideologies through power and control. It requires a cross-cultural fluidity to unpack the alienation brought about by the discursive practices of language within a space occupied by different ethnocultural groups. The research challenges the discursive practices that perpetuate a dominant ideology to shape the identities of minority groups in an otherwise hybrid living in Canada. My methodology is a qualitative analysis of interviews of visible minorities going beyond the discursive practices of knowledge creation. The major findings of the study confirm a privileged yet obscure position that reproduces a specific national discourse and pedagogy, yet which has been continuously challenged by an increasingly hybrid culture facilitating the voices of the immigrants, the displaced, and the marginalized. The research expands the knowledge of the cultural production of identity within the national discourse of so-called multicultural Canada.

2. Immigrant Non-Native Novice Teachers of English Professional Identity Formation: What lies behind teachers' drop-out rates in the Canadian Post-Secondary Context
Presenter: Dima Zaid-Kilani, Carleton University

It has been noted that the growing number of Non-native speakers (NNS)s of English as a second language (ESL) and the escalating demand on the English instruction (Graddol, 2019) explain why the majority of trained ESL teachers in the world must be non-native teachers (NNT)s (Canagarajah, 2005). While Canada has seen an increased number of immigrants and the need for NNTs has been identified, 50% to 70% novice ESL teachers at university language schools in

Canada leave teaching within the first five years (Farrell, 2016). Interest on NNTs attrition has become an area of attention, however, there has not been any satisfactory documentation published on NNT's attrition and the reason behind it (Valeo & Faez, 2013), and the impact on NNTs identity formation in the Canadian context (Faez, 2011). This study is an attempt to examine how are ESL teachers' professional identities constructed in Ontario? And to investigate the reasons why novice ESL teachers leave the profession, and to what extent and why immigrant NNTs leave the profession in larger numbers proportionally than native teachers (NT)s do. I will use critical race theory (CRT). This will be a qualitative multi-case study.

3. The Unsung Story of Immigrant Women Medical Doctors of Color
Presenter: Cindy Sinclair, University of Toronto

Immigrant medical doctors (IMDs) face unsurmountable challenges in gaining medical recertification to continue their medical career in Canada. In the past years, only about 10% of IMDs are selected for Canadian retraining residency programs in Ontario. As a staff in two different postgraduate residency programs at the university level for twenty years, I was the first point of contact for newcomer IMDs. During this time, I observed the radiant beams of excitement in IMDs' faces as they arrived at my office with credentials in hand, ready to start a new life in Canada. Years later, I would see some of these same individuals. Smiles no longer beaming but overshadowed with worry about re-licensure challenges, studying for the medical exams, finding an observership or fellowship to connect with the Canadian medical system, to name a few. I gravitated towards the life issues of IMDs. What was happening to this large number of IMDs who have conscientiously tried to become recertified but were never granted the opportunity to continue their passion? How are their lives affected as medical recertification seems farther away and termination of life-long medical career seems inevitable? Applying a critical sociological lens in a qualitative research study with one-on-one interviews of IMDs from 13 countries around the world, the stories from participants in the study were heart wrenching and supported by other IMDs at professional development events. In this presentation, I will the present the "unsung" stories of "qualified, yet denied" IMDs with narration of their personal experiences as highly education professional immigrants' integration in the Canadian workplace.

(SCL2A) Culture and Inequality I

Date: Wednesday, May 18 Time (ET): 1:00 PM - 2:30 PM

This two-part session examines the role of inequality in shaping culture and the role of culture in shaping inequality. These panels bring together case studies that explore different facets of culture and inequality, with papers that analyze key questions around the maintenance of power and privilege, the complexity of identity formation, and the intricacies of cultural practices. Together, these examples illuminate culture's varied role as resource, strategy, repertoire, and barrier.

Organizers: Allyson Stokes, Memorial University, Saara Liinamaa, University of Guelph

Chair: Saara liinamaa, University of Guelph

Presentations:

1. Friendship, Intimacy, and the Contradictions of Therapy Culture
Presenter: Peter Mallory, St. Francis Xavier University
Non-presenting author: Laura Eramian, Dalhousie University

While therapy culture has long been a part of the repertoires through which people think about and manage their romantic relationships, it has been less prominent in how people think about friendship. However, our interviews on difficult friendships and experiences of friendlessness show that therapy culture is increasingly shaping how people orient to friendship. This paper focuses on how modern therapy culture, with its focus on individual wellbeing, 'self-care,' and 'healthy' rather than 'toxic' relationships, presents people with conflicting cultural imperatives for how to practice their friendships. These tensions find expression in our interviewees' accounts of struggling with how to engage with their own and their friends' hardships. On the one hand, therapy culture encourages people to seek out friends to whom they can disclose their most intimate feelings and experiences—friends who will offer sympathy, understanding, and validation. On the other hand, therapy culture equally cautions that one must maintain 'boundaries' with friends to protect oneself from too much of friends' disclosures or 'traumas.' The self therefore fundamentally depends on friends for emotional support in modern personal life, yet at the same time it requires shielding from the burdens of friendship and its emotional dangers. In this paper, we ask what these dual imperatives mean for modern friendship and how people experience the tension between them. Who has access to middle-class cultural repertoires of the therapeutic attitude, who does not, and with what effects? How might therapy culture increasingly turn friendship into a reflexive object or something else to 'optimize'?

2. Complications and worries: The finality of downsizing for the oldest-old population
Presenter: Ursula Cafaro, Laurentian University
Non-presenting authors: Lynne Gouliquer, Laurentian University; Carmen Poulin, University of New Brunswick

Older adults, especially those in the exceptionally old category, are socially pressured to take up less-and-less space the longer they live. They are marginalised through the social imposition of an identity which simplistically constructs them as dependent, decrepit, and nearly dead (Kvavilashvili et al., 2009). Inevitably, older adults internalise an ageist identity, thereby perpetuating their own marginalisation (Krekula et al., 2018). One of its manifestations occurs through downsizing, a common practice for anyone moving from one living situation to another. Generally, it involves a reduction of furniture and accumulated personal items. For the older adult, downsizing can raise questions about their sense of place and what they call 'home'. It also brings up concerns about giving up personal possessions imbued with meaning and identity (Luborsky et al., 2011). The focus of this paper is to understand how older adults (90 years old and older) living in place managed their lives and made sense of downsizing. The Psycho-Social Ethnography of the Commonplace (P-SEC) (Gouliquer and Poulin, 2005) methodology was used to shed light on issues of the marginalised through an intersectional lens (e.g., age, physical ability, class, accessibility). Thirty participants from eastern Canada were interviewed. The theme

of downsizing was identified as an event that complicated the lives of these older individuals in various ways. For instance, they grappled with giving away possessions accrued over their lifetime which seemed valueless to the younger people in their lives. Findings provide a greater understanding of how older adults made sense of and coped with downsizing. The discussion will focus on illuminating the various psychological, physical and social costs for the older adult, and exposing who the different players are that benefit from maintaining this ageist marginalising event. Social change recommendations that address systemic ageist stereotypes will be made.

3. Cultural cultivation and the intergenerational transmission of resources: The association between extracurricular activities and income mobility

Presenters: Kamma Andersen, Western University; Kim Shuey, Western University

Parent's resources positively affect child's social and cultural capital which in turn leads to higher academic attainment and better labour market outcomes in adulthood (Bourdieu 1973; Pfeffer 2014; Roska and Potter 2011). Middle class parents often transmit their social class status through cultural cultivation by providing resources to children that will help them succeed socially and academically (Lareau 2002). For some, this may include enrolling children in certain sports, activities, and clubs outside of school. But to what extant does participation in certain activities aid in academic success? Do the benefits of engagement in activities differ based on income group? Using data from the National Longitudinal Study of Adolescent to Adult Health (Add Health), this paper explores the role of childhood involvement in extra-curricular activities for intergenerational income mobility. Preliminary ordinary least squares regression models indicate that playing team sports as children interacts with parental household income and gender to effect income in early adulthood. I find no evidence that playing team sports as a child affects the personal income of those from low-income families. As parental income rises, however, participation in team sports has an increasingly positive impact on personal income. On the other hand, the effect of team sports does not differ by gender. These findings suggest that children from high socio-economic backgrounds translate their sporting experiences into valuable cultural and social capital later in life which results in greater income. In contrast, playing team sports is generally not an effective vehicle for the social mobility of those from poor families. Next steps will look to understand how participation in other activities such as drama, arts, and school clubs may also affect adult income. The purpose of this study is to determine which activities hold larger benefits for children coming from different income groups.

4. The Culture of Son Preference, Urban-rural Dual System and Disability in Later Life: Evidence from on a National Survey in China

Presenter: Jie Miao, University of Calgary

A synthesis of sociological perspectives on health inequalities suggests that disadvantages engendered by lower social statuses are likely to accumulate over the life course and contribute to disparities in individual functioning in later life. However, few studies have explored the role cultural tradition plays in shaping functional statuses in later life. In addition, little empirical literature has examined ageing and disabilities in under-developed countries, where social and cultural contexts may be different from those in Western contexts. China's unprecedented

population ageing and the unique cultural and social contexts (i.e., son preference culture and the urban-rural dual system) raise important issues concerning disabilities among older adults. This study incorporates cultural context to the cumulative inequality theory to examine how the cultural tradition of son preference is associated with physical and cognitive disabilities among older Chinese adults and how the urban-rural dual system modifies the association between son preference culture and disabilities in later life. This study uses data from the China Health and Retirement Longitudinal Study (N=17,708). The analyses are carried out using path analysis. The culture of son preference contributes to later-life disabilities through shaping early-life conditions (e.g., childhood health, childhood relationships, and education attainment). Urban household registration identity benefits later-life functioning by weakening the relationship between son preference and early-life conditions. Research on ageing and disabilities in a Western context mainly focuses on the role that race, gender, socioeconomic status play in shaping functional statuses, overlooking the intersectionality of cultural tradition in shaping health stratification. By examining the impacts of son preference culture and urban-rural dual system on disabilities among Chinese older adults, this research demonstrates that the culture of son preference can foster health stratification by raising initial inequalities at the family level. The study of health inequalities must be expanded to take cultural and social contexts into account.

(SCY3) The Sociology of Child and Youth in Canada: Moving the field forward

Date: Wednesday, May 18 Time (ET): 1:00 PM - 2:30 PM

Revisiting the question posed by Albanese (2009) – "where has the sociology of childhood gone?", this workshop will be a facilitated discussion exploring the current state of the field of child and youth studies in Canada, and investigating the potential directions we could move it forward as a collective and as individual researchers. In this workshop, emerging and established scholars will come together to discuss the current landscape of child and youth studies in Canada, and identify new priorities coming to light.

Organizers and Facilitators: Noah Kenneally, MacEwan University and Hunter Knight, OISE, University of Toronto

(SOM5E) Sociology of Migration: Management of Immigration in Contemporary Canada

Date: Wednesday, May 18 Time (ET): 1:00 PM - 2:30 PM

The papers in this session speak to changes in migration management practices, to the implementation of automatic decision making systems, and to the fallacies of treating entry categories as distinctive from each other.

Organizers: Monica Boyd, University of Toronto, Lisa Kaida, McMaster University, Rima Wilkes, University of British Columbia

Chair: Jonathan Amoyaw, Dalhousie University

Presentations:

1. Immigration control through administrative burdens, waiting periods, and policy changes: refugee sponsorship in Quebec since 2015

Presenter: Ian Van Haren, McGill University
Non-presenting author: Clothilde Parent-Chartier, Université d'Ottawa

Following a large increase in the number of refugees resettled in Quebec in 2015-16, the provincial government introduced increasingly restrictive policies to reduce the number of refugee admissions in subsequent years. Our paper examines the evolving policy approach in Quebec towards refugee sponsorship and the impact these changes have had on relationships between the provincial government, refugee sponsorship organizations, individuals interested in sponsorship, and the individuals living in refugee situations hoping to come to Quebec. We draw on data regarding on the changing policy context, historical immigration flows, and the perspectives of civil society collected through in-depth interviews to explore how the government has constrained immigration of resettled refugees by introducing new administrative burdens and waiting periods in the process of submitting applications. We explain how these policy changes, introduced since 2017, represent strategies of immigration control and show how they limit civil society engagement which, in turn, limits the ability of groups to assist with the integration of refugees, which is the goal of the program. We conclude with a reflection on how studying administrative burdens and waiting periods can be fruitful in other research on immigration policy.

2. Reconfiguring administrative borders: automation and decision-making in Canada's migration management

Presenters: Gabriel Bergevin-Estable, Université Laval; Danièle Bélanger, Université Laval

In recent years, States have been developing and implementing Artificial Intelligence (AI) solutions designed for administrative decision-making and governance, including in immigration. In 2017, the Government of Canada partnered with the Canadian Institute for Advanced Research (CIFAR) to work on a Pan-Canadian Artificial Intelligence Strategy. The Treasury Board of Canada Secretariat adopted a Directive on Automated Decision-Making in 2019, effective from 2020. These strategies and accountability mechanisms emerged in parallel to voices from academia and Canadian civil society calling for accountability and transparency on the use of AI in governmental administrative decision-making. In this larger context of technological advancements, in 2018, Immigration Refugee and Citizenship Canada (IRCC) started processing temporary resident applications using Chinook, a software developed in-house. Chinook is not an AI per se and thus avoided oversight mechanisms for AI. It is nevertheless a program with automation features which significantly change how immigration officers process temporary resident applications, including workflow, note-taking, record-keeping, and drafting decision-letters. For candidates to immigration as well as for professionals who assist them with their applications, the use of Chinook and of other similar systems by IRCC reconfigures administrative borders and the strategies to overcome them. This paper explores the repercussions of automated system that assist decision-making on IRCC’s treatment of temporary residence applications, on access to

administrative recourses for applicants deemed inadmissible, and for migration management more generally. We base our analysis on administrative data obtained through access to information requests and on information contained in filings at the federal court (Ocran v. Canada (MCI) IMM-6571-20, Decision pending). The discussion addresses issues of transparency, discretion, and accountability mechanisms to oversee 'automated decision-making in Canada's migration management and the feasibility of applying these mechanisms to a wider range of software solutions.

(SPE6B) Re-conceptualizing Risk: Insights from Sociology II

Date: Wednesday, May 18 Time (ET): 1:00 PM - 2:30 PM

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 feature presentations that question, analyze and explore the appearance, meaning and significance of 'risk' from sociological perspectives.

Organizers: Katie Aubrecht, St. Francis Xavier University, Laura Funk, University of Manitoba, Mary Jane Kelly, St. Francis Xavier University, Jenny Li, St. Francis Xavier University

Chair: Katie Aubrecht, St. Francis Xavier University

Discussant: Mary Jane Kelly, St. Francis Xavier University

Presentations:

1. Who is at risk? COVID-19, Community, and Class in Canadian News Media
Presenter: Ivanka Knezevic, University of Toronto Scarborough

We examine the relative importance of categoric inequalities, on one hand, and class, on the other, in the construction of risk of COVID-19 infection, morbidity, and mortality in Canadian news reporting over the last two years. We do so by conducting a combined quantitative and qualitative content analysis of COVID-19 news reports in two large-circulation, national-scope Canadian newspapers. We find that, contrary to the usual understanding of social determinants of health, Canadian news reporting does not associate increased risk of COVID-19 with indicators of socio-economic inequality (class), such as low income and social protection, or residential crowding, but nearly exclusively with social exclusion and discrimination against equity-seeking groups in Canadian society. Moreover, reporting on their risks of COVID-19 is mostly descriptive: the groups' heightened risks are acknowledged, but little is said about their causes and policies that might ameliorate them. This high focus on categorically-based risks of COVID-19 and the

corresponding “fading away of class” in news content - and therefore in public discourse limit the possibilities for comprehensive discussion of public health risks in the current situation. From perspective of public discourse, this may lead to what Brubaker (2004) calls “reification of groups,” which while it makes the groups’ equity-seeking efforts more effective in the short term may easily make them less effective in the long run, as social conditions of risk, including the degree and mechanisms of inequality within the groups, and the relations among intersecting axes of inequality, change. From social policy perspective, it is important that the public and political discourse include a comprehensive and complex awareness of risks that various categories of Canadian population face during the COVID-19 pandemic. If that is not the case, social policies may not adequately address needs of large populations at risk of pandemic-related loss.

2. "They can't cope": Youth self-injury and risk discourse in Canadian news media
Presenter: Sarah Redikopp, York University

Epidemics of self-injury are increasingly framed as public health crisis, risk, and danger facing today’s youth. In Canada, youth who self-injure are varyingly positioned as vulnerable to contagion, as lacking necessary resilience, and as drains on the healthcare system. Drawing on a feminist governmentality framework, which underscores how “power operates through the circulation of discourse that produces objects that are then governed through calculated measures and strategies, including, for example, surveillance, regulatory mechanisms, and self-discipline” (Polzer and Power, 2016, p. 12), this presentation examines the discursive construction of youth self-injury-as-risk in Canadian news media. I report on findings from a critical discourse analysis of 19 Canadian news articles reporting on self-injury from 2011 to 2019. I identify and discuss three interrelated themes from study findings: social (media) contagion, failed resilience, and system overwhelm, and argue that self-injury risk discourses are consistent with neoliberal mental health paradigms insofar as they operate to individualize, biologize, and depoliticize suffering; narrowly construe a particular subject as “at risk” (most commonly a youthful, feminized, and white subject); and legitimize the surveillance and control of at-risk subjects while doing little to substantively improve access to safe, affordable, and non-coercive care. I ultimately argue that the construction of self-injury as “risk” works to justify the surveillance, regulation, and control of self-injuring subjects, while obscuring structural factors that inform mental and emotional distress.

3. Risk Management in Integrated Youth Mental Health Service Provision
Presenter: Jenny Li, St Francis Xavier University
Non-presenting author: Katie Aubrecht, St. Francis Xavier University

Mental health struggles significantly impact the lives of young Canadians. Discourses of adolescent development emphasize risk. Approximately 75% of lifetime mental health disorder arise before the age of 18, and Canadians aged 15-24 have the highest rates of mood (8.2%) and substance use (11.9%) disorders out of any age group. Unmet mental health needs are associated with a risk of suicide, the second leading cause of death in Canadian youth. Canada’s equity-deserving youth are disproportionately vulnerable to systemic inequities shaping access to, and

experiences of, existing resources. The fragmentation, long wait times, and bureaucratic red tape of Canada's mainstream mental health care elevates the risk of youth failing to find the support they need, delaying care, and struggling in silence. Integrated youth services (IYS), a form of mental health care that embraces greater community engagement and cross-disciplinary partnerships than most mainstream models, is emerging as a best practice for managing Canadian youths' risk for ill health. This presentation maps representations of risk in current academic and grey literature on IYS. Information was collected and analyzed as a part of a qualitative study framed by grounded social ecology theory and an anti-oppression perspective. A Joanna Briggs Institute (JBI) scoping review was conducted to synthesize current knowledge of IYS models in Canada. Information was also collected as part of an environmental scan which included semi-structured interviews with service users and an administrator to centre key informant perspectives on establishing, maintaining, or accessing IYS. Findings suggest that user co-creation, where service users are treated as partners, lowers the risk of providing inadequate help. Young people voiced their appreciation for streamlined resources, where services ranging from peer support to sexual health counselling can be accessed in the same place. The provision of tailored services to youth based on their intersectional identities was also emphasized.

(THE2) Theories of the Background: A Discussion of the Things We Don't Know We Know

Date: Wednesday, May 18 Time (ET): 1:00 PM - 2:30 PM

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. 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 therefore the presentations included are from across a host of disciplines to help spark new theoretical engagements to answer the questions of today and beyond.

Organizer and Chair: Reiss Kruger, York University

Presentations:

1. Between the spheres: The reorientation of lived experience in defining the situation of urban administration

Presenter: George Martin, York University

During the COVID pandemic, debates about public health measures in cities have intensified an interest in distinctions between public and private spheres. Addressing this context, this paper discusses the relationship between cultural identity and the nominally public processes of city administration by revisiting the concept of 'defining the situation'. Building on recent and past work on this issue, it tracks various ways 'the definition of the situation' has been used to explain the role of lived experience in decision making. While recognizing that lived experience certainly

shapes public deliberation, it also shows an opposite dynamic whereby policy making subtly disrupts what that experience means. I suggest, a deeper understanding of 'the definition of the situation' shows ways policymaking recontextualizes lived experience by rendering its ordinariness as something strange or uncanny. In this way, the analysis aims to highlight connections between reassessing established themes of sociological theory and current discussions of culturally-oriented urban policymaking.

2. Atmosphere and Counter-Sphere in the Soviet Gulag
Presenter: Jeffrey Stepnisky, MacEwan University

In this presentation I explore the concept of background through an application of the ideas of philosopher Peter Sloterdijk to Gulag memoirs. In his Spheres Trilogy (2011, 2014, 2016) Sloterdijk, writing from a phenomenological perspective, argued that human beings are the kinds of beings that construct and live within spheres atmospheric containers, co-operatively built from material and non-material culture. Spheres are not optional but rather provide the basic, often taken for granted, affective backgrounds that make human being possible in the first place. In this presentation I argue that the Gulag generated spheres/atmospheres that impacted life in the camps. On the one hand, the camps were pervaded by "dark," "tense," and "dreadful" atmospheres. These served as the dominant background of the camps and threatened prisoner's dignity and ontological security. On the other hand, camp prisoner's built counter-atmospheres pockets of festivity, calm, and spiritual transcendence that protected against the threats carried by dominant atmospheres and provided space for at least a small amount of self-sustaining world-building. This presentation will explain the relevance of sphere, and atmosphere, to the study of background, and describe the processes associated with the formation of both Gulag atmospheres and counter-spheres. Applicability to social theory more broadly will be considered.

3. Lifeworld as Critical Theory 'Catch-All'? A Critical Interrogation of Habermas' Account of 'Lifeworld' in his Theory of 'Communicative Action'
Presenter: Dean Curran, University of Calgary

In Habermas' Theory of Communicative Action (vol 1 &2) (1981), he brings to culmination a project in social theory that began with Knowledge and Human Interests (1968). Key to this work is his development of a novel conception of rationality, separate from instrumental rationality, communicative rationality, and the tying of this non-instrumental rationality to a theory of action, communicative action, and a domain of social life, the lifeworld, respectively. Habermas then, in turn ties this account of communicative action to a novel redefinition of what should be the task of a critical theory of society. While there are many important questions that can be asked of this redefining of a critical theory, this paper focuses on certain ambiguities in his account of 'lifeworld'. In particular, this paper raises questions regarding the tensions between the account of the 'lifeworld' as: i. the space of non-purposive action, ii. The space of communicative action based in validity claims, iii. The space of potential consensus grounded in 'force of the better argument', iv. The space in social life that is not system, and v. an implicit, unproblematic background for ordinary life. While Habermas does not necessarily explicitly ascribe all of these

characteristics to the 'lifeworld', as this paper shows, in different aspects of the Theory of Communicative Action, the 'lifeworld', is called upon to fulfill these various functions. The paper then proceeds to highlight the challenge in 'lifeworld' serving as this 'catch-all' concept. The paper then proceeds to evaluate what role the lifeworld can play in a critical theory of society, as well as what limits are placed on a critical theory of society by the lifeworld.

4. What makes social research possible? Friction as research method.
Presenter: Dean Ray, York University

When method or theory descend into the sticky materiality of everyday life they produce what Anna Tsing calls friction. By friction, I mean the messiness and entanglements that emerge when our well-worn concepts confront a reality that they do not perfectly represent, when they descend into the sticky materiality of everyday life. Yet, friction recedes into the background. Given the political economy of our discipline, there are significant benefits that come from ignoring it. We disguise our authorship, we suspend our values, we separate method from theory, and we ignore the theories of other groups, castigating them as culture. Our research make the world seem as if there is no discontinuity between the ideal and material, as if our ideas slide perfectly into the world or divine perfectly from them, never confronting or creating resistance. What happens when friction is brought to the forefront? Drawing on the idea of biographical sketches in Indigenous theory, this paper proposes wrenching friction from the background by putting messiness and entanglement front and centre. Friction (its inherent riskiness and resistances) is a productive way that the research context emerges and that we gain self-knowledge. By considering three sources of friction in my own research, this paper proposes friction as method for uncovering the background. 1. Research is authored, yet we delete the author in our work. 2. Method and theory are continuous, yet we artificially parse and separate them. 3. Theory is for everyone, yet our discipline has a very specific idea of what theory is, ignoring the everyday theorizations or the way our theories surface in the lives of our research participants. By considering friction, we are given the opportunity to develop new ways to conceptualize the world around us. Friction is productive. By uncovering friction, this paper proposes three insights that have come from it. 1. We are the author - we must confront our own biographies and our disciplinary baggage when dealing with research contests. 2. All research is narrative - the act of writing unites theory and method. 3. Theory is for everyone - everyone makes theoretical claims and tests these claims through social actions as far flung as everyday interaction or business dealings. Friction makes social research possible.

(CSF1) COVID-19 and Canadian families: A mixed methods project on intersections between care/work policies, practices, and outcomes

Date: Wednesday, May 18 Time (ET): 3:00 PM - 4:30 PM

This panel brings together selected papers from a 2021 national survey with over 4600 Canadian participants (parents with children aged 10 and under) and a follow up qualitative project with a diverse group of participants. The survey was conducted in late summer 2021 and the qualitative project begins in winter 2022. Both the survey (conducted with an Angus Reid panel) and the

qualitative research explore connections between paid work, unpaid household and care work, and paid care work services as well between people's everyday lives and varied care/work policies (childcare, parental leave, and employment policies) before and through the COVID-19 pandemic. Our panel showcases just a few of the in-progress papers from cross-generational researchers working on this mixed methods project.

The panel features research funded by a SSHRC Partnership Grant on Reimagining Care/Work Policies. The survey is also part of a larger international comparative survey and project (led by Dr. Anna Kurowska, University of Warsaw, Poland) and carried out with a team of International researchers in five other countries (Poland, Germany, Sweden, the United States, and Italy).
Organizers: Andrea Doucet, Brock University, Sylvia Fuller, University of British Columbia

Panelists:

Kim de Laat, Brock University
Andrea Doucet, Brock University
Sylvia Fuller, University of British Columbia
Janna Klostermann, Brock University

(EDU6) Pathways to and through Post-Secondary Education in Canada

Date: Wednesday, May 18 Time (ET): 3:00 PM - 4:30 PM

Pathways to and through postsecondary education in Canada and elsewhere are increasingly diverse. Yet the varied ways students move through postsecondary 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. In this session, presenters will discuss their qualitative and quantitative research on the individual and structural predictors of the varied ways students make their way to and through postsecondary education in Canada, as well as the relationship between student pathways and educational and labour market inequality.

Organizers and Chairs: Stephen Sartor, Western University, Patrick Denice, Western University, Xavier St-Denis, Institut national de la recherche scientifique

Presentations:

1. Second-Generation Youth's Pathways into University in Canada
Presenter: Wesal Abu Qaddum, University of Toronto

Access to post-secondary education in Canada is one of the highest in OECD countries and especially in Ontario (Statistics Canada, 2020; Usher, 2019). National enrollment rates continue to demonstrate a historical and steadily rise in post-secondary access, especially for marginalized youth (i.e., working-class, and racialized youth) (Finnie et al., 2015; Finnie and Mueller, 2012; Frenette, 2017; McMullen, 2011). However, Canada's post-secondary access rates obfuscate the diverse ways in which students transition from secondary and into post-secondary. The current study will address this scholarly gap by utilizing qualitative research data to explicate the post-

secondary pathways of marginalized youth. Using an Anti-racist Marxist Feminist theorization, the paper will exemplify the challenges that propel working-class and second-generation racialized youth (i.e., Canadians born to immigrant parents) to access university through non-normative pathways. At secondary schooling, second-generation youth encounter mezo level challenges related to racism, large class sizes, bullying, teacher pedagogy and criminalization. Second-generation youth navigate such institutional challenges in an individualized approach by attending private schools or non-standard secondary schools (e.g., SAFE, or adult schools). The alternative school systems enable second-generation youth to attain academic requirements conducive to post-secondary admission through pedagogical, curricula and socio-academic supports. Following secondary, marginalized second-generation youth largely attend college due to socio-economic barriers, and aspire to transition into university through non-normative routes. Second-generation youth's transition into university is largely viable through institutionalized bridging programs that enable students to transfer into university. The rationale underpinning second-generation youth's aspirations to access university stems from their desire to attain college and university level credentials, conducive to a competitive edge in the labour market. As the paper will exemplify, the experiences of second-generation youth contribute to the socio-educational literature on the pathways that marginalized youth take to access post-secondary and attain social mobility.

2. Complex Educational Pathways for Refugees Resettled in Rural Nova Scotia

Presenters: Kenzie MacNeil, St. Francis Xavier University; Norine Verberg, St. Francis Xavier University; Jordan MacDonald, St. Francis Xavier University

Post-secondary transitions for refugee newcomers in Canada are diverse and complex (e.g. Que, 2020; Reddick and Sadler, 2019; Streitwieser et al., 2019). A recent qualitative study on the educational and economic transitions of community sponsored refugee newcomers in rural Nova Scotia reveals how newcomers experience post-secondary school transitions in rural Nova Scotia, and how these experiences inform their current and future work aspirations. Based on interviews with resettlement volunteers and newcomers in several rural areas of Nova Scotia, this study sheds light on how systemic variables within the Nova Scotia education system impact newcomers' education pathways. The data sheds light on the opportunities and barriers faced by newcomer youth and adults seeking further education, and the various pre- and post-migration variables mitigating their experiences, such as access to English language classes; the role language benchmarks play in accessing post-secondary admissions; the lack of attention to facilitating credential recognition; the impact of attending high school in Canada prior to applying for post-secondary schooling, and the key roles sponsor group volunteers play in helping newcomers navigate the complex and underdeveloped structure of service delivery in rural areas. This paper contributes to the emerging body of literature on refugee youth's educational experiences in Canada, and addresses the limited attention given to the post-secondary experiences of adult newcomers. This research is based on in-depth interviews with newcomers, resettlement volunteers, and staff/volunteers in rural community organizations that offer learning services. While acknowledging different starting points and destinations of newcomers, this study raises the question: does Nova Scotia make post-secondary education accessible to people from diverse refugee backgrounds? Preliminary findings suggest the province needs to

adapt post-secondary options, for instance, creating credential bridges for refugees trained in other national contexts.

3. Student Loans Made Me Do It: Student Debt and Employment among Post-Secondary Graduates

Presenter: Cynthia Spring, York University

Higher education is widely documented to contribute to better employment outcomes, bolstering the assumption, centered at the policy level in Canada, that human capital investments can help young people transcend social and economic inequality. However, in the Canadian context, where student debt is a predominant source of funding for higher education among post-secondary students, the relationship between student debt, including government-sponsored student debt, and post-graduate employment outcomes merits close attention. Taking up political economy scholarship's conceptualization of certain types of debt as facilitating contemporary processes of expropriation, this paper considers whether or not, and to what degree, publicly regulated student debt, which allows for human capital investments, constrains graduates in their employment options. Focusing on the Ontario context, I use data from Statistics Canada's National Graduates Survey (2013 and 2018) to explore how levels and sources of debt upon graduation, together with indicators of social location, shape post-secondary graduates' employment experiences. On the basis of this statistical analysis, I question the assumption (normalized at a policy level) that publicly regulated financialized human capital investments in post-secondary education are key to eradicating socioeconomic inequality and poverty. In contrast, my findings suggest that government-sponsored student loans do not protect against, and may in fact correspond with, insecurity in and lack of control over employment.

4. The World Awaits! An Audit Study Measuring International Study Exchanges

Presenter: Katelyn Mitri, Western University

Canadian policymakers highlight international study exchanges as an important experience for students' school-to-work transitions. These programs are argued to develop the skills and knowledge for students to be successful in increasingly globalized labour markets, thereby making them attractive to prospective employers. However, most research on the employment outcomes of students who participate in international study exchanges uses European survey data. Using survey data develops a challenge overcoming self-selection bias, as students who participate in study exchanges have pre-existing individual and family characteristics that may determine career outcomes. To overcome this challenge, the presented research implements the first audit study to investigate if Canadian graduates with international study exchange experience are more likely to receive an invitation to a job interview. Over 1,200 pairs of fictitious resumes and cover letters were sent to real job postings across Canada. In each pair of job applications, one applicant was assigned a control for international study exchange. Preference in the location of study exchange was also examined by randomizing the location of the study exchange between Peking University in Beijing, China and King's College London in London, United Kingdom. The findings of this study demonstrate that studying abroad slightly increases

the probability of being invited for a job interview if the job requires travel. While not statistically significant, the job applicant that listed a study exchange at Peking University received the most interview invitations.

5. Comparing the Degree Pathways of Doctorates: Exploring Patterns, Influences, and Early Career Outcomes

Presenters: Jessi Nelson, University of Guelph; Brooklyn Barber, University of Guelph; Shoshanah Jacobs, University of Guelph

Doctorates are accessing their degree programs from a variety of educational experiences, including which degree milestones they have completed. With high dropout rates, a need for equity, diversity, and inclusion in higher education, and increased demand for highly qualified persons in the labour market, determining the role of degree pathways and how it varies across disciplines and demographic groups is necessary for informing higher education institutions, their practices, and policies. Credentials play an important role in labour market outcomes with existing research showing notable differences across disciplines and demographic groups. Existing research has not investigated the role of degree pathway, what influences pathway and how that contributes to labour market outcomes. Our research uses nationally representative quantitative data from Statistics Canada's 2018 National Graduate Survey (NGS), where we look at doctorate graduates from the 2015 cohort. The degree pathway of doctorates was constructed using their highest level of completed education prior to their doctorate degree (i.e. Bachelor's degree or Master's degree). Pathway was explored as a response variable, where we looked at factors influencing pathway (e.g. discipline), and as an explanatory variable, where we looked at pathway as a predictor of academic and labour market outcomes, such as time to completion and salary, respectively. All analyses were done using Stata Statistical Software and included a standard array of sociodemographic variables. We recognize there are more degree pathway possibilities than the two identified using the 2018 NGS, and we wanted to learn about the influences and barriers to degree pathway choice and personal perceptions of educational experiences. To accomplish this, we created an online mixed-methods survey in Qualtrics and welcomed doctorate graduates and students from 1970 onwards. Respondents were also invited to participate in an optional interview. This research is part of an ongoing master's study. Results are being analyzed.

(ENV7) Confronting Climate Change

Date: Wednesday, May 18 Time (ET): 3:00 PM - 4:30 PM

This session presents a wide-ranging discussion of how human communities are confronting climate change in the 21st century. It addresses how rural and urban communities and governing bodies are responding, with varying degrees of success, as they seek to develop adaptive capacity in the face of climate change. It also contextualizes climate change in terms of broad geological and climate trends, demonstrating how climate change is understood and misunderstood as causing social outcomes. It also demonstrates how people become motivated to care about climate change, in the context of governance and individual life trajectories.

Organizers: Tyler Bateman, University of Toronto and University of Alberta, Ken Caine, University of Alberta, Valerie Berseth, University of British Columbia, Jennifer Jarman, Lakehead University

Chair: Tyler Bateman, University of Toronto and University of Alberta

Presentations:

1. Concretising cultural and social capital: fostering adaptive capacity in rural and small-town Saskatchewan

Presenter: Holly Campbell-Gale, University of Regina

Rural and small-town communities in the Saskatchewan prairies have particular vulnerabilities to climate change. Distance from urban centres and resources, lack of attention from policy centres, and often heightened exposure to climate disasters amount to an increase in vulnerability. But what can be learned about adaptive capacity from rural and small-town prairie communities? How can existing strengths and agency in rural areas be mobilized for climate change adaptation? This paper uses the lens of social and cultural capital to explore and reveal tangible demonstrations of adaptive capacity in the face of climate disasters, and to uncover important lessons about how social and cultural capital can equip small towns to enhance their adaptive capacity. Forty-four interviews in a cluster of rural Saskatchewan municipalities discussing changes in climate, changes in community, coping, flood management, and prairie life will be drawn upon to ground these theories in tangible lived experience. The analysis includes communities that have and have not experienced recent disaster. This paper makes a valuable contribution by discussing lessons for increasing adaptive capacity to climate change in prairie communities through the concretizing of two valuable concepts: it mobilises social and cultural capital for disaster management.

2. Paleontology in the Anthropocene: Talking Rocks

Presenter: Rebecca Yoshizawa, Kwantlen Polytechnic University

Where transitions between prior geologic epochs (the “Jurassic” being a popularly familiar example) were marked by non-anthropogenic causes such as volcanic activity and asteroid strikes, “the Anthropocene” is a posited epoch that marks time during which human activity is the dominant cause of geological and climate changes. The concept is highly controversial not only in scientific communities but also in public debates about climate change, the environment, extinction, and futurity. In these ways, the Anthropocene is relevant to sociological interest in how individuals and communities deploy scientific or other kinds of knowledge to take positions on social conflicts and debates. Paleontology is the study of life before the current epoch, known through tell-tale rocks called fossils. Paleontology produces knowledge about the prior status of the earth in relation to the present, and as such, paleontologists contribute much to social, political, and economic debates about environmental and climate changes and extinction. This study asks, ‘How do paleontologists reflect upon and understand their work as it relates to debates concerning the Anthropocene?’ Using preliminary results from a qualitative study of paleontologists, this paper reflects on emerging tensions in paleontology regarding the concept

of the Anthropocene. Epistemological, ontological, and ethical considerations of the study's participants are highlighted. I argue that fossils entangle past, present, and future as the actant-world-makers contextualizing these debates.

3. Climate change, transformative learning, and social action: Exploring adult climate activism in Manitoba, Canada

Presenter: Claire Brandenbarg, University of Manitoba

In campaigns such as #FridaysforFuture, youth climate activists point to the instability of their own future as a key reason for mobilizing but it is not as clear what catalyzing forces are causing adults to join the climate movement. To investigate, my research explored the role of learning as a catalyzing process through which adult activists in Manitoba, Canada are motivated to take collective action on the climate crisis. As such, this work attempts to address a gap in the transformative learning literature by examining the intersection of learning and action, and works to advance knowledge regarding pathways to "learn our way out" of complex socio-ecological problems (e.g., climate change). Data for this qualitative study was comprised of literature and document review, semi-structured interviews, and a focus group session with climate activists in Manitoba. Key findings included observing how multiple types of learning (formal, nonformal, and experiential) led participants to climate activism, as well as how experiences of grief, death, and/or loss motivated involvement in the climate movement. In regard to learning outcomes, my research adds context to the introspective, communicative, transformative, and instrumental domains of transformative learning and draws conclusions about the learning-to-action process as one of accumulated awareness.

4. The Most Sustainable City amidst Climate Disasters

Presenter: David Champagne, University of British Columbia

Despite championing sustainability worldwide, Vancouver and British Columbia were recently confronted with climate disasters of unprecedented scale. As planning and emergency bodies seemed mis-prepared to many, such a paradox begs the question. If prevailing governance bodies have lost a sense of the earth as a common, shared environment as Latour suggests (2017), then what sort of environments do sustainability projects envision in the face of climate disasters? And what is the impact of sustainability planning in terms of climate justice? This issue is of particular importance when it comes to widespread climate adaptation efforts on which so much of our future livelihood depends upon. Many climate mitigation and adaptation schemes mobilize reified notions of climate vulnerability, the social construction of abstracted markers of climate vulnerability such as the forecast of global temperatures, of sea level rise, of wildfire risks and so forth as an objective existing agency (Hulme, 2018). Such forms of climate reductionism, or climatism, mobilize future climate forecast as a deciding factor of public discourse (Hulme, 2018). Yet, these forecasts often misrepresent actually occurring hazards in local communities and their adaptive capabilities (Dawson, 2017; Swyngedouw, 2021). In responding to this gap, I seek to problematize Vancouver's climate sustainability efforts in the face of mounting climate hazards by using planning policies as primary documents. I first contextualize the meaning of climate vulnerability within the contemporary representations of the environment as discussed

by Bauman (2017) and Latour (2017). I then promote the relevance of cultural political economy to enlighten meaning-making processes surrounding climate hazards (Jessop and Oosterlynck, 2008; Jessop and Sum, 2016). Lastly, I highlight how climate injustices are also about who can maintain control over the predominant social imaginary of climate change.

(FEM6) Intergenerational Critical Feminist Conversations: Reflecting on the Past, Present, and Future of Feminist Sociology

Date: Wednesday, May 18 Time (ET): 3:00 PM - 4:30 PM

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.

Moderators: Lisa Smith, Douglas College and Ayesha Mian Akram, University of Windsor

Panelists:

Karine Coen-Sanchez, University of Ottawa
Jane Ku, University of Windsor
Judith Taylor, University of Toronto
Carieta Thomas, University of Calgary

(GAS6) Spaces of Queer Disruption: LGBTQ2S+ Intimacies, Consent, and Violence

Date: Wednesday, May 18 Time (ET): 3:00 PM - 4:30 PM

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.

Organizers and Chairs: Elliot Fonarev, University of Toronto; Andy Holmes, University of Toronto

Presentations:

1. Queering Sexual and Gender Based Violence: An Intersectional Approach to Mainstream Media Coverage

Presenters: V Bragagnolo, York University; Lauren McLean, Guelph University; Ashley Shalmoni, York University

On September 17, 2021, the chant "Stop this violence, no more silence" could be heard across the Western University campus (Zaforsky and Newcombe 2021). Hundreds of students and faculty at the university staged a walkout to demand action as they marched to protest multiple incidents of sexual violence on their campus. Far from an isolated occurrence, the events at Western brought to the forefront questions of who gets represented in the media. Mainstream media maintains a "master narrative" of sexual and gender-based violence (SGBV) that excludes and isolates queer experiences (Harris and Linder, 2017, p. xiii). Drawing from Harris and Linder (2017) and Crenshaw (1989), this paper deconstructs the "identity-neutral, power evasive perspective" (2017, p. xiv) centered in popularized mediums and offers a queer approach to SGBV with an intersectional lens. By reframing the conversation of SGBV as a combination of macro and micro cishet and racist structures, socially and culturally-based interventions along with reform can be produced to best aid those whose stories have historically gone unpublished. SGBV continues to be a prominent issue within and outside of university campuses; yet, it lacks the acknowledgement and intersectional understanding it so desperately needs for institutions to create safe and informed spaces. This paper aims to curate this conversation by asking the following questions: How can an intersectional framework be incorporated into policies and procedures to move away from a privileged white, hetero, cis female narrative of SGBV? What social and cultural stereotypes must change when talking about survivors? Why do we only focus on and believe specific voices in discussions about SGBV?

2. How socioeconomic inequality, space, and homophobia intersect to shape the construction of Haitian gay migrants as immoral

Presenter: Carlo Handy Charles, McMaster University

Since the beginning of their migration to the Americas and Europe in the 1950s, Haitian migrants have ensured the socio-economic survival of non-migrants in Haiti. They have mainly done so by sending annually over three billion US dollars to their families and friends back home. While Haitian migrants are often perceived as having a positive economic impact on the country, some are criticized for engaging in sexual behaviours, such as homosexuality, which seemingly infringes on 'traditional' Haitian family values in a largely conservative 'Christian' society. This revives old debates about migrants' role in using their money to normalize homosexual romantic/intimate relationships and pervert sexual morality and acceptable gender norms among non-migrants in Haiti. According to these debates, the physical and socio-cultural distance that separates gay Haitian migrant's home and host countries would be the reason why they engage in homosexual acts with non-migrants in Haiti. As such, homosexual identity and behaviours are seen as being physically and socio-culturally distant from the imagined community and national identity to which Haitians supposedly belong. And, it is only by being located outside of the physical and

socio-cultural border of Haiti that Haitian migrants may have developed a gay identity, which emboldens them to pervert sexual morality in their Caribbean homeland. Situated at the intersection of transnational migration and space, this paper examines how the inequality of resources between migrants and non-migrants intersects with homosexuality and space to construct Haitian gay migrants as immoral while also recognizing their vital economic support to Haiti. Drawing on secondary data and field research in Northern Haiti, this paper shows that the construction of gay Haitian migrants as perverts is part of contemporary political and religious homophobic projects in Haiti, which locate homosexuality outside the real and imagined borders of the country. As well, this paper analyzes the significant implications that such a view has had for how homosexuality and homosexuals are perceived and treated in the Haitian context of migrant remittance dependence.

3. Undoing Violent Relations: Using a Feminist Queer Crip Lens to Develop Trauma-informed, Anti-oppressive Consent Education

Presenter: Jessica Wright, McGill University

This paper brings together feminist sociological scholarship from Critical Disability Studies and queer and trans studies to consider modes of de-centering the cis-heteronormative, colonial logics underscoring contemporary consent education. Drawing from two sets of data, I examine how queer and trans epistemologies can be used to reframe and improve GBV prevention education in trauma-informed, anti-oppressive ways. The first study attended to youth trauma survivors (most of whom were queer, trans, BIPOC, first-generation Canadian, disabled and/or Mad) and their experiences and understandings of consent and consent education. I found that survivors' challenges with navigating consent, such as dissociating during sex, were accommodated by queer and trans (QT) partners in ways that they were not by cis-heterosexual male partners. The lack of accommodation within a cis-heterosexual dynamic reflected liberal and colonial constructions of intimacy: sex is conceptualized as a transaction and consent as a contract unaffected by political inequities. Though I do not subscribe to an idea of QT relations as utopic, my study found that QT youth are imagining new forms of sexual relations that decenter the (colonial) violence often inherent in cis-heteronormative arrangements and, instead, prioritize interdependence and care. Further, the study's findings point to a need to honour and learn from QT survivors' 'crip skills' for meeting their 'sexual access needs', the needs they have in order to access mutual, non-harmful, pleasurable sex. I build on these findings with data from a second study that uses narrative collection to explore QT youth survivors' affective experiences of full or meaningful consent. The paper contributes to scholarly conversations about the liberatory potential of queer sexual joy for disrupting the systems that maintain rape culture, such as colonialism and cis-heteronormativity. Incorporating a feminist queer crip lens in consent education is one such way to begin both honouring QT survivors' lived knowledges and mobilizing queer sexual joy to build healthier, less violent sexual cultures.

4. "It's just been a place of belonging": Oral Histories of GSAs/QSAs in Alberta

Presenters: Tif Semach, University of Lethbridge; Athena Elafros, University of Lethbridge
Non-presenting author: Harry Culley, University of Lethbridge

Gay Straight Alliances (GSAs)/ Queer Straight Alliance (QSA) are youth-led groups aimed at providing welcoming, inclusive opportunities for two-spirit, lesbian, gay, bisexual, transgender, queer, and all other sexual and gender minority (2SLGBTQ+) students and their allies to gather. The first GSAs in Alberta were created in the early 2000s in public high schools. This paper is based upon an ongoing oral history project that aims to document the experiences of GSA/QSA members and facilitators from Alberta, Canada who have been involved in a GSA/QSA over the last twenty years. We have currently interviewed a total of 10 facilitators and participants of GSAs in Alberta about their experiences. We inductively coded these interviews using NVivo software. In this presentation we will: 1) outline some of the history of GSA legislation in Alberta, with particular focus on the politically divisive climate arising in recent years; 2) highlight some of the emergent key themes from our interviews, which have relayed both the challenges and triumphs of creating and fostering these groups in sometimes tentative school communities; and 3) discuss some of the challenges and opportunities of this type of community-based oral history research project, with attention to the developing challenge of conducting interviews during the COVID-19 pandemic.

(HEA1B) Sociology of Medicine, Health, and Illness II: Treatments and Health Professionals

Date: Wednesday, May 18 Time (ET): 3:00 PM - 4:30 PM

This session features papers that focus on the theoretical, methodological, and empirical issues pertaining to the sociology of health and health care.

Organizers and Chairs: Michael Halpin, Dalhousie University; Elena Neiterman, University of Waterloo

Presentations:

1. Listening to the Experiences of Women First Responders in Ontario
Presenter: Kelly Gregory, University of Waterloo
Non-presenting authors: Elena Neiterman, University of Waterloo; John G. Mielke, University of Waterloo

First response work has historically been designed for and performed by men; yet more women than ever are striving to do this work. What little research exists suggests that women first responders often face harassment and discrimination, unequal access to resources, and reproductive health challenges. This work explores the occupational experiences of paramedics, police officers and firefighters (n = 15) who self-identify as women and work in Ontario, Canada. Semi-structured phone and Zoom interviews explored participants' individual life course, resiliency and stress, diversity and inclusion, and gender and professional roles. Constructivist grounded theory was utilized to understand the experiences within and across the three professions, and a Gender Based Analysis Plus approach was utilized to consider how gender and other social factors may be impacting workers' experiences. Preliminary findings reveal that negative clients' assumptions, sexist workplace commentary, lack of access to proper fitting

uniforms and equipment, and reproductive health issues represent some exceptional challenges to women first responders. Interprofessional dynamics are largely supportive despite disproportionate funding and access to resources. Paramilitary occupational structures may contribute to challenges faced by workers who experience harassment and discrimination amid a lack of support from upper-ranking professionals. Geographical differences were also noted, where women in urban locations faced far fewer challenges related to workplace culture. Recommendations include EDI education and implementation among high-ranking officers to shape positive workplace cultures for women, increasing financial and organizational support for maternity leaves, and greater access to mentorship for women. As the only qualitative and comparative approach to investigating Canadian women first responders, to the author's understanding, this work provides unique insight into the current status of EDI in the field and provides novel information for advancing EDI goals.

2. Qualitative Studies of Methadone Maintenance Treatment in Canada
Presenter: Matt Tallon, Independant Scholar

This presentation will discuss the history of Methadone Maintenance Treatment (MMT) and Canadian qualitative studies on MMT. Canadian qualitative studies reveal that MMT is not beneficial. I want to suggest that this view of MMT stems from the view that methadone is a drug so clients are still "addicts." This misses an important point; MMT can offer people with addictions, who may not be able to discontinue drug use, stability. Why should the success of MMT be measured with a person no longer having addictions if such a level of success may not be achievable? It does not seem reasonable to hold people with addictions to standards that some cannot achieve and then stigmatise them. Maybe, if many people are not successful in MMT it is because there is a lack of knowledge about how success in MMT is fostered. No Canadian qualitative studies on MMT directly ask how clients taper out of MMT. This presentation will describe why a qualitative study on tapering out of MMT is needed to ignite social change for people who use opioids.

3. "This disease is going to bankrupt us!": The power of a formal diagnostic label for athlete families navigating chronic traumatic encephalopathy
Presenter: Deana Simonetto, University of British Columbia, Okanagan

A formal diagnosis plays a pivotal role in the lives of individuals experiencing illness as it confirms their status as a "sick person" and legitimises their access to social resources (disability, unemployment insurance). So, what happens when an individual experiences symptoms indicative of a disease that can only be diagnosed post-mortem? Chronic traumatic encephalopathy (CTE) is an example of such a disease. CTE is a neurodegenerative disease believed to be caused by substantial exposure to repetitive head trauma, often experienced within the context of contact sports and the military. In this paper, I draw on participant observation in a CTE caregiver support group as well as in-depth interviews with 27 former athletes and 29 family members to explore the challenges athlete families face as they strive to become legible in various social systems and secure resources. I explain how the structural challenges these families experience are heavily shaped by their geographic locations, the type

and level of sport the athlete played, and their social networks. I conclude by discussing the power a diagnostic label has for the everyday lives of athletes and their families and suggest the overreliance on a post-mortem diagnosis of CTE is a cultural expression of what society is prepared to accept as normal and worthy of treatment (Jutel 2009). The lack of diagnosis in living athletes and the debates around whether they will develop CTE from playing contact sports diminishes athletes' ability to claim social services and support, leaving many families with a financial and caregiving burden.

4. Down and Out(side) the System: Psychedelic-assisted Therapy in Treatment-Resistant Populations

Presenter: Jarrett Robert Rose, York University

In Canada and the United States, a constellation of sociocultural conditions has coproduced an era of distrust in science and medicine. In psychiatry, psychology, neuroscience, and other disciplines oriented to the study of menta health, decades of research and billions of dollars spent have produced little efficacy in understanding the etiology, or proper treatment for, mental distress and trauma. In this milieu, orthodoxy in diagnosis and therapy is being eschewed for alternative medicine. Psychedelic-assisted therapy, in contrast, is being increasingly decriminalized, popularized, and researched, and in countries like Canada regular use under medical supervision is imminent. Sociologists have neglected this sociomedical phenomenon. In this presentation, I give a broad overview of my research on psychedelic therapy and discuss two forms of data collected. First, I describe in-depth interview data involving the lived experiences of people suffering decades-long mental distress and trauma who decide to use psychedelic healing as a last resort. Then, I discuss my ethnography of a weeklong psychedelic group therapy retreat, focusing on the creation of a “sociomental community” the cultural norms, values, and symbols of healing and the integrative aspects of the group-based setting. I end with a description of the overall impact psychedelic-assisted therapy has on the lives of my research subjects.

(IND2) Indigenous-Settler Alliances and the Strategic Use of Rights Framing to Ignite Change

Date: Wednesday, May 18 Time (ET): 3:00 PM - 4:30 PM

This event will be held in English with simultaneous translation in French.

This panel examines the role of Indigenous-settler alliances in sparking and sustaining meaningful social change. Drawing on a SSHRC-funded project on long-term alliances, our multidisciplinary research team of Indigenous and non-Indigenous members employs a case study approach informed by Indigenous and anticolonial research methodologies, and centers the voices, experiences, and analyses of alliance participants.

In this session, we highlight the strategic use of human rights, Indigenous or treaty rights, and other rights framings and discourses to build support for Indigenous-led change. The three contexts of alliance-building considered here include: (1) The Right to Belong: Indigenous women’s organizing and the decades-long struggle to eliminate sex discrimination in the Indian Act; (2) Shoal Lake 40 First Nation’s Freedom Road campaign to end a century of state-imposed

geographic isolation and to ensure access to clean drinking water; and (3) over four decades of alliance-building and solidarity efforts by ecumenical social justice coalitions now housed under the umbrella of KAIROS Canada. Each case study was designed in partnership with relevant Indigenous communities, organizations or leaders and employed a blend of story-sharing circles, one-on-one interviews, and archival research. In each case, participants discussed the importance of framing their struggles in terms that fit or challenged the prevailing political and cultural contexts and thereby resonated with potential local, national, and global supporters.

The panelists reflect on the lessons learned from the successes of these three cases, the benefits and limitations of rights framing and discourses, and the challenges of sustaining momentum for deeper decolonial transformation. A discussant will be invited to respond.

Discussant: Avril Bell, President of the Sociological Association of Aotearoa New Zealand

Panelists:

Jeffrey Denis, McMaster University
Lynne Davis, Trent University
Chris Hiller, University of Waterloo-Renison
Dawn Lavell-Harvard, Trent University

(ITD3) Digital Risks

Date: Wednesday, May 18 Time (ET): 3:00 PM - 4:30 PM

With society moving toward becoming more digitized, there are more opportunities for data breaches and leaks, digital threats, and deviant and/or criminal behaviours to be carried out online. As part of the process of digital transformation, new and unknown risks are introduced. Sociological approaches to studying risk provide us with critical insights from a socio-digital lens, leading to new knowledge and empirical developments. The research in this session provides insights on the discourse of risk by engaging with emerging trends, risks, and opportunities associated with the use of information and communication technologies. Central topics covered in this session include the use of machine learning in online political conversations, perceptions of safety when engaging on social media, cybersecurity, and online offending.

Organizer and Chair: Molly-Gloria Harper, Western University

Presentations:

1. Detoxing Democracy with SAMbot: Using Machine Learning to Measure Canada's Online Political Conversation

Presenters: Sabreena Delhon, The Samara Centre for Democracy; Vijai Kumar Singh, The Samara Centre for Democracy

People are leaving politics, not entering politics, and steering clear of the political conversation because of toxicity online. It is a barrier to civic engagement but there is insufficient data that illustrates the extent of the problem. In response, the Samara Centre for Democracy and Areto

Labs deployed SAMbot, a machine learning bot to track toxicity received by a selection of candidates in Canada's 2021 federal election. Over five weeks, two million tweets received by 300 accounts were analyzed, distinguishing between microaggressions, identity attacks and threats. The data showed disturbing trends and staggering volume. Women received more toxicity than men and on a weekly basis a handful of accounts received tens of thousands tweets with profane or sexually explicit content. According to a study from Amnesty International the violence and abuse many women experience on Twitter has a detrimental effect on their right to express themselves equally, freely and without fear. This talk will be a lightning session with a slideshow presentation, sharing lessons from this cross-sector collaboration between civil society and the private sector. It will seek feedback on how future iterations of SAMbot can reduce the toxicity of online political spaces in Canada. The Samara Centre for Democracy is a non-partisan charity that is committed to securing an accessible, responsive and inclusive democratic culture in Canada. Areto Labs is a female-founded Canadian technology company building the future of work by using machine learning and behavioral science to make digital communities more positive and inclusive.

2. "Everyone wants to be in the mix": Examining the Impacts of Social Media on Perceptions of Safety Among Black Youths in Toronto

Presenter: Julius Haag, University of Toronto

A growing body of qualitative work documents how social media platforms are increasingly becoming a site of conflict between young people who reside in disadvantaged communities. The focus of this work has largely been on gang-involved youths, including their use of social media to taunt and provoke rivals and otherwise further existing gang conflicts. However, not all social media conflicts lead to violence, nor are these conflicts the sole domain of gang-involved youths. Furthermore, little is known about how non-gang-involved young people in Canada perceive these conflicts. Drawing on 32 in-depth interviews with Black youths who reside in disadvantaged communities in Toronto, the present study examines how young people navigate conflicts on social media and their strategies to navigate the attendant risk of real-world violence. Study findings include the central role of social media as a virtual staging ground for real-world conflicts, including how online discourses potentially amplify existing feuds and how young people factor this knowledge into their perceptions of community safety. Study findings are discussed in relation to theories of neighbourhood street culture and their implications for urban violence prevention efforts.

3. Latent Profiles of Online Offenders

Presenter: Andrew Nevin, University of Massachusetts Boston

Cybercrime scholars predominantly focus their analyses on individuals who engage in particular forms of online offending, including digital piracy, hacking, or cyberbullying. However, there is less research that seeks to compare the qualities of online offenders across multiple misbehaviours. My current study addresses this gap in the literature by conducting a latent profile analysis to explore whether there are unobserved subgroups of online offenders based on their observed attitudes toward various online misbehaviours. Using data from an original

web-based survey administered to a Qualtrics online panel (N=960) in 2021, I aim to explore whether would-be online offenders represent a diverse group that is distinguished based on their proclivities toward certain misbehaviours over others. I measured their behavioural intentions by asking them to rate their likelihood of engaging in situations associated with trolling, flaming, digital piracy, cyberstalking, and hacking. My results identified four main subgroups: Non-Offenders (72%), Pirates (15%), Moderate Offenders (8%), and Likely Offenders (5%). This shows that online offenders can be distinguished based on specialized misbehaving or generalist misbehaving at moderate vs. high levels of offending likelihood. I also found that increasing levels of primary cyber-psychopathy are, on average, associated with a higher relative risk of being in each of the offender subgroups (vs. being in the non-offender group), while increasing secondary cyber-psychopathy scores are associated with average increases in the relative risk of being Moderate Offenders and Likely Offenders, but not Pirates (when compared against the reference group). Gender, age, and online intensity serve as other important predictors of specific profile membership.

(KNW5) La place du corps dans les connaissances sociologiques

Date: Wednesday, May 18 Time (ET): 3:00 PM - 4:30 PM

Comment les corps sont-ils perçus, évalués, signifiés? Par quels discours sont-ils traversés? Comment, par leur présence et leur subjectivité incarnées, les acteurs sociaux s'opposent-ils aux représentations dominantes à leur sujet? Comment positionner les corps au centre même de l'analyse sociologique pour arriver à voir autrement? Ce sont ces questions qui seront explorées tout au long de la séance à partir de l'expérience de différents sujet dissidents, violentés ou minoritaires.

Organizers and Chairs: Nicolas Petel-Rochette, Université du Québec à Montréal, Geneviève Proulx-Masson, Université du Québec à Montréal

Presentations:

1. Mobiliser la sociologie des émotions dans l'analyse d'une médicalisation controversée: le domaine de la chirurgie bariatrique

Presenter: Anouck Alary, Université de Montréal

L'« obésité » constitue une condition de santé contestée. Si elle est définie comme une maladie à traiter par le domaine médical, elle reste largement appréhendée dans l'espace public comme une « maladie de la volonté » (Valverde, 1998), soit une affliction handicapante que l'individu s'auto-infligerait. Dans ce contexte, des mouvements sociaux se sont aussi constitués pour dénoncer autant la médicalisation que la moralisation culturelle de la surcharge pondérale, et leurs répercussions plus accrues sur les femmes. En parallèle à ces « coalitions » de discours sur le poids, la chirurgie bariatrique connait depuis 30 ans une forte expansion. Si cet élan de médicalisation semble venir renforcer la représentation de la surcharge pondérale comme maladie à soigner, cette interprétation doit toutefois être nuancée. En m'appuyant sur les

résultats dune quarantaine dentretiens réalisés avec des patient.e.s et des chirurgiens bariatriques québécois, j'analyserai la « clinique de l'obésité » comme un espace où se négocient, sans pour autant s'exclurent, différentes définitions du corps, de la santé et du handicap. Tandis que les chirurgiens visent d'abord à responsabiliser les patient.e.s afin qu'ils adoptent de "saines" habitudes de vie, les candidat.e.s à la chirurgie aspirent principalement à une transformation corporelle synonyme de déstigmatisation. En puisant dans la sociologie des émotions, il s'agira d'explorer le rôle des dynamiques de genre dans cet espace, en analysant les attentes des candidat.e.s (dont plus de 80% sont des femmes) vis-à-vis de la chirurgie, et le positionnement ambivalent des chirurgiens (en majorité des hommes) face à ces attentes, à cheval entre un « registre compassionnel » venant à légitimer l'intervention bariatrique comme une pratique de soin, et un « registre disqualificatoire » leur permettant de se déresponsabiliser face aux échecs potentiels de la chirurgie (en termes de complications ou de reprises de poids) en blâmant l'affectivité des patient.e.s.

2. Extinction Policies: fat bodies and defense of life.

Presenter: Flávia Luciana Magalhães Novais, Universidade Federal do Rio Grande do Sul
Non-presenting authors: Paula Sandrine Machado, Universidade Federal do Rio Grande do Sul; Rafaela Vasconcelos Freitas, Universidade Federal do Rio Grande do Sul

This analysis is part of a doctoral research still in progress, which aims, in general, to analyze the ways in which health care is performed in fat bodies. It is based on a critical perspective to the application of procedures, programs, diets, among others, with the objective of weight loss as the only and imperative possibility of guaranteeing well-being, understanding that the opposition between healthy bodies versus fat bodies opens space and creates possibilities for violence, neglect and humiliation to be directed to people considered overweight. In conjunction with the concept of necropolitics, proposed by Achille Mbembe (2018), we propose to discuss, in this paper, what we are calling "Extinction Policies". They refer to the so-called health care available to fat people function as biopolitical norms that are passive to take necropolitical forms. From the analysis of reports published in the Brazilian media, we argue that these Extinction Policies function as strategies to the constitution of a nation considered "useful", based on guidelines that value the transformation of bodies considered as those "that do not serve", or "that can cause economic damage". Such policies are designed so that fat bodies are "corrected" and, at an extreme, exterminated from the community, in favor of maintaining a society that predefines the body measures that deserve to enjoy full health care and life itself. Finally, we focus on defending body diversity and the need to think about a care that respects the particularities and powers of each body, while ensuring that people, in their differences, have access and can produce health for themselves.

3. L'expérience des victimes d'agression sexuelle et le régime judiciaire : une problématisation sociologique depuis le prisme du corps

Presenter: Geneviève Proulx-Masson, Université du Québec à Montréal
Non-presenting author: Émilie Bertelle, Université du Québec à Montréal

La violence sexuelle est une violence faite au corps, le plus souvent celui des femmes. Un de ses effets les plus fréquents est le silence dû à l'obligation de se taire ou à la honte. Or, pour se libérer du poids associé à la violence subie et pour entamer des procédures judiciaires, les victimes doivent prendre la parole, c'est-à-dire rendre en mots l'expérience incarnée de leur agression. Face aux échecs réitérés des systèmes judiciaires à entendre les victimes et à rendre effectivement justice, nous proposons une problématisation de ces échecs par une approche sociologique du corps. Partir de l'expérience socialement construite et culturellement située de la corporéité permet d'appréhender les effets des significations et du positionnement de divers corps dans les structures sociales. Le matériel sur lequel s'appuie notre analyse provient de deux productions documentaires québécoises abordant les procédures judiciaires pour agression sexuelle : La parfaite victime (Néron et Perreault, 2021) et T'as juste à porter plainte (Clermont-Dion, 2021). Dans un premier temps, nous situons la problématique au niveau de l'inadéquation entre ce que les victimes d'agression sexuelle veulent dire de leur expérience et ce que le système judiciaire leur permet effectivement de dire. Cette inadéquation résultant du déni de toute corporéité par le système judiciaire, nous tentons ensuite de restituer les corps des victimes et des acteurices de ce système à l'intérieur des relations de pouvoir qui les constituent. Ce faisant, nous identifions un continuum structurel de la violence hétéro-patriarcale qui relie l'incarnation des corps masculins des avocats de la défense à l'agression sexuelle subie par les victimes. Enfin, nous comparons la représentation des victimes produite par chacun des deux documentaires afin de cerner les discours sous-jacents et leur potentiel à questionner le fonctionnement du système judiciaire et la codification sociale de la figure de victime.

(RAE1C) Race and Ethnicity III: Broadening the Subfield - New Conceptual Insights

Date: Wednesday, May 18 Time (ET): 3:00 PM - 4:30 PM

Advancing the discipline, extending literature, and addressing the gaps are all important components of research. Yet, it has been argued that there is a shortage of novel ideas and imaginative thought in scholarly work.

Organizers: Jennifer Adkins, University of British Columbia, Hyacinth Campbell, Brock University, Jessica Stallone, University of Toronto

Chair: Jennifer Adkins, University of British Columbia

Presentations:

1. The Generational Precarity of Black Millennials in Neoliberal Canada
Presenter: Maureen Kihika, Simon Fraser University

How do Black millennials understand and contest precarity as a structural factor that is both, intergenerationally reproduced and generationally distinct? What can the sociological study of Black millennials teach us about the distinct development of Canadian racism? Global inequality driven by labour market restructuring is emerging as the defining issue of the day. Although the trend of rising inequality affects a growing proportion of workers, millennials bear the brunt of

neoliberalism. Associated with post-fordism and the related feminization of employment, neoliberalism is considered a “perfect storm” of factors besetting millennials. Although neoliberalism has been assumed to cast a similar shadow on millennials, a lack of access to intergenerational wealth exacerbates the precarity of Black millennials; fostering intragenerational inequality. This essay holds that Black millennials experience inequalities that differ from those of their Black predecessors, and those of their non-Black counterparts. Unlike their elders who faced overt racial discrimination, Black millennials experience indirect isolation through economic policies that disproportionally affect Black people. Unlike their white counterparts, moreover, Black millennials experience a ‘cumulative precarity’ in which the economic disenfranchisement particular to their generation is made worse by the social forces of intergenerational legacies of oppression and domination. My paper provides a nuanced theoretical assessment of deepening socio-structural legacies of inequality, through a generational examination centered on Black Canadian millennials. Overall, this essay speaks to the potential of igniting social change through a critical deconstruction of Canada’s myth of multiculturalism.

2. Media Securitizer and the Racist "China-Threat" Discourse -- Ascension, Peak, and Downfall.
Presenter: Francois Lachapelle, University of British Columbia | Sciences Po

My research analyses media treatment of China’s techno-scientific expertise as a proxy to document the conditions under which the China-Threat discourse gains momentum, peak, and subsequently retreats from the field of power. I use the concept of media securitizer to examine the active role that print media’s reporting plays in the construction of China as a security threat in the political field and the public arena. I use qualitative content analysis of 250 news stories from The New York Times published between 1996 and 2016. My findings show the occurrence of two episodes of China-Threat cycles. The first peaked between 1999 and 2001 following Dr. Wen Ho Lee’s nuclear espionage case, while the second cycle gained momentum in 2010 after Beijing perpetrated a cyber-attack against Google. The first episode reveals that The Times played a key securitizing part in the strengthening of the China- Threat views in the political field with their publication of Dr. Lee’ case in 1999 and the specific discourse mobilized to tell the story. The second episode shows, on the contrary, a de-securitizing approach critical of Washington’s and understanding of Beijing’s intentions. Finally, contrary to agenda- setting scholars who argue that the shifting nature of media attention from one issue to another can explain the “end of cycles,” my results indicate the effect of internal forces as well. In both cases, the declining phase of China-Threat cycles was triggered by the unintentional racist effects of over- securitizing a state’s adversary. Dropped prosecutions against American citizens with Chinese heritage accused of acting as Beijing’s spies showcased how sinophobic sentiments participate in the China- Threat downfall. These events operate as “reflexive trigger” that expose the fear-inducing, alarmist, and paranoid nature of the China-Threat.

3. Colonial Circuits of Whiteness in Ant-racist Youth Social Policy in Ontario
Presenter: Maria Bernard, York University

For the past thirty years government and nonprofit organizations in Ontario, Canada have been increasingly responding to the "problem" of Black youth. The circulation of social justice, anti-racism and anti-Black racism discourse continues to surface in Ontario's youth social policy. Numerous reports, studies and programs have rolled out that attempt to understand systemic racism and propose new approaches to youth violence, underemployment, underachievement, etc. Scholars have noted how a carceral industry, over policing and a school to prison pipeline overdetermines the limited life opportunities of Black youth. I am interested in how anti-racism discourses and programs designed to be progressive participate in these structures of violence. Brown (1995) argues that progressive strategies that appear to be well- intended imprudently reinforce the existing logics of dominance. In this paper, I argue that the problematization of Black youth and anti-racism discourses shift in ways that ensure the structures of white supremacy stay in place. I trace how anti-racism discourses are caught in a colonial circuits of whiteness in which racialized youth are targeted, measured, trained, and surveilled to uphold the tenets and respectability of white liberal democracies. The five main features of the colonial circuits in youth policy include: a. white panic around Black resistance and violence: b. the launching of reports / investigations ensue c. programs that situate the gaze on the black subject / directorates / funds d. erasures and forgetting, often through electoral change. The circuit produces and responds to emerging discourses and breakthroughs are noted while Black youth and families continue to bear the fall out of anti-Black racism.

(SCL2B) Culture and Inequality II

Date: Wednesday, May 18 Time (ET): 3:00 PM - 4:30 PM

This two-part session examines the role of inequality in shaping culture and the role of culture in shaping inequality. These panels bring together case studies that explore different facets of culture and inequality, with papers that analyze key questions around the maintenance of power and privilege, the complexity of identity formation, and the intricacies of cultural practice. Together, these examples illuminate culture's varied role as resource, strategy, repertoire, and barrier.

Organizers: Allyson Stokes, Memorial University, Saara Liinamaa, University of Guelph

Chair: Devan Hunter, University of Guelph

Presentations:

1. Pandemic Hobbies: Understanding the Inequality and Cultural Transformation of Leisure During the COVID-19 Pandemic

Presenter: Christian de Vrij, Queen's University

This paper examines the recent phenomenon of expanded interest and participation in hobbies throughout the pandemic. Although personal hobbies have occupied the leisure time of consumers since the 18th century (Gelber 1999), the disruption to the flow of everyday life caused by the pandemic has greatly increased their popularity and uptake. Early research findings

suggest hobbies played a key role as coping mechanisms to the anxiety and depression caused by this life routine disruption (Fullan et al. 2020; Moore et al. 2020 Lades et al. 2020). This phenomenon is something that most people seem to have acknowledged generally, yet we know very little about its effects sociologically; I offer three ways that we might begin to understand it. First, I consider the phenomenon using Giddens' (1991) theory of self-reflexivity, to frame how this surge of hobbies might be a response to the disruption associated with the transition of many office jobs to work from home jobs. Second, using a Durkheimian (1902; 1915) framework that considers performativity and status positioning, I theorize that working from home has created an increase of available surplus energy due to greater free time and flexibility in this work arrangement, which found its outlet within leisure activities. Third, using a Bourdieusian (1992) framework which accounts for gender, class and race, I find that the proliferation of hobbies is the most preferred leisure practice for those affected by the pandemic, given their habitus, as hobbies are almost exclusively non-transgressive and productive leisure activities. The cultural dimensions of private life concern debates on inequality, as leisure is where one is most free. It is not just a matter of unequal access to leisure time or leisure commodities, but also who or what determines the content of leisure activity which can foster or restrict citizenship, community, and voluntarism.

2. "One man's trash is another man's treasure"? A cultural analysis of the clothing donation
Presenter: Rebecca Nachtigall, University of Toronto

Donations to non-profit organizations can serve to redistribute resources and are culturally widely recognized as altruistic. In the case of the charitable clothing donation, however, the social returns that accrue to donors arguably outweigh the donation's benefits to recipients. Research shows that donors are predominantly motivated by self-interest and specifically the need to dispose of unwanted apparel. However, even donations understood by donors as charitable (and thus culturally sanctified) can reinforce class inequality. Sherman (2017) has argued that the wealthy engage in ostensibly prosocial practices due to moral concerns about entitlement: by cultivating specific behaviours and feelings about their wealth, inequality, and the poor, they inculcate a "habitus of legitimate privilege" that allows them to accept their privileged social position and dismiss structural change. When clothing donation focuses on the goodness of the donor, it morally justifies their material privilege and challenges inequality merely symbolically. Yet, much research considers the meanings donors attach to their donations, while there has been no meaningful discussion examining the experiences, tastes, or needs of those who rely on clothing donations. In an attempt to remedy this oversight, my research investigates the clothing donation as a cultural object from the recipients' perspective. Through interviews with individuals that consume donated or thrifted clothing out of necessity, this project aims to understand their apparel needs, style preferences, and how they make sense of their relationship to the items' donors. My analysis of these interviews will show how these meanings coincide with the themes of inequality and morality that weave through the donor-oriented literature. This study will contribute to a better understanding of the complexity of the clothing donation economy as a solution to inequality. Given the steadily unfolding fast-fashion crisis, such analysis of second-hand clothing consumption is timely.

3. City-approved street art Vs. Graffiti
Presenter: Somi Lee, York University; Nancy Rostom, York university

Living in Toronto, it is easy to encounter street arts, murals, and sculpture in open-air public spaces on a daily basis. Interestingly, some of these are revered whereas the others condemned as vandalism. In this presentation, we discuss how the city-approved street arts serve the community as “municipal significance” without outlining the details of its exemption from strict anti-graffiti bylaws. From the perspectives of artists, we wonder the criteria for this categorization: arts and vandalism and how professional artists and offenders are differentiated, and who is the one to decide these standards. To start a street art project, artists must meet certain criteria governed by the city. As such the very first criteria they stated is “the Applicant must be an established community organization (e.g. Residents’ Association, Business Improvement Area)”. In this presentation, we also discuss what is street art, the pass or fail elements imposed upon commissioned and non-commissioned art and how these criteria are reflected upon the city. Then, we provide a comparison between six city-approved street arts and six graffiti arts in the neighborhood of Toronto. These arts were within reasonable proximity of each other. We argue that how city-assigned criteria may continue to aggravate the social stratification and make the socially imposed status more defined, which in turn widen the already existent gap. This returns to our question: why are works from Graffiti Alley exempted while other works are condemned as vandalism? We close the discussion with the possible implications of this criteria.

(SCY1) The (Dis)enchantment of Developmentalism: Critical Discourses in ECEC

Date: Wednesday, May 18 Time (ET): 3:00 PM - 4:30 PM

This session 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 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?

Organizers and Chairs: Maria Karmiris, OISE/UT, Adam Davies, University of Guelph, Rachel Berman, Toronto Metropolitan University

Presentations:

1. Exploring the role of Black Canadian feminist thought in pre-service Early Childhood Education: a study on the possibilities of embedded transformative change

Presenter: Janelle Brady, Toronto Metropolitan University

As a Black Canadian feminist scholar who teaches in an Early Childhood Studies program, I am interested in the ways that self-definition and the experiences of myself and students shape theoretical orientations and pedagogical practices. I have witnessed how dominant theories and methods used for pre-service Early Childhood Education and Care (ECEC) disconnect students from their lived-experiences. The detachment of social-location in theoretical text, and particularly in developmental discourse, is not isolated to the field, it is instead a result of the fragmentation of knowledge which is central in the modern-colonial project. Scholars have identified the rife impacts of modern-colonialism (Mignolo, 2007) and how it becomes part of everyday practices (Quijano, 2000). Black Canadian feminist scholars engage the centrality of positionality, the impacts of historical phenomena on contemporary systems and structures through the heterogeneity of experience and location of Black women from diverse backgrounds (Wane, 2009). Dominant research and pedagogy practices in ECEC have limitations with omissions of the nuances of critical engagement of students, families and community more broadly through lived-experience. As demonstrated, critical scholarship in ECEC can result in conversations such as highlighting race and racism (Berman et al, 2017) providing a range of entry points for pre-service ECE students to critically engage with text based on their own experiences. However, when the assumption of detached and 'objective' knowledge is centered, then ideas that challenge norms and the status quo are omitted or peripheralized, when they are included. The paper explores the possibilities of what I call 'embedded transformative change' - change that is central to pedagogy and research in the field of ECEC as opposed to being placed at the margins. Through 'embedded transformative change', pre-service ECEC students can see themselves as active agents in change and liberation.

2. Disrupting pre-service Early Childhood Education programs - using marginalized feminist perspectives to transform pedagogy and practice

Presenter: Nidhi Menon, University of Toronto

"For the master's tools will never dismantle the master's house." (Lorde, 2000, p. 91). Black feminist scholar Lorde's (2000) provocative critique within the context of early childhood education (ECE) can be understood as the call to dismantle the dominant developmental discourse firmly rooted within White, male, patriarchal perspectives. Situating pre-service ECE programs within these ideologies sustains the "child" as ahistorical, apolitical and the educator as a technician, shaping the child to fit within the neoliberal normative order (Karmiris, 2020). Pre-service ECE programs entrenched in the dominant banking model of education rarely reflect Freire's (1998) vision of teacher education programs, where critical thinking about pedagogy and practice opens possibilities for transformation. Instead, we continue to tether ourselves to developmentalist ideologies, and impose colonial assimilative practices, producing an alternate reality that encourages apathy and detachment for students and educators alike. What possibilities arise if we embrace marginalized onto-epistemologies such as Black feminist thought that "elicit powerful emotions"? (Perez, 2017, p. 49). How could pre-service ECE programs transform if we critically analyze the politics of education, children, and childhoods? These are some questions I intend to explore in my paper. The first part of my paper will explore my lived

and embodied contradictions and tensions as an instructor, and woman of colour living, teaching, and learning with Black feminist thought and critical pedagogy in a pre-service ECE program. Next, I argue that these critical theories must be employed in ECE to disrupt the dominance of developmentalism (Perez, 2017). By critically thinking with and about intersectionality, power, privilege, representation, and empowerment, I wonder about the transformational possibilities in ECE programs and pedagogies if students and educators disrupt notions of normalcy by emphasizing marginalized knowledges such as Black feminist thought.

3. Re-imagining children's vulnerabilities

Presenters: Noah Kenneally, MacEwan University; Jennifer Sibbald, MacEwan University; Brittany Aamot, MacEwan University

Children are generally perceived as vulnerable. While we acknowledge that children are dependent on adults in our society for example, infant humans are completely reliant on care and attention for their survival, we also acknowledge that this dynamic is generally understood from a deficit perspective. Given the current growing interest in childhood resilience (Felitti et al., 1998; Masten, 2018, 2019; Moreira et. al., 2021; Sciaraffa, et al. 2018), and a contemporary reinterpretation of adult vulnerability in popular culture as a means for empowerment, connection, and community building (Brown, 2012; 2021; Doyle, 2020), we wonder how might children's vulnerability also be understood differently? Moving away from a developmental model that understands children's vulnerability as characteristic of their immaturity something they will "grow out of" what might happen if we reframe children's vulnerability as a means for acknowledging interdependence and co-creating communities of relationship and care? Following lines of inquiry in relational children's rights, relational early childhood education, and relational material approaches to understanding childhood (Davies, 2014, 2016; Hall and Rudkin, 2011; Kenneally, 2017, 2021; Lenz Taguchi, 2010, 2021; Makovichuk, 2020; Makovichuk et. al., 2017; Makovichuk et al., 2014; Myers, 2019; Raithelhuber, 2016; Taylor and Pacini-Ketchabaw, 2018; Thomas, 2021), this presentation explores a re-imagining of children's vulnerability as a difference and strength, rather than as a deficit. This line of thinking has implications for early childhood education and professional practice as well as understanding children's rights, citizenship, and pathways towards cultivating connection with the more-than-human aspects of our worlds.

(THE3) Sociological Metatheory & The Philosophy of Social Science

Date: Wednesday, May 18 Time (ET): 3:00 PM - 4:30 PM

This session features 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 and Chair: Ronjon Paul Datta, University of Windsor

Presentations:

1. Ideal Types or 'Effective History'? Alternative Methodological Inferences from Nominalism
Presenter: Dean Curran, University of Calgary
Both Max Weber and Michel Foucault articulated a nominalist ontology. Moreover, for both of them, their nominalist ontology informed in a fundamental way their methodological approach to understanding social life. Yet, they appeared to make diametrically opposed inferences from nominalism. For Weber, nominalism and the infinite difference of things required the construction of ideal types, which while descriptively true of the social phenomena it is intended to help classify, was considered an essential tool for managing nominalist complexity in a way that is still susceptible to the type of reasoning in which human beings can engage. Foucault, on the other hand, used nominalism as a premise to reject grand theory and broader theoretical descriptions of reality and history. Rather, he proposed genealogy as an 'effective history' that 'deals with events in their most unique characteristics'. This paper proceeds to highlight the massive influence that each of these inferences from nominalism, as well as briefly raising some critical questions about the viability of each of these methodological approaches to addressing ontological nominalism.

2. "Actually, You Should!": On ontological actualism and normative interventions in the sociology of medicine
Presenter: Adriane Hanemaayer, Brandon University and University of Exceter

The fundamental premise of actualism is "everything that exists is actual," which entails that there is nothing empirically apprehensible that is not actual (cf. Menzel 2018). What makes actualism interesting for metatheoretical consideration are the issues raised when its ontology comes up against normative claims. This paper takes up the kinds of recommendations and prescriptive claims that tend to follow sociological analysis about how institutions should be organized or what people should do. In the sociology of health and medicine literature, normative statements are often found in concluding statements or even, occasionally, in the research questions themselves. I take on the science and technology studies approach in particular to address an incoherence between ontological and normative commitments. Building on a shared project with Ronjon Paul Datta (UWindsor), this paper argues that actualism poses serious dilemmas for the emancipatory possibilities of critical sociology. I will challenge those committed to actualism on the grounds that it is possible to do social science about possible future states of affairs through empirical work. I aim to provide a programmatic statement on how and why sociology should adopt realist commitments in the sociology of health and medicine.

3. Hegel and Decolonial Metatheory: Rethinking the negation of the sociological canon
Presenter: Tichana Adam, University of Windsor

There is no denying that some of the most influential modern western social theorists such as Hegel, held racist views about Black, Indigenous and racialized groups, regarding them as "savages" and "inferiors" who ostensibly needed European intervention to introduce them to rationality and civility. Consequently, calls to abandon the works of some thinkers to recreate or abolish "the canon" in sociology, have been on the rise. In this paper, I argue that not everything an author writes in their lifetime is part of their work and the apparent unity and essential coherence of a theoretical system needs careful critical and productive inspection (cf. Pearce, 2001; Datta and Hanemaayer 2021). Indeed, a distinction must be drawn between racism based on individual beliefs, and the various signifying chains in a theory to identify and retheorize various insights. There is no benefit in abandoning the works of Hegel when they had such an impact on critically displacing the two main metatheoretical reference points in western thought, rationalism and empiricism. In the "master-slave dialectic," a resource for critical and emancipatory work in neo-Marxism (e.g., Kojeve), feminism (Firestone; J. Benjamin; Rose), and postcolonialism (Fanon; Friere), Hegel reveals how the unequal relationship between the master and their slave leads to emergent contradictions and the development of unthought potentials leading to a breaking away and rebellion, pointing the way to a new, more egalitarian and humane system. This system based on an increasingly universal equality, has the potential to reveal new contemporary paths that can challenge the unstable/unsustainable system of capitalism and its racializing consequences. I will conclude by suggesting that Hegel's philosophical work paired with Marx's theory of labour, still offers useful insights and guidance during today's unstable times.

(VLS2) Violence and Policing

Date: Wednesday, May 18 Time (ET): 3:00 PM - 4:30 PM

The monopoly of legitimate use of physical force by the state is a key component of modern society. However, violence committed by the state, typically via police, on its citizens has become an increasingly 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. Many geographical areas have experienced large scale social movements countering police use of force, as well as calls for police reform. This session aims to examine multiple issues related to violence in policing with particular focus on use of excessive force, technology, and police reform.

Organizers and Chairs: Tanya Trussler, Mount Royal University; Patrick Watson, Wilfrid Laurier University

Presentations:

1. Factors impacting public perception of police use of force
Presenter: Tanya Trussler, Mount Royal University
Non-presenting authors: Kelly Sundberg, Mount Royal University; Melanie Peacock, Mount Royal University; Julie Booke, Mount Royal University

Public perception of policing is an essential component of maintaining the legitimacy of the state and ensuring civil society's compliance. The use of force by the police is meant only to be employed when both reasonable and necessary. Police misconduct in use of force, whether real or perceived, can cause individual harm, tarnish the reputation of police, lead to expensive litigation, and reduce trust, all of which can in turn erode the legitimacy of the state. Using a random sample of 850 residents from British Columbia, this study examines a series of questions related to perspectives on policing. Findings indicate an overall support for police in British Columbia, but also demonstrate a range of factors, both individual and contextual, which influence public perception of police use of force. Opportunities for future research are also identified based upon these outcomes.

2. Deducing Victim Intentions in Criminal Trials for Police-Shootings
Presenter: Patrick Watson, Wilfrid Laurier University

Policing's "new visibility" (Goldsmith, 2010) has contributed to the public demand for criminal culpability for officers involved in on-duty shootings. A fundamental issue for deciding whether a shooting is merely awful by lawful (Stoughton, Nobel, and Alpert, 2020) or criminally culpable is how the individual officer came to the reasonable situated conclusion the victim posed an "imminent threat" of death or serious bodily harm. The jurisprudence of reasonableness has been a topic of social-scientific interest for decades, where a particular focus on "culture" has been identified for a problematic to determine this reasonableness (Gluckman, 1955; Epstein, 1973; Saltman, 1991). The well-documented existence of a unique police culture in the ethnographic literature both classical (Bittner, 1990; Manning, 1979; Van Maanen, 1978) and contemporary (Campeau, 2015; Marks, 2004) complicates the evaluation of reasonableness when police kill as part of their work. This paper considers how video is used, or is forbidden to be used, in court to interrogate the unique capacities (as part of this police culture) to perceive threat and thus assess the reasonableness of these officers' decisions to shoot. It considers what might be implied, through these video evidences existences, for lay jurors assessments of (un)reasonable police use-of-force given the (apparently) unique, culturally specific interpretations of threat's imminence.

3. Mediated State Violence: Reality Television and Police Use of Force in Canada
Presenter: Ethan Pohl, Queen's University

Firsthand interactions with law enforcement are rare, especially police-initiated contact for offenses other than traffic violations. Even when contact with the police does occur, use of force is similarly rare. Conversely, depictions and narratives of police use of force are ubiquitous within the media landscape, from social media to mainstream news and television. One unique piece of crime-related media is crime reality television: shows which follow police officers and record "real" police-suspect interactions. As crime reality television purports to present a "reality" of policing, important questions are raised about how police use of force is portrayed. Is use of force in reality television minimized, in line with official statistics, or exaggerated? What type of force is used by officers? Is the application of force proportional to suspect resistance? What is the role of suspect race in the application of force and excessive force? This study answers these

questions by investigating the prevalence, severity, and proportionality of police use of force in Under Arrest, a Canadian crime reality television show. Using a content analysis of all sixty-five Under Arrest episodes, research reveals that police use of physical force is portrayed in nearly half of vignettes, and over half of force used is excessive force. Logistic regression indicates that the racial composition of the suspect pool does not predict use of force when controlling for other relevant variables. However, suspect race is the strongest predictor of excessive force even when controlling for initial crime seriousness, gender, suspect intoxication, and weapon possession. Results indicate that Under Arrest contributes to law and order ideology by portraying police use of force as a necessary and justified tool for controlling crime committed by racialized suspects.

4. "Stop resisting!": The specter of the prison in police-public encounters
Presenter: Aidan Lockhart, University of Guelph

The prison looms large as the quintessential terminus of our juridical world. Accordingly, the threat, if not sensation, of confinement dominates any police-civilian encounter. Conventional understandings of police force and violence have not sufficiently appreciated the extent to which the specter of the prison materializes with every approaching officer. The prison is at the beginning of every police encounter precisely because it is also, always, potentially at the end. Drawing on in-depth interviews with officers from across Ontario, I outline the ways that police make sense of this relationship to explain violent encounters and justify their use of force. From this interview data, I propose a new understanding of police force and violence that properly accounts for the 'absent presence' of the prison during police encounters. I argue that this structural-symbolic relationship between police and the prison necessarily disincentivizes civilian compliance and escalates police violence on both macro and micro scales. Finally, informed by these conclusions, I argue that a just society requires that we liberate systems of community safety from institutions of state punishment. Accordingly, I outline and advocate for (not police reform, per se) but a transformative justice approach grounded in decarceration.

(ECS4) Economic Sociology Research Cluster Meeting

Date: Wednesday, May 18 Time (ET): 5:00 PM - 6:00 PM

This meeting is open to current members and those interested in learning more about our cluster activities. We welcome feedback on our current activities and encourage suggestions for future initiatives.

Chair: Dean Curran, University of Calgary

(EDU7) Challenges to Opportunity in Higher Education

Date: Wednesday, May 18 Time (ET): 5:00 PM - 6:30 PM

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 and Chair: Nicole Malette, McMaster University

Presentations:

1. The Impact of COVID-19 on Undergraduate University Students with Part-Time Jobs: Challenges and Inequalities

Presenter: Miguel Bernard Bravo, Western University
Non-presenting author: Tracey L. Adams, Western University

This study will explore how undergraduate students who are working, or who have held part time employment in the last year were impacted by the COVID-19 pandemic. The pandemic disrupted people's daily routines and how we interact with each other. For many students, education was moved to an online delivery format, moving away from in-person interactions. These changes have forced students to navigate technology challenges, limited social supports and isolation. Students who were or are employed in order to pay for their education may have been impacted differently based on the field they worked in. Some fields saw an increase in work (and increase of risk from working), while others saw a reduction or even layoffs. National statistics reveal youth, especially those from ethnic minorities, have experienced high rates of unemployment. For this study, I have recruited 18 undergraduate students at Western, who have had paid employment in the last 12 months. In 45-60 minute interviews participants were asked about their experiences with work, schooling and balancing the two with the pressures of the pandemic. In the interviews students have frequently cited concerns over living and school expenses which is one of the primary drives to work as a student. Participants also mentioned how the transition of university into a digital medium brought on an increased workload, a social disconnect from their fellow students and challenges to motivation. Across all interviews perception of spatial and temporal elements have impacted in the context of being a university student online or in person.

2. Trading Academic Places: The Flow of Students into and out of Apprenticeship Programs

Presenter: Erica Thomson, McMaster University
Non-presenting authors: Nicole Malette, University of British Columbia; Karen Robson, McMaster University

Apprenticeships provide alternative education pathways for a significant proportion of the Canadian population. In 2019 there were 77,573 Canadians enrolled in apprenticeship programs (Statistics Canada, 2019). However, there is little research on Ontario apprenticeship students' educational pathways in and out of their programs. To address this knowledge gap, we conducted a one-year project aimed at advancing our current understanding of apprenticeship students' educational pathways. To answer our questions around the transfer from apprenticeships to postsecondary institutions and vice versa, we collected interview data from Ontario-based former apprentices who left to attend college or university (not connected to their apprenticeship program) as well as former college or university students who left their postsecondary institution to pursue apprenticeships. In addition to student interviews, we also collected interview data from postsecondary administrators who work with transfer students. Analysis of our interview data allowed us to identify mechanisms that influenced the participants' educational pathway choices. This paper explores the academic, economic, social, and emotional challenges effecting former college and university students choosing to transition to or from apprenticeship programs and discusses the process by which their previous credentials are either recognized or not in their new chosen pathway.

3. Canada's Top 3 Social Science Universities: A Demographic Profile of Represented and Underrepresented Students

Presenter: Monisha Poojary, York University

The underrepresentation of marginalized groups like women, members of the LGBTQ+ community, Indigenous peoples, and racialized groups, continues to be an area of significant concern within areas like social science. Despite the increased calls for diversity, equity and inclusionary policies and practices to help facilitate the enrollment of marginalized groups, I argue there is a lack of transparency on whether these demands are being addressed. This paper examines the current demographic profiles of undergraduate and graduate students in social science programs within the University of Toronto, the University of British Columbia, and McGill University, three of Canada's top Social Science universities (according to the Times Higher Education World University Rankings for Social Sciences, 2022). I conduct a descriptive statistical analysis using publicly accessible enrollment reports from 2020-2021. Preliminary findings suggest that while demographic profiles of undergraduate and graduate students can be found at the university level, program-specific data is lacking for many marginalized groups like visible minorities, LGBTQ+, and Indigenous students. I consider the implications of this lack of data, including how this may impact future student enrollment and limit the access to specific opportunities and services tailored to the concerns of current students. Overall, this paper considers the importance of collecting and disseminating program-specific data on student demographics within universities. Doing so can bring awareness to the types of services and opportunities students need at the program and discipline level and can foster a sense of accountability within academic programs and institutions.

(ENV8) Environmental Sociology Research Cluster Meeting

Date: Wednesday, May 18 Time (ET): 5:00 PM - 6:00 PM

This Cluster brings together a diverse network of sociologists whose research helps us better understand the social causes and consequences of environmental issues, and provides insight into transitions towards ecological and social sustainability. This meeting will provide an overview of recent activities and next steps, and also provide space for open discussion. New and returning participants are welcome!

Chairs: Ken Caine, University of Alberta; Tyler Bateman, University of Toronto/University of Alberta

(GAS7) Gender and Sexuality Research Cluster Meeting

Date: Wednesday, May 18 Time (ET): 5:00 PM - 6:00 PM

The Sociology of Gender and Sexuality is among the most significant and exciting fields in contemporary sociological research and thought. The purpose of this research cluster is to promote research, teaching, networking and other professional activities for those interested in the study of gender and sexuality. This meeting is open to current members and those interested in learning more about our cluster activities. Attendees will have an opportunity to network with others working in this field of research and/or teaching. We welcome feedback on our current activities and encourage suggestions for future initiatives.

Chairs: Chris Tatham, University of Toronto and University of Guelph; Paulina Garcia Del Moral, University of Guelph

(HEA6) Sociology of Health Research Cluster Meeting

Date: Wednesday, May 18 Time (ET): 5:00 PM - 6:00 PM

This meeting is open to current members and those interested in learning more about our cluster activities. Attendees will have an opportunity to network with others working in this field of research and/or teaching. We welcome feedback on our current activities and encourage suggestions for future initiatives.

Chairs: Michael Halpin, Dalhousie University; Elena Neiterman, University of Waterloo

(PSM8) Political Sociology and Social Movements Research Cluster Meeting

Date: Wednesday, May 18 Time (ET): 5:00 PM - 6:00 PM

This meeting is open to current members and those interested in learning more about our cluster activities. Attendees will have an opportunity to network with others working in this field of research and/or teaching. We welcome feedback on our current activities and encourage suggestions for future initiatives.

Chairs: Emily Laxer, Glendon College, York University; Lisa Kowalchuk, University of Guelph

(SCY7) Sociology of Childhood and Youth Research Cluster Meeting

Date: Wednesday, May 18 Time (ET): 5:00 PM - 6:00 PM

This meeting is open to current research cluster members, and those interested in learning more about our activities and the field of sociology of childhood and youth in Canada. The primary focus of this meeting is to build and develop the community of this research cluster. Attendees will have an opportunity to network with others working in this field of research and/or teaching from across the country and beyond. We welcome feedback on our current activities and encourage suggestions for future initiatives.

Chairs: Rebecca Raby, Brock University; Noah Kenneally, MacEwan University

(THE8) Social Theory Research Cluster Meeting

Date: Wednesday, May 18 Time (ET): 5:00 PM - 6:00 PM

This meeting is open to current members and those interested in learning more about our cluster activities. Attendees will have an opportunity to network with others working in this field of research and/or teaching. We welcome feedback on our current activities and encourage suggestions for future initiatives. Our meeting will be held outside of the Conference.

Chair: Zohreh BayatRizi, University of Alberta

(APS1) Towards a Sociology of Mutual Aid: Building equitable communities during COVID-19

Date: Thursday, May 19 Time (ET): 11:00 AM - 12:30 PM

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.

Organizers and Chairs: Kerri Scheer, University of Toronto; Jessica Nachman, York University

Presentations:

1. Solidarity not Charity: Mutual-aid volunteer engagement, experiences, and retention strategies with the Toronto Bike Brigade in the context of COVID-19

Presenter: Kerri Scheer, University of Toronto

Mutual aid is also not new - it has been a long-standing practice of racialized and historically excluded communities that existed before terms like care-mongering, crowdfunding, and the sharing economy were popularized. The COVID-19 pandemic has produced a renewed interest in, and need for, mutual aid projects. The pandemic has highlighted, and exacerbated, existing systemic issues regarding food insecurity for historically excluded populations and communities and has amplified the strain on existing social services and charity organizations. The inadequacy of existing supports has provided an impetus to expand and examine alternative means of collective care. However, the context of a pandemic that necessitates mutual aid also presents challenges to its model. In eschewing traditional state/corporate funding to maintain control of their mandate, mutual aid groups rely heavily on an active and engaged volunteer membership; pandemic public health orders have precluded opportunities to gather and mobilize aid in-person, limiting the ability of mutual aid groups to cultivate the collective strength and social networks they rely upon to carry out their work. Building online communities and technological tools may help to supplement offline networking, but existing literature on their employment for mutual aid is limited. This research will examine the factors that distinguish passive, sporadic, and highly-engaged mutual aid volunteer cyclists delivering essential goods in the context of COVID-19 to discern the barriers and motivators that impact commitment, in order to improve the recruitment and retention of mutual aid volunteer members. The Bike Brigade was formed, and has persisted, throughout the COVID-19 pandemic by, in part, engaging volunteers in online spaces and with technological tools to recruit and dispatch riders all over the City of Toronto. This research proposes to survey 45-60 volunteer riders, and conduct interviews and post-delivery surveys with some of the highly-engaged cyclists; both data collection methods aim to uncover the Brigade can cultivate and sustain an engaged membership of volunteer cyclists via its mandate/processes/technological tools, and how mutual aid organizations more broadly can strengthen collective ties and capacities in contexts where traditional in-person organizing is challenged.

2. QT and BIPOC volunteer rider experiences with The Bike Brigade
Presenter: Jessica Nachman, York University

In May 2020, the UN formed a taskforce to better understand how bicycles may contribute to a post-COVID-19 green recovery (UN, 2020a). Most literature on cycling is focused on the global North context and examines urban transport (Pucher et al., 2011) and the benefits of cycling for one's health (Mayers and Glover, 2019). Even with advances in research and practice related to the emerging 'bicycle justice' movement – which problematizes the racial, gendered, and class-based disparities involved in bicycling (Golub et al., 2016; Steinmann et al., 2021) – we still do not know how these inequities intersect with COVID-19 or its influence on and access to bicycles to support QT (queer and transgender persons) and BIPOC (Black peoples, Indigenous peoples, People of Colour) in (post-)pandemic life. To build on previous sociological research on the bicycle, this project is in collaboration with The Bike Brigade (TBB), a non-profit mutual aid organization situated in Toronto. This presentation begins with a review of literature on the utility of bicycles for facilitating: 1) gender-based violence prevention; 2) anti-racism; and 3) environmental justice. From there, I draw from the participatory action research conducted in collaboration with TBB, including data from arts-based methods, photovoice, and semi-

structured interviews. The data was driven largely by BIPOC, and queer and transgender volunteers in order to amplify those experiences which have been systemically marginalized. Finally, I conclude with a critical discussion of the utility of decolonial feminist and new materialist frameworks within sociological literature on bicycles.

3. From Participation to Direct Action: Rethinking Participatory Research on Social Issues as Mutual Aid

Presenter: Jayne Malenfant, Concordia University

Within sociological research's history of hierarchized knowledge structures and extractive, objectifying methodologies, participatory research may be a way to centre community knowledges, practices and agency in ways that are transformative and justice-seeking. However, participatory research in itself is not transformational, and can perpetuated to further legitimize traditional institutional knowledge. This paper argues that mutual aid can be significant in building grassroots responses to social problems, but that it may also allow us to transform research methodologies themselves. With aims to carry out research which not only serves communities who are most impacted by social issues, but is actively led and shaped by community, employing mutual aid strategies and structures can help us imagine research for justice. In order to think on questions of how mutual aid might be built into research methodologies, this paper will outline research carried out in Tio'tia:ke/Montréal from 2017-2022. This work, led primarily by people with lived experiences of homelessness and housing precarity (including the author), explored how we can ensure that people with lived and living experiences of social issues can move from "participants" to researchers, to better understand their own individual experiences as well as act on unjust social processes and policies. I will reflect on how knowledge of organizing mutual aid groups, which many of the researchers had engaged with out of survival/necessity throughout their lives en lieu of State supports, were employed to carry out research which attended to the needs of people, a desire for justice, and learning across diverse needs, identities and experiences (Spade, 2020). I conclude with barriers to enacting mutual aid strategies within current institutions of research, as well as a call for the urgency to ensure we do so anyway.

(CER1) Race, Surveillance and Bureaucracy

Date: Thursday, May 19 Time (ET): 11:00 AM - 12:30 PM

Race, surveillance and bureaucracy are terms widely used in sociology to capture how power operates in society. This session brings together qualitative and quantitative papers that critically explore these concepts, brings out their complexities and urges engagements with the issues they raise.

Organizer and Chair: Jennifer Mills, York University

Presentations:

1. Race and Contemporary Architecture: Making a Case for a Hogan's Alley Cultural Centre at 898 Main Street, Vancouver, BC

Presenter: Cheryl-lee Madden, University of British Columbia

The purpose of this symbolic interactionism study is to assess how having a place-based community in the form of a Hogans Alley Cultural Centre would be beneficial to displaced persons. A place-based community is a community of people who are tied together by where they reside or work. Place-based communities offer safety, familiarity, support, loyalty, and appreciation. That sense of place was lost by eliminating the Vancouver, BC, Hogans Alley site during the 1960s urban renewal. The Hogan's Alley Society (HAS)-operated Nora Hendrix Place (NHP) tenant gardening group culturally grew food-based plants, which could further HASs goal for a Cultural Centre. Addressing one of the most critical issues facing Vancouver diversity can begin by asking, "How could Black Canadian culturally grown food-based plants enable village-building events by building a sense of place?" The NHP gardeners answered a series of culturally significant food-based questions. Their answers could be representative of a cross-section of Vancouvers Black Canadians. This NHP gardeners case study is based on those cultural assets that allow for generalizations to be made for a food-based plant inquiry creating a broader representation advocating for the creation of a Hogans Alley Cultural Centre on the 898 Main Street site because they share similar cultural assets with much of the rest of the Vancouver Black Canadian population. Subsequently, the NHP gardeners, originally from the African continent and the Caribbean, use food production practices inherited from their ancestors and passed on to younger generations, aided by music, dance, song, and storytelling traditions. Moreover, traditional cultural rituals during food preparation give meaning to their aesthetic art form during celebrations. These gardeners' answers to my survey questions might explain how their food-based rituals uphold the cultural importance of imparting significant meaning to a "sense of place" answering, "How would a Hogans Alley Cultural Centre create a low-risk environment by encouraging symbolic-interaction village-building events?"

2. Under Surveillance: A Study of the Securitization of Somali Men in Canada

Presenter: Shukri Hilowle, OISE, University of Toronto

This dissertation uses a Critical Discourse Approach to study anti-terrorism policy and countering violent extremism programs in Canada; it critically examines 10 key government documents that focus on radicalization and national security. A critical examination of these documents reveals anti-Islamic, Islamophobic, and Orientalist discourses embedded within national security policies. The findings show a clear contradiction between the Charter of Rights and Freedoms and the current anti-terrorism policies, which have directly caused an increase in racial profiling and racialization of Muslims. The key arguments presented in this study show that the current approaches to address 'terrorism' stem largely from Orientalist ideas about the East and the fear of the 'enemy.' I emphasize the need for a multi-centric depiction of Muslims that disrupts the common monolithic construction of the violent, intolerant, Muslim Male. The response to 9/11 resulted in discourses and constructions of Muslim men as potentially dangerous and a threat to

democratic values, which has contributed to the continual surveillance and securitization of Muslim communities in Canada. This study contributes to the broader discussions surrounding national security, Islamophobia, and securitization in Canada. I utilize an anti-racist, Foucauldian, and intersectional approach to look at the existing barriers Canadian Somali men face. Through situating the dual oppressions Canadian Somali men face, I argue a need for an anti-racist approach to countering violent extremism, and the importance of a multi-centric understanding of Islam. I introduce an integrative anti-framework approach that addresses the systemic barriers Somali men face in Canada.

3. Rationalization and Post-Modernity: Weber and Post-Modern Thought
Presenter: Matty Peters, Carleton University

The discussion revolving around what it means to be post-modern has seemed to focus on four focal points (among a plethora of other secondary notions) such as: 1. The inability to regard history as universal or the universalization of history. 2. Power operating through irony. 3. The decentralization of power. 4. The weakening of state power and the determination of society by the 'private sector'. Within his own work Weber identifies a contradiction within state bureaucratic power, being the inevitable concentration of power to a central head, or party leader, and the simultaneous distribution of power among a community of interests. Additionally, Weber identifies the main trait of the state to be the monopolization of violence. In this presentation I will discuss two reinterpretations of Weber's work to understand the post-modern state: 1. The contradiction Weber identifies is not a fixed contradiction within a static system but, rather, that the decentralized tendencies Weber observed were the seeds to the post-modern state. 2. That violence is when the modes of subjection do not align with the subject's modes of subjectivation. In other words, violence changes but the states monopolization of violence does not, and so one can understand how violence is monopolized in a fluid process between the polls of embodied and abstract power; one which acts upon the subject and one which acts upon the subject's body. I will do so through historical comparisons of Rome and present-day Canada and the sixties scoop and defund the police movements. In doing so, we can come to understand post-modernity upon the processes of rationalization and with a bureaucratic apparatus of capture as outlined by Weber and understand not only what it means to be post-modernist but, also, how violence is experienced and utilized by the post-modern state.

4. Resisting Anti-Black Racism and Colonialism: The role of diaspora communities in strengthening Blacks inclusion
Presenters: Amal Madibbo, University of Toronto; Mabel Teye-Kau, University of Calgary

Contemporary migrants live dual and multiple lives either as individuals or diasporic communities that they create through transnational migration activities. Although Refugees equally engage in such initiatives, only few studies focus on this population and the impacts of transnational migration on them. However, the social and cultural capital, both during and after migration, of forced migrants may differ from that of other categories of migrants. Therefore, this paper analyses how transnationalism enables refugees who are graduate and undergraduate students

in Canada to contest anti-Black racism and colonialism in the form of structural barriers and inequalities that hinder their identification and sense of belonging to Canada. In particular, they are asked the charged identity question "Where do you come from?" that pushes them outside the spaces of belongingness. Using 26 in-depth qualitative interviews conducted with South Sudanese refugees in Alberta, and transnational migration framework and critical race theory, we posit that South Sudanese refugees are actively and regularly engaging in transnational activities. By belonging to transnational communities, they were able to construct unique multiple identities — South Sudanese and Canadian affiliations — enabling them to decolonize dominant identity construction and associated anti-Black racism to better integrate into the Canadian society.

(DEV4) Gender and Development: Contextualizing Theory on the Ground

Date: Thursday, May 19 Time (ET): 11:00 AM - 12:30 PM

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.

Organizer and Chair: Liam Swiss, Memorial University

Presentations:

1. Between New Homes of Refuge and Old Gender Politics: Obstacles to Public Engagement among Internally Displaced Women in Syria

Presenter: Ella Wind, New York University
Non-presenting author: Noura Aljizawi, University of Toronto

The 6.6 million internally displaced persons (IDP) in Syria represent the largest internally displaced population in the world. Young men are often the focus of narratives around war, conflict, and displacement, yet women make up half or more of the world's refugees and displaced persons, including in Syria. In addition to the myriad hardships which faced by men IDPs, women face distinct challenges relating to issues such as sexual harassment, care and

advocacy for their children, and new financial responsibilities due to absent male household members. While a number of these problems can be alleviated by public institutions, the representation of women IDPs in governance structures in IDP-hosting regions is sparse. This study, conducted in the Northwest of Syria in fall of 2021, engaged 129 women to investigate women's participation in political and public institutions in two communities. Using surveys and focus groups, we found that many women had a high degree of interest in local politics and had ideas for potential solutions to problems in their communities, but had difficulties in advocating within public institutions. In particular, a lack of women employees in the local governance councils and criminal justice system significantly reduced engagement with these institutions, whereas NGOs were seen as more open and sensitive to women's particular concerns.

2. The fearless masculine? Gender identification and fear of sexual assault

Presenters: Tori Yang, University of British Columbia; Xueqing Zhang, University of British Columbia

Research has consistently established that women experience greater fear of violence than men. However, the scholarship has tended to treat gender and sex as binary variables, thus obscuring how femininity and masculinity can act as a powerful mechanism that accounts for fear of violence. This study draws on theories of hegemonic masculinity and pariah femininity to demonstrate how gender normativity affects fear of sexual assault for male and female differently. From a sample of 1,522 adults in the US, we find that both femininity and masculinity are positively correlated with fear of violence for women, but men's fear of violence decreases with masculinity and increases with femininity as expected. In addition, gender non-conformity is significant in increasing fear of violence for male but not female, pointing to a gendered implication of normativity. However, such effect is only significant among heterosexual individuals. Through cross-fertilizing theories of fear with gender and sexuality scholarship, our research adds empirical evidence to theories of gender relation and advances a more nuanced understanding of the gendered gap in fear of crime.

3. Rationalizing Gender Injustice: Sociological Analysis of the Genesis of a Gendered Constitution of Islamic Republic of Iran

Presenter: Reyhaneh Javadi, University of Alberta

This paper contributes to the field of feminism law, and law and gender, by highlighting the process of legitimizing and rationalizing the establishment of an exclusionist gendered juridical field in the post-1979 Revolution Iran. Focusing on the arguments at the Assembly of Experts for the Constitution (1979) and the translations of their ideas to the public, this paper offers a new narrative on womens representation in the text of the law. It explains how the lawmakers and the translators of their ideas to the public justify the exclusion of women in post-revolutionary Iran. Applying Kandiyoti's Patriarchal Bargain and Bourdieu's Field Theory as the conceptual framework, this paper uses discourse and document analysis to review the Assemblys debates. It analyzes members arguments for and against establishing an exclusionist gendered set of laws and the translation of these arguments in the newspapers. This paper discusses four strategies of justification of depriving women of their rights, including 1) denying women's equality, 2)

process of degendering and re-gendering, 3) cultural purification, 4) defining women within the family. An analysis of the discussions reveals that the Assembly of Experts for the Constitution, in their argumentation and the translator of their ideas in the newspapers in their presentation for the public, did not limit themselves to the religious arguments. Instead, by highlighting a set of non-religious arguments and justifications, these players of the judicial and political field tried to appeal to a greater public, including women. Nonetheless, the advocates of women's rights applied the manipulative patriarchal bargain strategy, using the different interpretations of the teaching of Islam. This paper argues that the clergy members of the Assembly using their social and symbolic capital in the political field and the field of [Islamic] knowledge, benefiting from the patriarchal bargains of the women's rights advocates, became the prominent players in the struggle over the monopoly of rights in the juridical field, depriving Iranian women of their rights.

(EDU2A) Sociology of Education in K-12: Part 1

Date: Thursday, May 19 Time (ET): 11:00 AM - 12:30 PM

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

Organizers and Chairs: Alana Butler, Queen's University; Cathlene Hillier, Crandall University

Presentations:

1. Transforming Spaces of Learning: The Implementation of a Gay-Straight Alliance in a Rural Maritime Community

Presenters: Hannah Crouse, Mount Allison University; Fabrizio Antonelli, Mount Allison University

"Igniting change through the sociology of education" can be understood in part as the possibility for schools to serve as locations of change. However, schools as formal institutions for learning may lack essential practices to engender change. Regarding gender and sexual identity and self-determination, groups that operate outside the formal curriculum create possibilities to accomplish what is not done within the classroom. This paper presents findings from interviews conducted as part of a participatory action research project with school staff and community volunteers helping to establish a Gay-Straight Alliance (GSA) in a small rural community school in New Brunswick. In the past, this school and community has not been open to equity and inclusion for 2SLGBTQIA+ communities and has approached gender and sexuality as biological and binary. However, in 2020, the administration established a GSA and asked for community involvement to set up a support group outside of formal learning hours. The interviews conducted with support staff and administrators point to the possibilities for spaces outside the classroom to serve as sites for dialogue and emancipatory learning. These understandings could better present possibilities for young people and community members, particularly those from small towns and rural communities to challenge existing practices and "ignite social change."

2. "We lose the opportunity to help guide them": Barriers to Participation for Latin American and Caribbean Parents in Ontario's Education System

Presenters: Laura Perez Gonzalez, Toronto Metropolitan University; Daniel Sanchez Morales, Toronto Metropolitan University; Veronica Escobar Olivo, Toronto Metropolitan University

This presentation will discuss findings from the Rights for Children and Youth Partnership (RCYP) Project, a project which seeks to explore the factors that protect and hinder children and youth's rights in Central America, the Caribbean, and among their diasporas in Canada. This study uses Critical Race Theory (CRT) and Bourdieu's (1986) concept of social and cultural capital to understand different barriers Black Caribbean and Latin American parents face while supporting their children to navigate Ontario's education system. Using data from 32 qualitative interviews with Latin American and Black Caribbean parents, our presentation examines ways in which Whiteness is embedded within the Ontario education system. Our findings indicate that parents felt they had to first challenge stereotypes, such as being uninterested in their child's education, to then be recognized by schools as valued partners in their academic success. Participants reported they often struggled to engage and build relationships with school administrators, educators, and even with other parents due to language barriers, discrimination, and lack of support to navigate the system. Many parents felt the standards of active involvement in their child's learning were impossible to meet, meaning Latin American and Black Caribbean parents had to work twice as hard as White parents to be considered partners in their child's education. These experiences reveal some of the structural barriers faced by many immigrant and newcomer families with school-aged children.

3. Building and Maintaining Authentic Learning Experiences: Educators' Experiences with Mi'kmaw and Treaty Education in Nova Scotia Public High School Social Studies Classrooms

Presenter: Alexandra Pulchny, McMaster University

As efforts to decolonize education in Canada continue, Nova Scotia models their work after that of Saskatchewan by implementing Treaty Education initiatives and curricula into public schools that speak to the histories and knowledges of Mi'kmaq peoples. However, minimal research has been conducted on the success of such initiatives in classroom settings. Employing a theoretical base of critical theories and decolonizing methodologies, I draw on data collected from a 2018/2019 content analysis of two curricular documents and five semi-structured interviews with educators teaching Citizenship 9 and Mi'kmaw Studies 11. In doing so, I present the importance of Treaty and Mi'kmaw Studies education. I also discuss how educators incorporate culturally responsive teaching practices and curricula into the classroom, methods of student engagement, and barriers educators face in terms of professional development and classroom resources. I highlight several issues unaddressed within Nova Scotia's public school system by presenting the perspectives of in-service educators working with new and pre-existing curricula, whose voices are often overlooked in policy and curricula development. This research reinforces Christine Martineau's (2018) conclusion that the current design and practice of infusion policy is not the solution for decolonizing education.

(ENV3) Exploring connections between the reconciliation of people and land

Date: Thursday, May 19 Time (ET): 11:00 AM - 12:30 PM

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 features presentations 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.

Organizers and Chairs: Luke Wonneck, University of Alberta; Ken Caine, University of Alberta

Presentations:

1. Place Attachment among Environmental Activists in Russian Regions: Social Bonds, Eco-cityzenship, and Nationalism

Presenter: Matvey Lomonosov, University of Tyumen, Russian Presidential Academy of National Economy and Public Administration
Non-presenting author: Juliette Colinas, University of Tyumen

In recent years environmental issues are receiving growing attention in Russia. Local environmental protests have been spreading across the country, while the Russian government is "greening" its discourse in an attempt to provide a new agenda for international collaboration amidst deteriorating relations with Western democracies. As several authors have emphasized, the effect of spatial scale on the people-place relationship has only recently started to receive attention (e.g., Devine-Wright, 2013; Klaniecki et al., 2018; Korpela,2012; Lewicka, 2011; Masterson et al., 2019). Understanding this phenomenon better can help us craft messages at a scale to which people are more sensitive, for issues like climate change (Brügger et al., 2015). Initially, place attachment research typically focused on the local spatial scale (neighborhood, or even street and house: e.g., Hidalgo and Hernández, 2001). In more recent years, some researchers have included other scales or started to compare them. An important question is thus, which scale of attachment is more important to promote, for the sake of promoting pro-environmental behavior? To study this question in the Eurasian context, we conduct semi-structured interviews (N ≈ 40) in Russian regions investigating what spatial scale of place attachment is more relevant for Russian environmental activists and how their sense of place is structured. Our sample includes environmental organizations in Moscow, Tyumen (the capital of an oblast), and Ufa (the capital of an "ethnic" republic). Preliminary, we find that the attachment to the home city and the Russian Federation is more strongly emphasized in the interview, while the main dimensions of this attachment include social, spiritual, and cultural links. Among other things, this suggests that nationalism might have been too early discarded as a social force behind environmental movement across the globe.

2. Relations Of Quechua/Kichwa people with First Nations, Métis and Inuit people and their lands

Presenter: Brenda Polar, York University

I conducted a study that involved examining Quechua/Kichwa immigrants' connection with First Nations, Métis and Inuit people and their lands. I discuss themes representing the participants understanding of Indigenous people and how it has shaped their relations with First Nations, Métis and Inuit people and their lands. In order to develop a collaborative process, it is necessary to first understand pre-existing beliefs and relationships between the populations. This study focuses on the pre-existing beliefs and relationships of Quechua/Kichwa immigrants with First Nations, First Nations, Métis and Inuit people and Inuit people. The overarching questions that I analyze are: What are Quechua/Kichwa people's views and understanding of First Nations, Métis and Inuit Peoples and settler colonialism? What are their relations with these populations and their lands? First, I discuss participants' understanding of Indigenous people and settler colonialism in the Canadian state. As I discussed the understanding of Indigenous people, I also analyzed how they came to know this knowledge. The participants focused on the role of the government in creating trauma as one of the main effects of settler colonialism; discrimination towards Indigenous people, the role of stereotypes in shaping participants' knowledge; and resiliency of Indigenous cultures. Secondly, I discuss participant relations and contact with First Nations, Métis and Inuit peoples and Indigenous lands.

(FEM3A) Feminist Sociology: Theorizing Past, Present, and Future

Date: Thursday, May 19 Time (ET): 11:00 AM - 12:30 PM

"Feminist Theorizing" has been an important and often un-named feature of feminist sociology and envisioning social change. Women as individuals and working collectively (in women's caucuses, activist organizations, and consciousness-raising groups) were locally and globally preparing for International Women's Year (1975). In Canada, starting in 1976, new understandings of women's equality, power, patriarchal oppression, and strategizes for change were theorized at what became annual meetings of CRIAW/ICREF. This session features papers that each display uniquely interesting and potentially important theorizing contributions. Together they reflect on past and present, and each on different features of the future as their titles suggest.

Organizers: 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

Chairs: Linda Christiansen-Ruffman, Saint Mary's University; Ronnie Joy Leah, Athabasca University; Marilyn Porter, Memorial University

Presentations:

1. Reflection, Recursion and Re-evaluation: Dorothy Smith as 'parrhesian standpoint' theorist
Presenter: N. doran, University of New Brunswick

I was weaned on 'teachers' who took issues of frame versus content very seriously. And although these 'teachers' had often critiqued traditional sociology for the contradictions it displayed between its content and its form (eg Smith 1974) I then went on to interrogate my 'teachers' to see if they displayed similar paradoxical, contradictory stances in their analyses; or whether they were able to demonstrate a harmony between what they said, and what they did. And Dorothy Smith was one of the 'teachers' that I examined . Thus, my initial critique of her work led me to revealing the 'recursive loop' that she got caught in (Doran 1993), when she failed to self-reflect enough, on her own practices. More recently, however, my interrogation of Foucault (Doran 2015) has demonstrated the opposite, with regard to frame versus content. Whereas the scholars I had interrogated up until then, had all been found wanting because of the contradiction between what they said, and what they did, in their textual practices; I now discovered that Foucault had actually done the opposite. His embodied methods (of assembling a 'self') actually constructed a harmonious fit between what he said, and what he had done over the course of his career (Doran 2015). That is, he had become a 'parrhesian' in his embodied methods of 'caring for himself' (2015:149-55). And this realization has made me think that I perhaps need to re-evaluate my earlier interrogations. Specifically, I could return to Dorothy Smith, and re-examine her from this meta-level; this Foucauldian perspective of the parrhesian. And this may constitute itself as a radical turning point for any contemporary understanding of Smith's work. This is because if we JUMP FRAMES to this Foucauldian perspective, of embodied life-long activity (albeit always situated within 'agonistic' fields), we might see that Smith actually assembled herself as a 'parrhesian intellectual' over a long period of arduous educational struggle (Doran 2020), of trans-forming her embodied 'self' into a feminist self.

2. Friendship, Absences, and Feminist heritage construction
Presenter: Marie-Lise Drapeau-Bisson, University of Toronto

France Théoret has dedicated herself to preserving the memory of her friend and colleague Louky Bersianik. Her work is shaped by three type of absences: a symbolic absence of recognition for Bersianik's work, a material absence due to lack of access to her personal documents and a physical absence after Bersianik's death. The analysis of absence reveals that beyond archiving Bersianik's oeuvre, Théoret's biographical practice documents her attachment and admiration for her friend, a definition of intimacy between friends as an informal pact, and the role of witness played by friends, in end of life and after death. Thourgh the analysis of France Théorets biographical practice, I explore how unconventional archiving sites and strategies shape feminist heritage construction.

3. "All our lives would be better": Imagining a world without femmephobia
Presenter: Rhea Ashley Hoskin, University of Waterloo

The gender binary is not just divided; it is a hierarchy with masculinity and men on top, and femininity and women on the bottom (Hoskin, 2020). This structure is integral to many aspects of the social world and, as such, so too is the subordinate status of femininity. Femme theorists use the term "femmephobia" to refer to this systematic devaluation and regulation of femininity, separate but overlapping with concepts of misogyny and sexism (Hoskin, 2017; 2019; 2020; 2021). This novel framework has shed light onto the pervasive ways in which femininity is denigrated; but how can we begin to grasp the magnitude of such a capacious source of oppression and social regulation? How can we begin to visualize a source of oppression that has gone largely unnoticed, naturalized, or expected (Serano, 2007)? And, importantly, what would happen if society treated femininity differently? What structures, systems and social institutions are kept in place through femmephobia, and what are the imagined impacts of shifting this gendered economy that ensures masculine ascendency? What further social change might this ignite? Using thematic networks to analyze open-ended responses from femme-identified participants (N=400), the current study describes a world wherein femininity is both valued and available to everyone without social consequences. Participants described epistemological, ontological, and phenomenological changes to toxic masculinity, gender-based violence (including sexual violence, and violence rooted in sexism/misogyny, homophobia, and transphobia), relationships, leadership, power structures and enforcement, health care, the environment, the workplace, as well as division of labour and capitalist structures.

(GAS3A) Masculinities in Transition I

Date: Thursday, May 19 Time (ET): 11:00 AM - 12:30 PM

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.

Organizers and Chairs: Chris Tatham, University of Toronto and University of Guelph; Paulina Garcia Del Moral, University of Guelph

Presentations:

1. Punjabi masculinities and transnational spaces: performance, choice, and othering
Presenter: Navjotpal Kaur, Memorial University

Researchers on transnational men and masculinities portray migrant men as a rather homogeneous group who cause or occasionally deal with similar problems. Similarly, international students are mostly studied in relation to their education or school, rather than as part of the gendered, migrant population who are transitioning to becoming immigrants and experience complexities regarding aspects of their social identities. The lacuna in literature opens avenues for a comprehensive understanding of student-migrant men's identities and masculinities in response to the intricacies of source and host situation as well as their hegemonic content. Building on existing literature on transnational masculinities and partly on Identity

Process Theory, I focus on upper-caste Punjabi men who came to Canada as international students. Through in-depth interviews with 22 men, I explore the significance of landownership, caste identity, and transnational communication in constituting the hegemonic masculinities in transnational spaces, and the 'othering' faced by young men in Canada.

2. Sensitive Thugs: reformulating masculinity and vulnerability through rap music
Presenter: Anna Lippman, York University

Suge Knight, the former CEO of the famed Death Row Records, once said that hip-hop is a man's world (Hurt 2006). When we consider the extreme stereotypes and tropes associated with (mostly Black) rappers, we can see the truth in this statement. Yet, neither hip-hop, nor its formulations of authentic masculinity, remain static. In between explicit lyrics about dominating women and getting paid, rap music also provides a forum for men to discuss their fears, hopes, and vulnerabilities against the backdrop of hard-hitting beat. Through a reformulation of hegemonic and protest masculinity, rap music allows young men to discuss their emotions, admit weakness and vulnerability, and speak frankly on mental health. Tupac famously rapped: "I cry at times I once contemplated suicide/but when I tried all I could see was my mama's eyes" (Shakur 2002). At the same time, this emotive lyricism is only possible when coupled with explicit reference to, and important signifiers of, protest masculinity. This paper presentation discusses the current and socio-historical importance of hip-hop culture and rap music as an important "space" for young men's identity construction and performance. Using notes and ethnographic experiences from working in youth social services, a discussion of the importance of this type of masculinity is examined and contextualized against larger social structures such as race and class. Suggestions for detangling the positive aspects of identity construction through hip-hop (i.e. ethnic pride, resiliency, creativity) from the negative aspects (i.e. homophobia, patriarchy, capitalism) are introduced.

3. What does masculinity have to do with it? Men, fathers' rights groups and the complexities of manhood
Presenter: Connor MacMillan, Simon Fraser University

The socially constructed gender role of masculinity fosters a concept of a prototypical masculine performance, which disseminates an ideal of how men are supposed to act within given social situations. Men are socialized to believe that, by embodying the virtues of masculinity (e.g., hard work, dedication, discipline), they are entitled to power and control, such as through being a self-made man. Thus, a masculine social performance is often dependent upon the degree to which a man can embody, foster, and display forms of power and control inherently imbued within a hegemonic masculine gender role. However, through a surge in gender equitable ideologies, men may come to feel emasculated and humiliated if their masculine role is being challenged. If enactments of masculinity fail to achieve the gendered norms of entitled power and control, it invokes a sese of self-blame and humiliation that prompts a masculine sense of, what they feel to be, righteous rage. A thwarted sense of entitlement can provoke chronic forms of anger in which men will seek to enact performances to reify their gender role and mitigate feelings of humiliation. For example, fathers' rights groups emerged as a response to men's perceived

gender inequality and belief of a lack of social, paternal, and gendered rights; these groups seek to empower men and their masculine performance by teaching them to defend their manhood and inherent rights. Using a thematic analysis and a grounded theory approach this research examines 1) how father's rights groups assist men regain a masculine identity that is perceived as being challenged; 2) how father's rights groups assist men mobilize support in defence of their entitled gendered rights; 3) how men react to and perceive a loss of an entitled access to privileged resources; and 4) what institutions or systems men perceive as perpetuating this entitlement.

4. Masculinity and suicides in young Bangladeshi-Canadian men in the Greater Toronto Area (GTA)

Presenter: Matt Husain, University of British Columbia

This article problematizes the significance of the issue of homogeneity in immigrant health service delivery and settlement supports that are associated with social disconnection and self-harm. In collaboration with a community-based partner, the article investigates the ways in which young Muslim Bangladeshi-Canadian men from immigrant households navigate parental expectations and pressures placed upon them as both carriers of tradition and embodiments of Bangladeshi cultural and familial "success" and "achievement." In particular, the article aims to understand how young Bangladeshi-Canadian men in the Greater Toronto Area (GTA) interpret the integration of neoliberalism and Islam as it is practiced in their communities. The objectives of the article is to: 1) articulate how the GTA's Bengali Muslim community define "success"; 2) determine how social and economic pressures are developed and amplified in the Bangladeshi diaspora, and how young Bangladeshi-Canadian men internalize and contest these expectations; and, 3) describe how young Bangladeshi-Canadian men navigate the socio-economic expectations, demands, and psychological pressures resulting from the cultural traditions, Islamic observances, and the new opportunities presented by their new lives in the GTA. The article achieves these objectives by understanding specific parental expectations and relations with their adult male children as well as the voices of those young men, and their living experiences to properly address their needs. The findings reveal that it is important that we understand social disconnection and self-harm in relation to cultural and familial "success" and "achievement" to improve access and advance on the path of equity for marginalized Bangladeshi-Canadian youth.

(ITD7) Dating in the Digital Age: Sociological Studies of Digital Sexual Spaces

Date: Thursday, May 19 Time (ET): 11:00 AM - 12:30 PM

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(dot)com to FeetFetishDating(dot)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.

Organizers: Alan Santinele Martino, University of Calgary, Nicole Andrejek, McMaster University, Maryam Ali, University of Calgary

Chair: Alan Santinele Martino, University of Calgary

Presentations:

1. Seeking Connection in a Digital Era: A Textual Analysis of Disability-Focused Dating Websites
Presenters: Eleni Moumos, University of Calgary; Alan Santinele Martino, University of Calgary

In our current collective sexual sphere, a range of mobile phone applications and dating websites provide new opportunities for sexual actors to meet partners, negotiate their self-presentation, and explore niche desires (Green 2014). Digital sexual fields continue to become more and more specialized around particular interests and desires. In this exploratory qualitative study, we focused on online dating websites catered to people with disabilities to understand the language and imagery employed in these niche sexual fields. We analyzed 26 dating websites that cater specifically to people with disabilities. In addition to examining the images on these websites, we conducted a textual analysis to understand the language used by these unique digital spaces. The data were thematically coded by three independent reviewers, including the first author and two undergraduate student researchers, using NVivo. Websites in our sample emphasized their relevance as niche digital sexual fields that allowed disabled people to overcome isolation and accessibility barriers, the need to educate potential intimate partners about their impairments, and rejection. Many sites also promoted the idea that their websites eased the uncomfortable task of disclosing one's impairment. Rather, the website allowed for disabled people to meet other disabled people or, alternatively, meet open-minded non-disabled people. Some websites highlighted that disabled people's overall quality of life would be improved by joining their website and the digital dating world. Finally, some websites still relied on medical and inspirational language to articulate their relevance and mission. Dating websites provide an avenue for disabled people to meet potential partners and develop intimate relationships. These spaces can be particularly crucial for this social group who often faces social isolation and inaccessibility in the "real world." We provide some initial understanding of the ways in which disability is constructed through language in disability-focused dating websites. There is a need for a more critical approach to the medical and inspirational language employed in these websites, which (re)produce particular (and sometimes dominant) understandings of disability. This is important because the language and images used in digital sexual fields can have an impact on how people with disabilities view themselves and are considered and accepted into the online dating world.

2. Swipe right, what next?: Relationship progression among Chinese online daters in Vancouver
Presenter: Manlin Cai, University of British Columbia

Online dating has become an increasingly popular way for singles to meet potential partners, which particularly can offer niche dating markets to racial minorities. Prior research has mainly examined mate preferences and sorting patterns in online dating, while little is understood about

the dating processes. Drawing on in-depth interviews with 44 Chinese heterosexual online daters in Vancouver, we take a close look at their online dating experiences, with a special focus on whether and how their relationships progress from online to offline. We find that after screening candidates by their pre-existing preferences (e.g., appearance, age, geographic location, race/ethnicity), online daters search for cultural similarities in lifestyles and values through profiles and online interactions. Such cultural similarities are the key to decisions about whether to first meet someone offline, go on multiple dates, and eventually establish a romantic relationship. Despite the same mechanism of cultural matching, a fine distinction is drawn by the nativity line: Canadian-born Chinese deem someone "whitewashed" to be compatible, whereas foreign-born Chinese address the preservation of Chinese culture. Overall, it is extremely hard for two daters to get along and feel motivated to bring a relationship offline, let alone officially partnering. The prevalence of online self-misrepresentation kills many first dates. Different expectations about the pace of relationship progression noticeably hinder the dating prospect, which reinforces the cultural divide by race/ethnicity and nativity. Moreover, a gendered pattern is especially salient as men mostly take the initiative to start online exchanges and ask to meet in person. Our findings inform the mechanisms of who partners with whom and further illuminate the implications of dating technologies for social boundaries. We also reveal the complexity and difficulty in navigating romantic lives faced by racial minorities, especially by racialized immigrant men.

(RAS1) Sociology and the Internationalization of Canadian Higher Education

Date: Thursday, May 19 Time (ET): 11:00 AM - 12:30 PM

Published in the September/October 2021 issue of The Walrus, "The Shadowy Business of International Education" by journalist Nicholas Hune-Brown introduced a mainstream audience to the precarious status of international students in Canadian colleges and universities. A major investigative report by *The Globe and Mail*'s Dakshana Bascaramurty, Neha Bhatt, and Uday Rana in November 2021 further substantiated how "in India and Canada's international student recruiting machine, opportunity turns into grief and exploitation." The internationalization of Canadian higher education is estimated to bring in $21 billion to Canada's economy each year. But many, including education researchers and international students themselves, are speaking out against a system they believe to be fraudulent and unethical. Academic sociologists are well-positioned to explore the internationalization of Canadian higher education, both as social scientists and as reluctant or enthusiastic personnel in the higher ed sector, but there has been limited collective discussion.

This panel opens a conversation for sociologists hailing from different subfields (e.g., Social Policy and Social Equality; Sociology of Education; Political Sociology; Sociology of Migration; Race and Ethnicity) to discuss this phenomenon. Topics include retrenchment of government funding for public education in Canada; increasingly blurred lines between federal/provincial immigration and education policy; historical and current trends in the global scope of recruitment; and varied justifications or rationalizations for internationalization among academic faculty and administrators.

This panel has been organized by the CSA Research Advisory Subcommittee.

Moderator: Neda Maghbouleh, University of Toronto Mississauga

Panelists:

Pallavi Banerjee, University of Calgary
Dakshana Bascaramurty, The Globe and Mail
Isabel Fandino, University of Calgary
Sarom Rho, Migrant Workers Alliance for Change

(SCL3) Cultural Production and Cultural Consumption

Date: Thursday, May 19 Time (ET): 11:00 AM - 12:30 PM

This session brings together papers that address the production and/or consumption of art and culture. With papers that engage with themes central to the study of cultural labour, value, and belonging, this panel builds upon sociological understanding of how cultural goods are made and circulate in society.

Organizers: Allyson Stokes, Memorial University, Saara Liinamaa, University of Guelph

Chair: Allyson Stokes, Memorial University

Presentations:

1. What Makes an Artist? Labour-Centered Understandings of Art in Canada
Presenter: Evan Curley, Saint Francis Xavier University

Should artistic production be seen as labour like many other forms of work? Or should we treat it as an exception to ordinary economic activity? Any answer you could give to this question is sure to find its supporters and its dissidents somewhere in the cultural field. Throughout time, the dominant position on this issue has changed and adapted largely in response to changing economic contexts, reshaping how we think about art, and subsequently how art's practitioners are treated by the State, the public, and each other. In this presentation, I will discuss the ascendency of a now strongly held and legally recognized idea that artists are indeed labourers, a notion that has gained considerable traction in Canada over the last several decades, setting in most firmly as artists' legal representation began responding to the precarity of art in the late 90's and early 2000's. The significance of this work is twofold – it studies the dynamics of power involved in defining the role of the artist, what Pierre Bourdieu would call the struggle over who gets to "create the creators", and it outlines the real and potential consequences of thinking the artist as labourer in relation to the cultural health of communities and the wellbeing of artists.

2. Granny's Quilt: Comfort, Natural Fibre, and the Appeal of the "unsophisticated" during the Covid-19 Pandemic
Presenter: Katherine Morton Richards, Memorial University

In a world that feels saturated in disinfectant and hand sanitizer, and intentionally lacking in physical connection, we are all craving comfort. Where once minimal, sleek, and smooth were desirable in textiles for clothing and bedding, natural fibres, bold prints and colours, and hand knits are once again thriving. The pandemic has repositioned materials once seen as stuffy or unsophisticated as not only acceptable, but desirable. Look no further than the renaissance of hand knit socks and the enthusiasm that hand-me-down quilts are enjoying, as people latch on to sensory and comfort maximalism in their style choices. This research uses a content analysis approach to identify how granny-chic or vintage maximalism is dominating pandemic décor and style and will explore the social importance of shifting these sensibilities to meet emerging needs of everyone now navigating the pandemic. To compensate for the isolation and bleakness of physical distance, the cultural elements of textiles have taken a decided turn for the comfy. This work unpacks the social meaning-making that underpins the dramatic shifts in aesthetic and style that replaces the coolness of synthetics with the coziness of Granny's quilt.

3. Cultural Consumption, Identity and Taste among Japanese Animation Fans
Presenter: Nazario Robles Bastida, University of Calgary

The study of media fandom has emphasized the subcultural and productive nature of fans' practices and relationships. In particular, research on media fans has focused on their cultural production. While undoubtedly, fans take part in many creative practices such as writing fan fiction, drawing fan art or engaging with costume play, that is, making and wearing costumes of their favorite characters, this is only part of the story. The current paper explores fans' consumption practices by focusing on Japanese animation fans and their practices of cultural consumption. Through ethnographic research on Japanese animation fans in Mexico and Canada, I propose that this fandom finds as one of its centers, consumer practices through which its members construct identifications and symbolic boundaries that define the cultural hierarchy of taste that guides both their appropriation and creation of cultural goods. From this perspective, fandom is more complex than implied by the fandom-as-creative-subculture paradigm. To approach this complexity, this paper discusses knowledges, practices, localities and objects that are appropriated and circulated by Japanese animation fans in order to be closer to their favorite narratives and characters. In doing so, fans' tastes and consumption practices become the core of a different approach to the study of media fandom.

(SOM5F) Sociology of Migration: Factors affecting the Health of Immigrants

Date: Thursday, May 19 Time (ET): 11:00 AM - 12:30 PM

The terms "immigrant paradox" or "immigrant advantage" refer to the findings in Canada and elsewhere that immigrants tend to have better health outcomes than those born in the destination country. However, the advantage is not uniformly found among all migrants. Variations exist by visible minority groups and regions of origin. In addition, factors such as lower language proficiency in English and/or French, discrimination in labour and housing markets, difficulties in finding employment may produce poorer rather than better health outcomes for some migrant groups. Presentations in this session discuss visible minority and

linguistic variations in health indicators for migrants, and the mental health issues facing Iranian refugees. The session concludes with an assessment of the impacts of the Federal Health Program on the refugee population in Canada.

Organizers: Monica Boyd, University of Toronto, Lisa Kaida, McMaster University, Rima Wilkes, University of British Columbia

Chair: Ian Van Haren, McGill University

Presentations:

1. Social determinants of sleep duration in Ontario, Canada: Making the case for the intersection between immigrants' length of residence and visible minority status

Presenters: Emmanuel Kyeremeh, University of Toronto; Yujiro Sano, Western University

Although there is a growing body of the literature on immigrants' sleep, we know very little about how the intersection between immigrants' length of residence and visible minority status can impact sleep duration in Canada. Using a nationally representative survey and employing multinomial logistic regression analysis, we aim to address this void in the literature by comparing self-reported sleep duration among various groups such as white native-born, visible minority native-born, white recent immigrants, visible minority recent immigrants, white established immigrants, and visible minority established immigrants. While accounting for social and behavioural determinants of sleep health, we observe that, compared to white native-born, visible minority native-born (RRR=1.39, $p<0.01$) and established immigrants (OR=1.43, $p<0.001$) are more likely to sleep less than seven hours while white established immigrants are less likely to sleep more than nine hours (RRR=0.56, $p<0.001$). We discuss these findings in the context of implications and recommendations for policymakers and future research.

2. The Association Between Official Language Ability and Emotional/Mental Health Among New Immigrants to a Bilingual Country

Presenter: Megan Yu, Memorial University

Existing research has largely pointed to the importance of host country language ability to immigrant health. Arguably, the relationship between host country language ability and immigrant health can be more complex in countries where there is more than one official language. Yet, there is a paucity of research in those countries with most studies having taken place in the United States, notably among Latinos and Asians. The fact that Canada has two official languages with the French-speaking province of Quebec having its own point system for selecting immigrants makes it distinct among major immigration countries. This paper fills a gap in the literature by examining the association between host country language ability and the emotional/mental health of immigrants to Canada, where both English and French are its official languages.

3. 'Carrying our Wounds': Mental Health and Well-being of Iranian Refugees in Canada

Presenter: Sanam Vaghefi, University of Victoria

While the Iranian diaspora is among the largest migrant communities in Canada, the mental health and well-being of Iranians who came here as refugees have not been studied enough. This research looks into the lived experiences of Iranian refugees on mental health and well-being, to understand how refugee migration to Canada contextualizes these experiences. How do Iranian refugees define their lived experiences of mental health and well-being during and after migration to Canada? How do these experiences interact with refugees' migration trajectories, existing social networks and communities, and needs for access to mental health-care? In-depth semi-structured qualitative interviews have been conducted with fifteen Iranian refugees in British Columbia to answer these questions. The results show that Iranian refugees frequently face various challenges regarding mental health and well-being, as well as multiple barriers to access to mental health-care. The refugees from Iran often suffer from trauma, loss and grief, depression, as well as stress and worry, resulting from the pre-migration persecution, as well as the forced migration and displacement. The participants experienced multiple barriers to access to mental health-care, including communication issues arising from the language barrier and the counsellor's perceived social location, alongside the physical implications of the COVID-19 lockdowns. The research is concluded with policy recommendations focused on the need for recognizing Iranian refugees' pre-existing assumptions about Canada, addressing the complexities arising from the presence of a large Iranian community in Canada, and providing better access to mental health services for Iranian refugees.

4. Should Canada pay for refugee healthcare? A Social Justice Analysis of the Interim Federal Health Program (IFHP)

Presenter: Adam Mursal, University of Waterloo
Non-presenting author: Weizhen Dong, University of Waterloo

The global refugee crisis and the increased number of refugees seeking asylum in Canada has led the federal government to enact a series of policy reforms related to refugee healthcare coverage and spending. This paper provides a critical review of the Interim Federal Health Program (IFHP), drawing on concepts from social justice, migration, and market-oriented theories while examining policy rhetoric, legal ramifications, and media portrayals The recommendations in this article aim to reduce health inequities and healthcare access barriers for the refugee population in Canada. Findings suggest Canadian federal policies have contributed to refugee health disparities.

(SPE1) Social policies and social inequality: policy formation, effectiveness, and challenges

Date: Thursday, May 19 Time (ET): 11:00 AM - 12:30 PM

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.

Organizer and Discussant: Ivanka Knezevic, University of Toronto

Chair: Weizhen Dong, University of Waterloo

Presentations:

1. Racist Immigration Policies in Canada: The More Things Change, the More They Stay the Same
Presenter: Sarah Vanderveer, York University

Canada characterizes itself as an inclusive, multicultural nation that claims diversity through immigration as a key strength; but Canada's establishment as a settler-colonial state is founded on racist immigration policies. While these racist ideas, policies, and processes are often perceived as historical artifacts, the Canadian state continues to reinforce racist cultural and institutional hierarchies through immigration categories - categories that disproportionately impact racialized immigrants, particularly those classed as temporary and fungible. Although Canada's self-description has shifted since earlier colonial days, racist policies continue to be constructed, maintaining a system that perpetuates and participates in the unequal treatment of racialized immigrants. Central to these inequities are internalized and institutionalized biases embedded in ideologies of white supremacy, and their entrenchment in formations of politics, culture, and nation-building, influencing how the imagined community of the nation state is constructed, who belongs within it, to what extent, and who does not. These biases shape immigration policies, ideations, and gradations of inclusions within a settler-colonial state, beliefs that predicate the devaluation of racialized people. From this context, this paper explores the historical legacy of racist immigration policies, and their construction of impermanent residency status for predominantly racialized immigrants. I discuss how these policies have changed over time yet continue to be re/created through systems of difference in treatment, obscured in less overtly-racist packaging. This paper attends to ongoing, racialized systems of difference constructed alongside narratives framed by discourses of inclusive multiculturalism, equality, and meritocracy.

2. Implications of Transboundary Learning: Revisiting accountability measures.
Presenter: Alaa Azan, University of Ottawa

Tutoring services have experienced exponential increases in enrollment in Canada, with Ontario alone witnessing a 60% increase in enrollment from 1996 to 2000 (see Aurini and Davies, 2004). As tutoring centers increase, recent arguments suggest that we are shifting to a Transboundary Learning (TL) context whereby students are increasingly relying on tutoring services to succeed in school (Azan and Arnott, in press). In the TL context, the boundaries between tutoring and schooling are blurring as students utilize resources from both contexts to achieve academic success and do not rely solely on schools. This increasing role of tutoring over students learning and schooling experiences signals changing educational needs that are not being met in schools, forcing students to seek support elsewhere (i.e., tutoring) which could lead to increased

inequalities (Azan and Arnott, in press). Identifying and bridging gaps between support received in tutoring vs schooling contexts to better improve schools is a key step towards mitigating educational inequalities. In this way, students who are unable to access tutoring would not be at an increasing disadvantage. School accountability measures could present a barrier to these aims as they limit schools' ability to respond and adapt to changing needs (Bray, 2017) that are being extrapolated by the shift to TL. The current article will evaluate current school accountability measures in Ontario in light of a shift to TL. Through illustrative examples, the paper will propose modifications to current policies and conclude with a new model for accountability.

3. Examining the Local Policy-Making Process of Canada's National Homelessness Strategy across Atlantic Canada

Presenters: Daniel Kudla, Memorial University; Daniel Amoah, Memorial University

The implementation of the federal government's homelessness strategy (called "Reaching Home: Canada's Homelessness Strategy") is executed by a governance network comprised of a diverse group of government, quasi-government, and nongovernment actors. While there is an abundance of government reports and scholarly work that evaluates the effectiveness of homeless reduction programs enacted by these governance networks, little work examines the decision-making and policy-planning process that creates the conditions for homeless reduction programs. Given that innovative and coordinated systems of programs are most effective in reducing homelessness (see Doberstein, 2016; Gaetz et al., 2014), it is crucial to evaluate homeless governance networks' level of autonomy, flexibility, and collaboration throughout the homelessness policymaking process. To fill this research gap, we use a qualitative research design to examine the policy planning and decision making process among four homeless governance networks in Atlantic Canada, including 30 interviews with the federal governments' professional staff and a content analysis of homeless policy documents. We draw from policy mobilities literature to understand how an assemblage of diverse social actors adopt and legitimize homeless policies in their particular locales. This project conceptualizes policymaking as horizontally distributed among an assemblage of state and civil actors rather than the central state unilaterally directing governmental programs through an all-encompassing neoliberal ideology. Seeing through "assemblages" helps us see the possibility that governance practices can have multiple and contradictory outcomes, foregrounds agency in governance processes, orients us to how situated actors negotiate tensions that emerge in these heterogeneous formations, and appreciates the contingency of particular governmental formations and how these arrangements fluctuate and change. This project is the first phase of a larger project that will include the perspectives of a larger sample of local community stakeholders across our four research sites.

(THE1) Global Public Sociology and Theorizing Emotions: The Greatness and Limitations of Erich Fromm's Sociology

Date: Thursday, May 19 Time (ET): 11:00 AM - 12:30 PM

Since Buroway's 2005 American Sociological Association presidential address, great attention and energy has focused on Public Sociology. Building on the theme of this year's Meeting—how to ignite change through sociology—this invited panel will examine and respond to Neil McLaughlin's new book "Erich Fromm and Global Public Sociology".

McLaughlin argues that Fromm should be reconsidered both as a public sociologist and a global public figure. While Buroway's call has stimulated global debate, the figures often consecrated as public sociologists—WEB Du Bois, David Reisman, and C Wright Mills—emerge from the American context with ideas that travel in complex ways. Fromm emerged from a world at war, and before becoming a popular author made major contributions to the sociology of emotion, the study of totalitarianism, and the Frankfurt School of critical theory.

McLaughlin traces Fromm's career through his writings as well as his relationship with prominent figures like Margaret Mead, Mills and Reisman. McLaughlin demonstrates the powerful insights that Fromm unearthed and how Fromm was able, with varying degrees of success, to share these insights with broader publics through popular books. Beginning from an examination of McLaughlin's argument this session will consider how the case of Erich Fromm can help us think through a global public sociology that theorizes emotion, one capable of igniting social and cultural change.

Organizers: Dean Ray, York University, Susan Prentice, University of Manitoba, Robert Nonomura, Western University, Alex Bing, Carleton University

Panelists:

Alex Bing, Carleton University
Neil McLaughlin, McMaster University
Robert Nonomura, Western University
Susan Prentice, University of Manitoba
Dean Ray, York University

(VLS3) "It Changed Every Part of My Life": Harassment and Violence in Canadian Workplaces

Date: Thursday, May 19 Time (ET): 11:00 AM - 12:30 PM

Notwithstanding decades of research and advocacy, changes in federal and provincial legislation across Canada, and social movements such as #MeToo and #TimesUp catapulting workplace harassment and violence into the media spotlight, harassment and violence remain pervasive and destructive problems in contemporary workplaces. The consequences for workers and workplaces are profound. From 2020-2021, a landmark study was undertaken that brought together researchers, labour partners, advocates, and workers from across Canada to learn about workers' experiences of harassment and violence in the workplace. With over 4,500 survey participants and dozens of interviews completed, the findings from this nation-wide, bilingual, mix-methods study illuminate workers' experiences of harassment and violence, the barriers they face to reporting, and the retaliation many experience as a result.

This panel session brings together members of the research team and project collaborators to share key findings and recommendations for igniting change across industries to eliminate workplace harassment and violence and create meaningful supports for workers. Foregrounding an intersection approach to understanding how the forms of harassment and violence workers experience is connected to their social location and employment status, key themes and areas of focus for this session include: the prevalence of different forms of sexual and non-sexual workplace harassment; the impact of COVID-19 on workplace harassment and violence; how experiences of harassment, reporting, and retaliation impact workers and the consequences of this for workplaces; how organizational practices are used to harass, retaliate, and silence workers; and the importance of fostering systemic change and reducing precarity in Canadian workplaces.

Moderators: Adriana Berlingieri, Western University and Nicole D. McFadyen, Western University

Panelists:

Adriana Berlingieri, Western University
Nicole D. McFadyen, Western University
Sandy Welsh, University of Toronto
Vicky Smallman, Canadian Labour Congress

(CER8) Voices from the Community

Date: Thursday, May 19 Time (ET): 1:00 PM - 2:30 PM

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 session brings together scholars to discuss how their work moves beyond symbolic representations and challenges existing power relations.

Organizer: Karine Coen-Sanchez, University of Ottawa

Chairs: Karine Coen-Sanchez, University of Ottawa; Jennifer Mills, York University

Presentations:

1. Taking up Space: Racialized bodies & activism in rural communities
Presenters: Joseph E. Sawan, University of Ottawa; Maria Belen Angeles, Independent Scholar

In this dialogue, we reflect on our experiences as racialized individuals working in several social movement/community organizations. Although distinct in our activism (a contested term in our experience), there is a thread connecting our biographies in community organizing – the inevitable white colonial gaze that becomes the "standard" for even our own tactics and strategies. In reflection, we consider ways to challenge and overcome capitalist-colonial culture – with specific interest to tokenization, commodification, inclusion-as-enough, urgency and individualism. In dialogue, we intend to disrupt zero-sum conversations of power that locate

social justice as dependent on being included within social institutions that continue to exploit and oppress marginalized communities. Although we embody distinct social identities, we currently share a geographic location – a small rural Ontario community that is majority white. In social justice conversations in both formal and informal community spaces, topics related to systemic racism are often watered down or completely omitted for fear of "stirring the pot." In this presentation, we propose that there is value in simply 'taking up space' and may in fact be a revolutionary act when confronted with a dominant culture that expects us to uphold supremacy. Rather than reacting through classical activist strategies, we argue for 'showing up' and insinuating our roles as co-creators in shaping and re-shaping the landscape of community relations, even when others may continue to see us as outsiders. To what extent are our identities as they are embodied in ourselves also a form of activism as we 'take up' this space? Can taking up space in our creative and meaningful work encourage transformation in the spaces we live? As we explore these questions, we hope to explore dialogues on belonging rooted in collective actions – and solidarity as a means to overcome the individualism that is promoted through capitalist colonial social relations.

2. Taking Up Space: Analyzing Methodological Challenges Within Community-based Health Research Partnerships with Black Communities

Presenters: Rhonda C George, York University; Tiyondah Fante-Coleman, University of Toronto
Non-presenting author: Lydia-Joi Marshall, Black Health Alliance

The mélange of the current context of the global pandemic, which revealed disproportionate impacts and negative outcomes for Black communities, coupled with and the high-profile killings of (George Floyd and Breona Taylor and the global protests that ensued, have laid bare the extent which systemic racial barriers continue to shape experiences and outcomes across institutions. In the health research space in particular, there appears to be a renewed interest in participatory and/or community-based research initiatives, whereby institutions seek to partner with community organizations to examine racial health disparities. How do these partnerships actually work and are they true partnerships or extractive endeavours? Using Critical Race Theory as a theoretical frame, this paper unpacks some of the key research challenges and issues that emerge when non-Black health researchers engage in research partnerships with Black communities. Through an engagement with researcher perspectives and voices from the community, this reflexive piece highlights the ways in which performativity, tokenism, power hoarding, and extraction create barriers to true partnership in these research initiatives and obscure the ability to produce authentic work that reflects the needs and perspectives of the communities it researches. Broadly speaking, this paper seeks to elucidate the ways in which imbalanced power dynamics and anti-Blackness in these research partnerships can work to silence and minimize substantive and meaningful Black community contributions to knowledge production and mobilization.

3. Tranformational Change Through Grassroots Activism

Presenter: Judy McKeown, Peel District School Board

In this talk, I propose to speak about the multi-faceted and nuanced nature of advocacy and activism in relation to dismantling both anti-Black racism and white supremacy in union and educational spaces. This talk will highlight how grassroots activism can create transformational change by charting my attendance at board meetings, my participation in WhatsApp group chats to organize ideas to change the structure of the local union representation, my navigation while working for a union rooted in coloniality, and the need to look ahead to the continued changes that need to be made at the provincial and board levels. Part of this discussion will focus on the material successes that occurred, which will be balanced with the issues that still need to be addressed urgently. I will also discuss the importance of having a multi-pronged approach when it comes to dismantling oppressive structures by examining the role of marches/protests/press conferences, the use of social media as a means of mass communication, organizing to strategize and execute plans, and the place of disruption in movements. Additionally, I will address how educating ourselves and others is an important aspect of activism; specifically, I will explore how I harnessed virtual spaces (e.g., webinars, affinity spaces, book talks, podcasts, etc.,) during the pandemic to help people better understand how to be anti-racist educators and unionists. Because, without knowledge of the complexities of anti-racism, people cannot effectively fight for anti-racist unions and schools. Finally, I will address the many contradictions that exist in union activism (e.g., working within the confines of colonial rules such as Robert's Rules while attempting to employ abolitionist principles), while sharing strategies that can help others who wish to enter sites where activism is truly taking place.

4. By the community, for the community - the need for a Reproductive Justice Framework in sexual and reproductive health and rights (SRHR) research and patient care in Canada

Presenter: Dina Idriss-Wheeler, University of Ottawa

Indigenous, Black and People of Colour (IBPOC) communities in Canada continue to suffer SRHR inequities. In this presentation, we address the need for IBPOC community voices to be heard. Unfortunately, pervasive systemic racism in academic structures and health care systems (stemming from colonization, slavery and discrimination) perpetuate health inequities by providing opportunities for the dominant group, reinforcing white privilege throughout institutions and organizations. At the individual level, examples of lived experiences of racism among racialized groups in Canada demonstrate worse SRHR health outcomes compared to their white counterparts. In addition to having reproductive rights and reproductive health services, Canada needs policies and programs designed with a Reproductive Justice framework. The leadership and power of marginalized communities must be recognized. To do so, marginalized IBPOC communities must build alliances and empower their communities to achieve self-determination regarding their SRHR to fight continued reproductive oppression. COVID-19 emphasized IBPOC communities' existing health inequities, highlighting the need to build trust in the Canadian healthcare system through culturally appropriate healthcare delivery and prioritizing programs that address social determinants of health affecting SRHR. We discuss that understanding inequities leading to poor health outcomes requires the acknowledgement, knowledge and education of a history rooted in slavery for Black communities, colonialism of Indigenous peoples and continued racism of IBPOC. Furthermore, Canada must invest in building community capacity by increasing the number of Indigenous, Black, and racialized midwives,

nurses, physicians, and researchers who understand the potential health impacts of systemic racism on individual and population level health outcomes. They can champion change within and across the healthcare system to ensure equitable SHRH for IBPOC communities. Of import is the use of the Reproductive Justice framework with key social justice issues intersecting with SRHR within communities; examples include addressing violence against women, queer rights, educational justice, and immigration rights.

(EDU2B) Sociology of Education in K-12: Part 2

Date: Thursday, May 19 Time (ET): 1:00 PM - 2:30 PM

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

Organizers and Chairs: Alana Butler, Queen's University; Cathlene Hillier, Crandall University

Presentations:

1. Summer after summer, do the same students fall further and further behind in math and reading?*

Presenter: Zahide Alaca, University of Toronto
**This paper received the Sociology of Education Research Cluster Best Student Paper Award.*

Sociologists have long claimed that the summertime widens socioeconomic achievement gaps. This claim is premised on the assumption that, summer after summer, the same lowest-achieving students fall further and further behind, and the same highest-achieving students pull further and further ahead, thereby widening achievement disparities over time. I test the tenability of this assumption, which I refer to as within-student stability in learning across time. I fit a series of multilevel piecewise growth models to the math and reading achievement of 19,524 students in the United States between kindergarten and grade 5. I find clear support for the assumption of within-student stability only under one set of model specifications, but I show that this set of specifications produces biased estimates. Under another set of model specifications, I find complete instability in students' summer learning experiences, thereby undermining theories of summer learning, but I show that this set of model specifications produces unbiased results only under very strict conditions. With the specifications that I argue are most defensible, I find neither clear support for nor clear undermining of the assumption of within-student stability across time. I show that the growth models that have been informing theories of summer learning are very sensitive to minor differences in model specification and analytic choices. I offer avenues for advancing sociological theories of educational inequality.

2. Expectations and (contrary) outcomes of China's "Double-Reduction Policy"

Presenter: Anqi Zhao, University of Windsor

This report will share with audience findings related to the "Double-Reduction Policy", which aims at totally banning after-school subject-based classes for K-12 students. It is the most influential education policy in China. Two data sources were utilized: 1) reports retrieved from various media, and 2) interviews with primary parents in Beijing. There has been a history of "alleviating learning burden" in K-12 education in China. From 1955 to 2021, there have been more than 15 versions of educational policy on reducing students' learning burden (Hu and Yin, 2015; Wen, 2012; Yang and Zhang, 2019), with the objective to emancipate students from the long hours of after-school extra-curricular so as to develop their all-round ability (An, Jin and Li, 2021; Gu, 2021; Morty, 2021), alleviate parents' anxiety about their children in the competitive society (An, Jin and Li, 2021; Dai, 2017), and reach educational equality (Shi, 2021; Zhang, 2021). Since the implementation of the "most stringent ever" (Li, 2021) policy on alleviating learning burden, more than 210 thousand private educational institutions were shut down (Liu and Xie, 2021), and some presidents of private institutions began to slip into tens of millions of yuan in debt (Nanianmeimei, 2021). More than 3 million teachers in private schools lost their jobs (Xiong, 2021), and they became "underground" private tutors (NiaokanganqingQ, 2021), or started a new career (e.g., porter, waiter) (Colin, 2021). For schoolteachers, the "Double-Reduction Policy" straightly affects their working burden (time and responsibility) (Duola, 2021; Morty, 2021). According to the policy, schools are asked to provide "after-class services" for students. In the follow-up official report (Li, 2021), this responsibility is described as "5+2 service" - additional two hours service after class for five workdays. Lastly, several original interviews with local parents whose children were currently studying in primary schools will be illustrated.

3. "Unprecedented Times": Understanding the Impact of the Educational Changes due to Covid-19 on Students with Disabilities

Presenter: Haley Clark, University of Guelph

The pandemic has changed the face of education for Ontario elementary school students. As students with disabilities were already experiencing systematic educational concerns, research has yet to explain the impact of the educational changes due to Covid-19 for students with disabilities. As the pandemic hit, students moved to online learning and the physical structure of education was altered according to public health guidelines. This study examines the influence of the physical changes, online learning, school environment, and the changes to resources and supports on elementary school students with disabilities. Furthermore, this study explores how students' behaviors have been impacted by these changes. In order to examine how the educational changes of the pandemic have impacted students with disabilities, semi structured interviews were conducted with thirteen caring adults: primary caregivers, teachers and support staff for elementary school students with disabilities. Findings suggest that students with disabilities behaviors are being impacted by educational changes due to Covid-19. As there has been many physical changes to the school environment, many participants suggest that the school climate and morale have been altered due to the pandemic. For most participants, the online learning environment was not successful and impacted their students' learning outcomes and amplified their behavioral concerns. Participants suggest that the accessibility of resources and supports has suffered and has been limited during peak times. In the midst of a global pandemic, it is crucial to examine the impacts of the educational changes on disabled students.

4. Students' Mathematics Self-Efficacy: The Role of Teachers' in-class Emphasis
Presenter: Shahar Dangur-Levy, Western University

This study examines how math teachers in-class emphasis on mathematics contributes to high-school students mathematic-efficacy, (individuals' self-beliefs in learning mathematics and completing a mathematics-oriented task. The study draws on achievement goals and motivational beliefs theories which suggest that students are motivated to achieve in math based on utility (when they perceived math as important to life outside the classroom) and mastery (when they believe they are capable), and that teachers may emphasize different goals for boys and girls. I therefore examine whether teachers in-class emphasis on conceptual math knowledge and the importance of math to life outside the classroom interact with gender, and whether boys and girls demonstrated different levels of math-efficacy. Using data from the National Education Longitudinal Study (NELS 1988, NELS 1990), I find that students math efficacy is affected by their teachers' emphasis on conceptual mathematic knowledge but not by their emphasis on the importance of math to life outside the classroom. Additionally, while girls demonstrated lower levels of math-efficacy in comparison to their male counterparts, the effect of teachers' emphasis on math, on math-efficacy, was similar for boys and girls.

(ENV4) Environmental Sociology

Date: Thursday, May 19 Time (ET): 1:00 PM - 2:30 PM

This session features presentations 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.

Organizer and Chair: Ken Caine, University of Alberta

Presentations:

1. Framing Empowerment in the "New Energy World": Contested Energy Democracy and Just Transition Strategies
Presenter: Mark Shakespear, University of British Columbia

Climate change mitigation necessitates transitions from fossil fuels to renewable energy. Scholars find that such transitions offer potential for remediating or exacerbating social inequality. Many eco-socialist scholars assume that green capitalist strategies of energy transition do not focus on issues of inequality or social justice since they prioritize economic growth and capital accumulation, thereby contributing to unequal political-economic outcomes. However, in a comparison of green capitalist and eco-socialist transition strategies, I find that both highlight social justice aims. To explain this misalignment between my observation and eco-socialist literature, I analyzed how corporate, government, and activist proponents of renewables frame

and aim to foster empowerment, equality, and justice in Germany and South Africa, which are key sites of energy democracy and just transition movements. My findings show that eco-socialists prioritize bottom-up, active participation in energy systems and broader society, while green capitalists prioritize top-down approaches, presenting corporations and governments as the primary drivers of energy transitions, even if promoting democratic and just transitions. I argue that these green capitalist approaches signify a Gramscian passive revolution, wherein dominant classes partially adopt the rhetoric and strategies of opposition groups to stymie their transformational potential.

2. The Human Cause of Climate Change: The Accelerating Treadmill of Fossil-Fuelled Social Practices

Presenter: Raymond Murphy, University of Ottawa

The natural sciences have definitively documented that contemporary climate change has been caused by humans, and don't shy away from revealing the depth of the threat of global warming. Neither should social science. What are those human causes? Since the industrial revolution, fossil fuels have provided the energy for most of the activities people engage in to meet their needs and do what they enjoy, but they have perilous long-term consequences when combusted. An informed citizenry needs a practical understanding of how deeply the problem is embedded in their normal fossil-fuelled practices and of the scale of those practices. Knowledge is the basis of adequate solutions, even if decision-makers and populations don't like to hear troubling news. This presentation will translate the science of global warming, usually expressed in gigatons of emissions, into everyday units applied to normal social practices to make the source of the threat more meaningful to non-scientists. Their understanding is a necessary condition for mitigating the climate crisis, especially through their consuming and voting practices. The presentation extends the analysis in my new book, The Fossil-Fuelled Climate Crisis: Foresight or Discounting Danger?

3. Attaining sustainability goals by using Artificial Intelligence to make corporations accountable.

Presenter: Eliana Herrera-Vega, Universite Paris VIII

This piece interrogates the relationship between corporate responsibility and sustainability, considering the 'Challenge of Biosphere Stewardship' (Folke et al, 2019) and the UN General Resolution "Transforming our world: the 2030 Agenda for Sustainable Development" (2015). The piece argues that sustainability goals need a critical change of paradigm to effectively transform the behaviour of corporate agents. Corporations are drivers of economic development and growth. Conversely, corporations are hybrid social technologies that can master diverse social codes to their advantage. Judicial remedies for corporate wrongs are limited as they are delayed in time and cannot fully revert environmental damages. Furthermore, accountability can only occur ex-post fact, once the criminal or legal wrong has occurred, and only when remedies are applicable. In terms of environmental sustainability, the existing framework is clearly insufficient (Cordonier,2003). Including the 'natural' demands internalising environmental externalities. Corporations owe their success to an autonomous decision-making structure that

builds on binary coding, accelerating and stabilising decisions favouring economic profit, efficient use of means and agility. Transnational corporations benefit from enhanced autonomy before National states as per the provisions of bilateral investment treaties (Bernasconi-Osterwalder et al, 2011), Eberhardt and Olivet, 2018) and other legal- bounding mechanisms to limit their accountability. Time constraints in markets favour simplified decisions. A change of paradigm for attaining sustainability must judge three sets of relationships.1. The interaction between the corporation and its natural environment; 2. The interplay between the corporation and the regulatory environment; 3. The relationship between the regulatory environment and the natural environment. Analysing each relationship allows us to identify and integrate externalities into the standard for decision-making within the economic calculi, including ethical, environmental and safety reasons. Artificial intelligence offers the sheer power to compute such a paradigm shift, while enhancing the speed of reasoning, thereby integrating all the factors and scenarios for attaining sustainability.

(GAS3B) Masculinities in Transition II

Date: Thursday, May 19 Time (ET): 1:00 PM - 2:30 PM

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.

Organizers and Chairs: Chris Tatham, University of Toronto and University of Guelph; Paulina Garcia Del Moral, University of Guelph

Presentations:

1. Mapping young men's counter-hegemonic masculinities
Presenter: Grace Skahan, McGill University

In recent decades, it has been well established by scholars and activists alike that engaging men and boys in gender-based violence prevention and gender equality efforts is critical to the success of these movements. This is important not simply because men are often the perpetrators of violence, but also because they have the potential to serve as important allies in the struggles against such violence. However, the number of men who are critically engaged, or even interested in gender-related issues remains low and little information exists on young men who are involved in and/or interested in gender-related causes. Using the sociological concept of hegemonic masculinity, my research seeks to better understand what institutions, cultural and social practices and relationships lead young men to be interested in gender-based violence prevention in order to better understand the development of counter-hegemonic masculinities. According to hegemonic masculinity, institutions and structures uphold problematic gender norms in such a way that they become normalized and often invisibilized. If

we are to examine sites where cultural and social practices and institutions uphold gender inequalities, then intervention and prevention programs must also understand how progressive norms that challenge hegemonic masculinity are supported by institutions and cultural and social practices. While the literature existing on this topic is limited, what does exist shows us that examining counter-hegemonic masculinity development can bring to light patterns of relation and resistance and help us to rigorously examine whether such pathways are indeed upholding feminist values of anti- oppression and intersectionality. Deepening research on all the above can greatly contribute to building more justly gendered futures and contribute to an important and growing body of research that can critically inform gender-based violence prevention educational initiatives with youth.

2. "Are You Implying I 'Wanted' to be Sexually Assaulted?": The Male Survivor of Sexual Violence Standpoint

Presenter: Samantha Cima, University of Alberta

In 2017, Terry Crews, ex-football player and celebrity personality, disclosed his own experience of sexual assault. Crews, a 6'2 muscular Black man, does not fit the stereotypical image of 'sexual violence survivor.' Judith Butler's performativity theory illuminates how identities are discursively and relationally formed through repeated stylizations of acts and bodies. These performances are policed by all members of society, introducing precarity for those who fail to signal an appropriate performance (based on gender, race, and so on). As the performance of the male gender does not allow vulnerability, instead forcing domination and strength, the experience of sexual victimization creates a state of precarity and exclusion for male survivors, including Crews. While Butler's performativity theory clarifies the ways male survivors are subordinated to the rest of the male gender, it does not analyze what drives the will to perform and signal various identities. Patricia H. Collins' standpoint theory recognizes marginalized groups' knowledge and ways of knowing as unique standpoints that provide insight into how dominant society operates. Though the focus is on subjugated groups, this paper extends this analysis by examining how racism impacts Black men through mandates of hypermasculinity and hypersexuality, thereby creating subgroups of men who experience marginalization despite still having male privilege. This paper combines Butler and Collins, despite their differences, to illustrate how the experience of sexual victimization creates a state of precarity for male survivors, which fosters their subordination to the rest of the male gender. Using Crews as a case study, this paper demonstrates the specific subjugated standpoint that has created different ways of knowing for male survivors of sexual violence than the rest of the male gender.

3. How Plural Marriage Challenges Hegemonic Masculinity

Presenter: Melanie Heath, McMaster University

Over the past three decades, sociological research on men and masculinities has addressed transformations in how masculinity is practiced in societies across the globe. These changes have been conceptualized in relation to "hegemonic masculinity," the masculinity at the top of the gender hierarchy that works to legitimate patriarchy and institutionalize unequal power relations between men and women and among men (Connell 1995; Messerschmidt 2012). In recent years,

scholars have theorized the emergence of "hybrid masculinities" that incorporate elements of marginalized/racialized and subordinated/feminized masculinities into privileged men's gender performances and identities (Bridges and Pascoe 2014). Studies of this hybridity have primarily focused on how privileged, White men borrow elements of those who are "Othered" into their own identity projects. A central question of this research is whether transformations in masculinities move in a new, more liberating direction. Based on in-depth interviews with men living in plural marriages (having more than one wife) in the United States and France, this paper considers how plural marriage shapes men's identities based on racial privileging or racial othering, moving beyond the focus of studying hybridity only among White privileged men. I consider the question of whether hybrid masculinities among these men can led to a softer masculinity in relation to the wives' power and the structural forces that alienate some men due to their race and class status.

(IND1) Indigenous Experiences with Canadian Education

Date: Thursday, May 19 Time (ET): 1:00 PM - 2:30 PM

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.

Organizer and Chair: Kerry A. Bailey, University of Saskatchewan

Presentations:

1. Indigenisation and Possessive Whiteness in Teacher Education
Presenter: Alexandre Da Costa, University of Alberta

Current institutional initiatives focused on Indigenisation, reconciliation, and decolonisation in higher education in Canada are diverse and result in varied outcomes in terms of addressing racism and colonialism. While many studies focus on explicit racism and/or colonialism denial and rejection of such topics among students, research on systemic racism, whiteness, and discourses of decolonisation illustrates the pernicious ways in which even proactive efforts by critically conscious people can be complicit in colonial rule. This paper advances analysis of Indigenisation in higher education through an examination of the experiences of critically-

minded non-Indigenous pre-service teachers in one Canadian education program as they engage with calls to incorporate Indigenous histories and perspectives into their future teaching. The paper first situates current Indigenous-focused higher education efforts in a post-Truth and Reconciliation Commission conjuncture shaped by tensions between symbolic state gestures and demands for substantive material transformations when it comes to action to address the oppression of Indigenous people. Then, turning to the analysis of 17 in-depth interviews with non-Indigenous pre-service teachers about their experiences with Indigenisation, the paper examines the ways in which white possessive logics (Moreton-Robinson 2015) and the tenacious articulation of whiteness (Yancy 2008) structure education reforms, institutional practices, and white settler subjectivities. The analysis demonstrates the ways in which Indigenisation can at times disrupt whiteness and colonial institutional logics while at others unintentionally re-position non-Indigenous people in control of transformation in ways that extend settler futurity (Tuck and Gaztambide-Fernández 2013).

2. Do Cosmopolitan Orientations within Schools Advance or Inhibit the Achievement of Meaningful Reconciliation with Indigenous Peoples?

Presenters: Emily Milne, MacEwan University; Terry Wotherspoon, University of Saskatchewan

Canadian school jurisdictions have taking steps to accommodate objectives to advance cosmopolitan education reflecting principles such as global citizenship, compassion, tolerance, responsibility, and respect within school curricula and educational practice. At the same time, a parallel set of reconciliation related educational reforms, aligned with the Calls to Action that accompanied the 2015 Truth and Reconciliation Commission final report, have also gained urgency. Elements of reconciliation processes complement visions of cosmopolitanism, including objectives to foster dialogue and understanding between groups and advancements towards more holistic orientations to pedagogy and knowledge. However, conceptually and in practice, several tensions emerge, especially in a context in which educational priorities are contested. This presentation examines the question: What are points of connection and points of tension between schooling efforts to advance reconciliation and cosmopolitanism? To address this question, we present the perspectives of teachers who work with Indigenous students, drawn from interviews and focus groups conducted within one Alberta school division. Participants overwhelmingly agreed that schools should be educating students about Indigenous histories, cultures, and experiences, and many perceived that reconciliation-related schooling initiatives could support broader aims to teach students about acceptance, tolerance, understanding, empathy, and diversity. However, many participants also spoke about the need spend equal time dedicated to learning about different cultures and student backgrounds instead of focusing on Indigenous peoples' experiences and histories. In this paper we explore the implications that these tensions and relationships may pose for the advancement of aims to foster meaningful reconciliation.

(ITD6) Social Groups and Digital Media

Date: Thursday, May 19 Time (ET): 1:00 PM - 2:30 PM

Digital sociological research reveals the ways various groups experience, navigate, and are portrayed by media. This session explores contemporary engagement with media across various communities, considers how their experiences shape and are shaped by digital media, and identifies avenues for future research and social change.

Organizer and Chair: Jordan Fairbairn, King's University College, Western University

Presentations:

1. Mobilizing social support: New and transferable digital skills in the era of the COVID-19 pandemic

Presenters: Molly-Gloria Harper, Western University; Anabel Quan-Haase, Western University; William Hollingshead, Western University

The COVID-19 pandemic is an unprecedented global crisis that has had profound impacts on people's lives. Under these circumstances, social support can buffer against pandemic-related stress. Yet, the dynamics of the COVID-19 pandemic with its stringent health guidelines have created unique challenges to the mobilization of social support. These challenges particularly affect vulnerable groups with limited digital life skills. Based on a qualitative study of 101 semi-structured interviews with East York residents in Toronto, Canada conducted in 2013–2014, we investigate what new and transferable digital life skills are needed in the pre- and post-pandemic era to mobilize social support. Our findings reveal that East Yorkers easily transfer their digital skills to many spheres of their lives, which help them to organize their busy social lives and coordinate events and gatherings as well as to flexibly socialize online. When needed, East Yorkers adapt and expand their digital skills to substitute for in-person contact, often overcoming communication barriers. One of the key benefits of developing digital life skills is the ability to mobilize social support (i.e., companionship, emotional aid, large services, and technical support), whereby individuals employed different digital skills to mobilize different types of support. The findings demonstrate what new and transferable digital life skills are needed to navigate social support in a post-pandemic era. The study has implications for the development of age-specific interventions to strengthen much needed digital life skills that will aid individuals in mobilizing their social support during crises, such as the COVID-19 pandemic, and help mitigate the negative effects of stress.

2. Young Canadians in a Wireless World

Presenters: Kara Brisson-Boivin, MediaSmarts; Samantha McAleese, Carleton University and MediaSmarts

Young Canadians in a Wireless World (YCWW) is Canada's longest-running, and most comprehensive mixed-methods research study on young people's attitudes and behaviours regarding the internet and digital technology. Phase I of YCWW began in 2000

and MediaSmarts completed data collection for Phase IV in December 2021. In this presentation, we will first discuss how the findings from qualitative focus groups informed the development of the quantitative surveys, and briefly discuss the methodological challenges of conducting classroom-based research during a global pandemic. Next, we will summarize the findings from the national survey. Given significant technological and social developments since the last phase of YCWW in 2013, it is particularly interesting to re-examine how children and youth from across Canada are using new technologies and navigating online spaces. Data collected not only tells us more about what youth are doing online, how they address problems they encounter online, how they understand and negotiate privacy online, how they use technology to build, maintain, and manage relationships, or what they know about verifying online news and information – but this research also uncovers how youth across Canada are maximizing the potential of digital technology as digital citizens and consumers. Finally, we will speak to how findings from YCWW are mobilized widely and used to inform educational resources, more in-depth research projects, and policy development in various sectors. MediaSmarts is a Canadian not-for-profit charitable organization for digital and media literacy. Our vision is that children, youth and the trusted adults in their lives have the critical thinking skills to engage with media as active and informed digital citizens. MediaSmarts has been developing digital and media literacy programs and resources for Canadian homes, schools and communities since 1996.

3. Beyond the Headlines: Exploring Media Portrayal of Youth Climate Change Activists
Presenter: Grayson Hayes, Brock University

Climate change is the biggest global threat to our planet today and youth will bear the brunt of this threat (Currie and Deschênes, 2016). Recently, we have seen youth stand up and become activists for climate. This qualitative study was conducted on media representations of youth climate change activists because of its usefulness for exploring the complexity of youth voices, and how they are ignored. This research focuses closely on Swedish teen activist, Greta Thunberg, currently 18, and Autumn Peltier, 17, a Canadian Indigenous activist and Chief Water Commissioner of the Anishinabek Nation. By employing Foucault's theory of discourse and power, the sociology of childhood, and the United Nations Convention on the Rights of the Child (1989, herein UNCRC), this research provides new insight on our representations of youth activism. Through analysis, there were seven distinct discourses related to the research questions: adults as supporters, active actors, westernized viewpoints, lone and collective activism, media as a gatekeeper/catalyst, hierarchical and power relations, and dismissal of children. Findings showed that to change media's perceptions of youth activism, we must first challenge the discourse of childhood innocence, while also still holding relative power in a non-authoritarian way. The UNCRC (1989) also needs to be integrated further within schools and policy implementation as even though childhood globally shares the same inherent rights, not all youth activists are being afforded the same opportunities that Swedish teen Greta Thunberg has been given.

(PSM2C) (Re)configuring collective action: social contexts, community ties, and network-building

Date: Thursday, May 19 Time (ET): 1:00 PM - 2:30 PM

In this panel, papers examine the density of network ties both as influence on, and outcome of, social movement participation, and inter-relationships among labour unions, non-profits, activists, and provincial governments in an era of neoliberalism.

Organizers: Emily Laxer, Glendon College, York University, Lisa Kowalchuk, University of Guelph
Chair: Lisa Kowalchuk, University of Guelph

Presentations:

1. The Impact of Residential Segregation on Social Movement Mobilization: The Case of the 2020 Black Lives Matter Protest Cycle in the United States

Presenter: Tom Einhorn, University of British Columbia
Does the way potential participants occupy urban space affect their availability for recruitment into social movement activism? This study uses census and protest data to examine the impact of Black residential segregation on the intensity and duration of Black Lives Matter protest in cities across the United States during the large protest cycle of 2020. Using multilevel modeling and accounting for inequality, population size, and political variability, the study shows that Black residential segregation accounted for more protest overall and for more prolonged protest. American cities with more heavily segregated Black populations also saw more intense protest, measured in the number of protest events, and longer, more sustained protest, measured in the number of days where protest took place. I propose that the impact of residential segregation works through the fostering of stronger social network ties around issues pertaining to racial justice, making potential participants more readily available for social movement mobilization. These findings invite social movement scholars to re-examine the role of social networks in social movement processes, and re-examine how networks grounded in people's lived environments participate in mobilization.

2. Intergenerational advocacy and social ties that bind

Presenter: Johanne Jean-Pierre, Toronto Metropolitan University; Jessica T. Bundy, University of Toronto

African Nova Scotians constitute the largest multigenerational Black Canadian community and throughout their four hundred years of history, they have mobilized to uphold their human rights. Through an historical analysis of African Nova Scotians' intergenerational advocacy, this presentation will show how social-political mobilization has resulted in the strengthening of bonding, bridging, and linking social ties. Using the conceptual framework of social capital (Putnam, 2000), the analysis reveals that in addition to the original intention of challenging anti-Black racism, African Nova Scotians' advocacy led to the expansion of various forms of social capital. The data is derived from an analysis of archives, media sources, and the existing literature at different points in history from the 1700s through to 1980. We will argue that African Nova

Scotians' social-political mobilization has been consistent and relentless to challenge enslavement, de facto and de jure segregation, environmental racism on the part of the government, and discrimination by law enforcement, and the criminal justice system. Over decades, as different social movements were created, connected and amalgamated, African Nova Scotians' bonding, bridging and linking social ties were strengthened and expanded through their continued advocacy. Furthermore, in the pursuit of the recognition of their humanity and civil rights, African Nova Scotians have significantly contributed to the advancement of human rights in Canada. While social capital is instrumental to initiate advocacy for social change, bonding, bridging and linking social ties evolve and transform through social-political mobilization events and initiatives.

3. Two Steps Forward, One Step Back: Political Mobilization and Policy Reform in Quebec
Presenters: Barry Eidlin, McGill University; Emanuel Guay, Université du Québec à Montréal

Quebec enacted major solidaristic family and housing policy reforms towards the end of the 1990s, precisely when other countries were moving towards more individualized policies. Against what existing theories would predict, these reforms took place at a moment when labor's power had weakened, the ruling Left party had scaled back its progressive commitments, and employers opposed the proposed reforms. Why did Quebec expand its social policies in a broader context of retrenchment? We argue that it resulted from a shift in the context of contention that sparked a process of institutional conversion. First, labor-allied progressive movements in the province filled the gap left by unions' retreat from direct action and mass mobilization. Second, employers remained relatively weak and state-dependent, leading them to accept the government's agenda as long as it did not differ significantly from their priorities of deficit and tax reduction. Third, the idea of the "social economy" served as a floating signifier in the province's public policy debates of the 1990s, providing a framework within which unions, employers and the government could operate while assigning it different definitions and aims. The ambiguity of the idea of the "social economy" forged a disparate coalition of Quebec social actors, resulting in solidaristic policy reforms.

4. Political Advocacy and the Role of Charities: Accountability, Democracy, and Cooptation
Presenter: Ann De Shalit, York University
Non-presenting authors: Emily van der Meulen, Toronto Metropolitan University; Adrian Guta, University of Windsor

Canada's registered charities have a long history of advocating for social justice. Advocacy was encouraged by the federal government until 1978, when a policy document banned political activities. With the 1985 Income Tax Act, charities became limited to using a maximum of 10 per cent of their resources on political activities. The lack of clarity on what constituted political activities led many charities to reduce their advocacy work. In Ontario, austerity measures under Mike Harris in the 1990s also acted to pump the breaks on political advocacy and structurally-oriented initiatives by charities. An already strained relationship was further eroded in 2012 when Stephen Harper invested $13 million in a political audit program. Drawing on textual and interview (n=28) data, we examine the positions taken and not taken on the advocacy activities

of charities; and the underlying assumptions and rationalities of these positions. We find that the advocacy situation is non-linear and is influenced by an assemblage of rationalities and practices that foster distrust in the charitable sector by the public and political actors, as well as fear of losing status and funding by charities. The capacity of charities and other non-profits to organize against oppressive and exclusionary regimes, form mutual aid, and contribute to community-centered networks has been noticeably reduced as a result. At the same time, our data illuminate points of resistance arising through appeals to democracy and expression, while state and corporate complicity, and the cooptation and pacification of social movements by charities, are displaced. Considering the positions taken and not taken on charitable advocacy makes space for a much-needed alternative to the scaling neoliberal-capitalist, colonial, and securitizing projects being impelled on both governmental and non-governmental levels, with the purpose of achieving democratic and social justice aims more meaningfully.

(SCL5) Everyday Life and the State

Date: Thursday, May 19 Time (ET): 1:00 PM - 2:30 PM

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. The papers in this session explore how the state comes to colour our everyday lives. The analysis of substantive cases from China and Iran allow the presenters to explore issues related to censorship, everyday resistance, cultural contention, collective narrative, and the shaping of modern citizens. It is hoped that by exploring this intersection between everyday life and the state, our session can illuminate paths to ignite change.

Organizers: Lynda Harling Stalker, St. Francis Xavier University, Evan Curley, St. Francis Xavier University

Chair: Evan Curley, St. Francis Xavier University

Presentations:

1. Embodying Civility Towards Citizenry
Presenter: Yikun Zhao, York University

The entangled relationship between the state and everyday life is captured in the idea of 'embodied civility'. This paper examines a distinctive feature of the state-led civilizing efforts in the history of modern China: molding modern citizens through cultivating the body. This analysis focuses on two moments of modern China's state-led civilizing efforts, based on archival materials on the New Life Movement (1934-1949) and sets of public propaganda posters that I photographed in several towns and cities in mainland China in recent years. These two sets of officially propagated doctrines are analyzed by extracting and comparing the semantic networks surrounding the idea of 'embodied civility', in order to evident the socio-structural features

underlying the sustained mode of molding modern citizens through cultivating the body. It shows that within the overarching narrative of national revival or renaissance, a discursive shift occurred in the party-state's call for becoming civilized as an imperative of modern citizens: from a shaming critique of lack to a heartening discourse of pride. Although this discursive shift suggests different dynamisms between the party-state and Chinese nationals, a socio-structural feature persisted: the party-state as the civilizer, moral authority, and major agent for social transformation. 'Civility' in this process is transformed into a moralized concept, resulting in a gulf between its moral principles and the prescribed behavioural codes to be embodied. Given the limited effectiveness of this mode of cultivating embodied civility, it persisted as a method of initiating social transformation without necessitating drastic sociopolitical and structural changes.

2. Cinema, Space, and Contentious Politics; An Iranian Narrative
Presenter: Pouya Morshedi, Memorial University

In this research, I explore the spaces of contention represented in Iranian filmmakers works during the reform era (1997-2005) in Iran. First, I introduce a model to illustrate the relationship between cinema, society, and power institutions. This model is influenced by the cultural diamond introduced by Griswolds (2004) cultural diamond and Huacos (1965) analysis of emerging film styles in different societies. Then, I conduct a content analysis of 20 films from 1997 to 2005 in Iranian cinema. After the 1979 revolution, the reform era provided a context for discursive contention in Irans media. Filmmakers and journalists took advantage of this space more than other media actors. However, censorship affected their works, too. Despite the censorship, filmmakers had more opportunities to produce films representing the contentions on the ground and the lives underground of Iran at that time. In these films, audiences could watch narratives of contentious politics that existed in society. I argue that places were not only a context for the contentions but also constituted them that is manifested in cinematic representation.

(SMH3) Contextual, Ambient, and Macro-Level Stressors on Mental Health and Well-Being

Date: Thursday, May 19 Time (ET): 1:00 PM - 2:30 PM

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.

Organizers: Jinette Comeau, King's University College, Western University, Marisa Young, McMaster University

Chair: Marisa Young, McMaster University

Presentations:

1. COVID-19-Related Social Stigma and Its Impact on Psychological Distress in Wuhan, China
Presenter: Min Zhou, University of Victoria

Health-related social stigma arises from the perceived association between a person or group of certain characteristics and a specific disease. COVID-19 has brought about social stigma targeted at individuals and groups who are perceived to be connected with the virus. Wuhan of China was not only the locale where the first COVID-19 cases were detected in the world but was also the hardest hit across China. Using original data (N=1153) from a survey conducted in Wuhan in August 2020, this study aims to reveal the social stigma experienced by residents in Wuhan during the COVID-19 pandemic and the impact of this stigma on their mental health, specifically psychological distress. It finds that more than two-thirds of Wuhan residents have stigmatizing experiences in some form, either online or in person. Moreover, this stigma not only aggravates individuals' psychological distress in general but also elevates the chance of developing clinically significant distress symptoms.

2. Refugee Mental Health during the Asylum Waiting Process: A Qualitative Study of Turkish and Canadian Contexts*
Presenter: Sanam Vaghefi, University of Victoria
**This paper received the Sociology of Mental Health Research Cluster Best Student Paper Award.*

While the migrant health literature suggests that forced migration and refugee status negatively affect mental health, fewer studies focus on the mental health of refugee claimants waiting to be granted asylum. In addition, despite the high numbers of refugee claimants in the Global South, fewer studies attempt to compare refugee experiences globally. This study attempts to address these gaps by focusing on the mental health of refugee claimants from Iran, which has been one of the main refugee-sending countries since the 1980s. Focusing on the Turkish and Canadian contexts, which are subsequently significant destination countries in the Global South and North, the study asks the following questions: How does the waiting process affect Iranian refugees' mental health and wellbeing? How do their lived experiences of mental health and wellbeing differ based on the country of temporary asylum? In-depth qualitative phenomenological interviews were conducted with 15 Iranian refugees who left Iran after 2009 and lived in Canada. Nine of them spent their waiting process in Turkey, and six others spent it in Canada. The interviews were transcribed and coded using Dedoose, a qualitative analysis software. The analysis results show that the waiting process is characterized by a sense of temporariness, lack of belonging, precarity, and uncertainty of the future. These features of the waiting process frequently lead to adverse mental health outcomes, particularly worry, anxiety, lack of motivation, and depressive symptoms. The lack of financial assistance and work permits were mentioned as the major challenges of spending a waiting process in Turkey, compared to Canada. Yet, a majority of participants mentioned having community support and solidarity networks in Turkey, in contrast to Canada. The research is concluded with brief suggestions for future research.

3. The impact of school attachment and parental involvement on the positive mental health of 2SLGBTQ+ students during the COVID-19 pandemic

Presenter: Ley Fraser, University of Manitoba
Non-presenting authors: Christopher Campbell, University of Manitoba; Tracey Peter, University of Manitoba

Preliminary research conducted by Statistics Canada during the COVID-19 pandemic found significant reductions in mental health (Findlay and Arim 2020) and life satisfaction ratings (Statistics Canada 2020a), particularly among younger Canadians (Arim, Findlay and Kohen 2020, Statistics Canada 2020b). Isolation and disrupted social networks hit Canadian youth hard. More than a third (37%) of young Canadians felt more disconnected from their community (such as friends and support networks); 80% said their opportunities for social connections were more difficult (Kishchuk 2020). The public health measures which prompted isolation pose unique threats to LGBTQ2+ [sic] people (for example, LGBTQ2+ youth who may be required to isolate at home with homophobic, biphobic, or transphobic family members; Prokopenko 2020). Modifications to the education system cut off access to school-based supports and positive social connections outside the home, as well as recreational activities and any supportive adults (e.g., coaches, counselors) present in these various area (Green, Price-Feeney and Dorison 2020). Further, impacts of COVID-19 are being felt more acutely among minority groups like 2SLGBTQ+ people (e.g., Lefevor et al. 2019). Low mental health in LGBTQI2S people was nearly double that of the general population (41% of LGBTQI2S people reported their mental health was fair/poor compared to 21% of overall Canadian sample (Egale Canada 2020a)). While the above research provides preliminary insights on the impact of COVID-19 on the health and wellbeing of 2SLGBTQ+ youth, it does not address the specific situation of 2SLGBTQ+ youth within school settings. Specifically, what is missing (and what this current study offers) is an analysis which examines the ties between positive mental health, and social supports (school attachment and parental support) for school-age 2SLGBTQ+ youth during the COVID-19 pandemic.

4. Using linked survey and health administrative data to study child mental health disparities in the general population

Presenter: Jinette Comeau, King's University College at Western University

The linkage of detailed survey data with high quality health administrative data provides new opportunities to ask policy relevant questions regarding child mental health disparities in the general population. With large scale population-based surveys decreasing in scope and frequency due to dwindling response rates and the costs associated with implementing them, researchers are increasingly relying on health administrative data to study children's mental health, which is routinely collected in publicly funded health systems. Many of the limitations of health administrative data, including selection bias inherent within the sample and the lack of demographic characteristics beyond age and sex, can be overcome when it is enriched with survey data. Drawing upon results from research using the 2014 Ontario Child Health Study linked with health administrative data (i.e. medical services covered under the Ontario Health Insurance Plan derived from the Claims History Database, Discharge Abstract Database, and National Ambulatory Care Reporting System), this presentation will discuss the strengths and limitations

of survey data, health administrative data, and their linkage for studying child mental health disparities in the general population.

(SOM5G) Sociology of Migration: Migrant Behaviours in the Context of Interpersonal Relationships

Date: Thursday, May 19 Time (ET): 1:00 PM - 2:30 PM

This session has two themes: the first examines potential mate selection by Chinese immigrants through the use of digital dating platforms and also examines the relationship between attributions of primary decision making by couples who come from countries with high/low levels of gender inequalities. The second theme focuses on the care-giving activities of mothers and grandmothers that define caregiving across generations and borders. One paper shows how Canadian immigration law interrupts transnational (grand)motherhood for older Iranian women while the second paper indicates the various mechanisms through which transnational grandparenting is shaped and maintained for transnational Belizean households. The final paper examines the acquisition of knowledge by Chinese mothers and the way such knowledge challenges their interactions with their mothers.

Organizers: Monica Boyd, University of Toronto, Lisa Kaida, McMaster University, Rima Wilkes, University of British Columbia

Chair: Alicia Poole, McGill University

Presentations:

1. Digital enclaves: Mate preferences and platform choices among Chinese immigrant online daters in Vancouver

Presenter: Manlin Cai, University of British Columbia
Non-presenting author: Yue Qian, University of British Columbia

In light of the growing racialized immigrant population in Canada and advances in dating technologies, this study examines Chinese immigrants' partner preferences and mate selection processes through the lens of online dating. We draw on in-depth interviews with 31 Chinese immigrants who have used online dating services in Metro Vancouver to search for different-sex partners. Chinese immigrant online daters show strong preferences for dating Chinese. They emphasize permanent residency status and similarity in age at arrival when evaluating potential partners. Given their preferences, Chinese immigrants strategically choose the dating platforms they primarily use. Men exhibit higher selectivity in their preferences and choices of platforms. Notably, platforms catering to Chinese users create "digital enclaves" where Chinese immigrant daters congregate. The findings illuminate the intersection of race, gender, immigrant status, and age at arrival in shaping divergent experiences of mate selection and immigrant assimilation in the digital era.

2. Gendered Perspectives of Financial Control: Source-Country Gender Inequality and Financial Decisions of Immigrant Couples*

Presenter: Max Stick, McMaster University

**This paper received the Sociology of Migration Research Cluster Best Student Paper Award.*

The financial decision-making patterns of couples is a commonly used measure of household authority and relationship power dynamics. Are there differences in who controls financial decisions, the man or the woman, among opposite-sex immigrant couples? Do immigrants from countries with higher levels of gender inequality report more patriarchal decision-making practices than immigrants from countries with more gender equality? This study explores the impact of source-country gender inequality on the decision-making practices of immigrant couples. The findings show that men from countries with higher levels of gender inequality are less likely to report as primary decision-makers when compared to men from countries with more gender equality. In contrast, women from higher gender inequality countries are more likely to report their male spouse or partner as the primary decision-maker. These findings contribute to the literature on the relationship between immigrants' source country and post-migration outcomes and men's and women's conflicting perspectives of familial arrangements.

3. How do restrictive immigration regimes shape the work of transnational (grand)motherhood for older non-citizen Iranian women in Canada?

Presenter: Bahar Hashemi, university of Toronto

Drawing on semi-structured, in-depth life history interviews with 20 older precarious non-citizen Iranian women, I ask, how do restrictive immigration regimes shape the work of transnational (grand)motherhood? Literature on gender and migration has increasingly shed light on the role of older immigrants in the transnational circulation of care and the exchange of emotional, financial, practical, personal support between different generations within transnational families (see for example Ciobanu and Hunter 2017; Horn 2019; Näre et al. 2017; Walsh and Näre 2016.) Transnational grandparents become "seniors on the move" (Treas and Mazumdar 2004) or "flying grannies" (Plaza 2000), making a substantial contribution to transnational family life. My study shows how transnational (grand)motherhood is interrupted by restrictive immigration regimes. In the face of highly competitive and lengthily sponsorship programs, women rely on visitor visas to be close to their migrant children. They, thus, have to leave the country regularly to meet the requirements of their visitor visas. Women also have close emotional and economic ties with other family members, who are unable to migrate to Canada. Far from being subjects devoid of agency, migrants engage in what I call LEGAL STATUS WORK to challenge the structural constraints that shape their lives. Iranian women go back and forth not just to provide care for their children and grandchildren, their own mothers, in-laws and other kin both in Canada and in Iran but to strategize to bring them to Canada. Women do not experience citizenship as separate individuals in a void but through a network of significant relationships that go beyond the nuclear family. My data expands our understandings of transnational (grand)motherhood, transcending a narrower conception focused primarily on mother-to-child (or grandmother to grandchildren) care to incorporates giving and receiving across generations and borders in multiple directions.

4. Belizean Transnational Grandmas: Intergenerational Caregiving and 'childminding'
Presenter: Melanie C. Smith, Dalhousie University and University of Belize

Social reproductive tasks are typically organized by gender and generation. Women do most domestic and care work (Laslett and Brenner, 1989; Kofman, 2014). Grandmothers usually carry out those that can be done from within the home, such as caregiving and 'childminding' (Fog Olwig, 2012). In migration literature from the Latin American and Caribbean region, it is not uncommon to come across works casting grandparents as dependents who must be cared for and supported. Likewise, grandmothers are often studied at the community of origin, illustrating how they survive at the disadvantaged end of the global care chain or as women strained with children their daughters or daughters-in-law left behind (Yarris, 2017). Notwithstanding, the grandmother is a key figure in the transnational household. Transnational households utilize several strategies to give, receive, and exchange care. These strategies include modifications of traditional caregiving and 'childminding' systems. Grandchildren may also live transnationally between parents and grandparents (Matthei Miller and Smith, 1996). Grandmothers also move between home and host, especially the able-bodied who have the requisite documentation to do so (Wall and Bolzman, 2014). They become more tech-savvy as they utilize communication technology (Mahler, 2001; Barber, 2001) and social media to continue their caring and supportive roles with their grandchildren upon return to their community of origin. Using accounts from grandmothers, this paper will illustrate the valuable role they play and describe how they navigate caregiving and child-minding responsibilities in the transnational Belizean household.

5. Be the Mother, Not the Daughter: How Immigrant Chinese Mothers Use of Diverse Sources of Knowledge to Assert Their Autonomy
Presenter: Yijia Zhang, University of British Columbia
Non-presenting author: Amy Hanser, University of British Columbia

Research on white, middle-class communities in Western countries shows that accessing alternative sources of knowledge empowers mothers. By challenging the medicalized authority of doctors, this alternative knowledge strengthens their autonomy. In the Chinese context, birthing women are subject to the authoritative supervision of their mothers, who enforce culturally-specific postpartum rules said to prevent future diseases. This study examines the knowledge-seeking behaviours of Chinese immigrant mothers and how this knowledge shapes their role in determining their postpartum caring strategies. Drawing on interviews with 30 Chinese immigrant mothers in Vancouver, Canada, our findings show that immigrant mothers acquire knowledge from multiple sources ranging from their mothers to social media. The accessibility of diverse sources, including medicalized knowledge of healthcare professionals, enables the immigrant mothers to make independent and informed caring decisions. Our study confirms previous findings that mothers are empowered when accessing alternative sources of mothering knowledge. Nevertheless, existing studies find that mothers use knowledge circulating in family, peer groups and the Internet to bypass the authority of doctors. In contrast, the knowledge from peer groups, cyberspaces and healthcare professionals empower Chinese immigrant mothers to contest their own mothers' authoritative intervention of their caring strategies.

(SPE2) Social Policy Responses to The Pandemic: Who Is In, Who Is Out?

Date: Thursday, May 19 Time (ET): 1:00 PM - 2:30 PM

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.

Organizers and Chairs: Weizhen Dong, University of Waterloo; Adam Mursal, University of Waterloo

Presentations:

1. More of the same, only worse: COVID and the administrative burdens facing loved ones of incarcerated men

Presenter: Alysha Mcdonald, McMaster University
Non-presenting authors: Sandra Bucerius, University of Alberta; Justin Tetrault, University of Alberta Augustana; Kevin Haggerty, University of Alberta; Luca Berardi, McMaster University

Officials have introduced measures to preserve the health of incarcerated individuals and prison employees during the COVID-19 pandemic. These institutional approaches neglect the challenges of responses for individuals with incarcerated loved ones. We provide the first empirical insights into the situation of loved ones in Canada as they try to maintain meaningful contact with incarcerated friends and family members in the face of pandemic restrictions. We conducted 181 longitudinal interviews from April 2020 to January 2021 with 29 individuals who have incarcerated loved ones to answer questions concerning the experiences of loved ones, particularly in the context of COVID-19. We analyze the data using thematic coding rooted in a grounded theory approach to establish major themes, and a 'closed coding' system to identify emergent subthemes. Two of the major themes of our research are participants' emphasis on (1) health and safety; and (2) diminished personal intimacy. Our participants consist of two groups in terms of their orientations to these challenges. Our participants either attributed the various inconveniences and frustrations they were facing to unavoidable bureaucratic or system difficulties that COVID-19 had exacerbated or voiced cynical views of the prison system and attributed program deficiencies to hostility towards incarcerated individuals. Our findings contribute to research on 'administrative burden', which appreciates our participants' experiences and suggests a wider applicably for individuals who have diverse encounters with the criminal justice system. We conclude by discussing possible reforms, including those related to technological infrastructure, prison logistics, and virtual programming, to ease the administrative burdens we identify and highlight advances for future research.

2. Families and Incarceration During COVID-19
Presenter: Paul Jakhu, University of Toronto

The unfolding events of COVID-19 has led to a rapid surge of interest and concern within the academic and public arena (Simpson and Butler 2020, Akiyama and Spaulding 2020). Studies exploring the situation of inmates have often pointed towards their particular vulnerability to the virus and the consequences of outbreaks insides prisons (Montoya-Barthelemy et al. 2020). Seemingly lost within this growing body of research is the experiences of prisoner families' during the pandemic. This study explores how the events of COVID-19 are shaping the reality of everyday life for families of inmates. In this paper, I detail the changes in families' lives their concerns, relationship with correctional institutions, and their connection to their incarcerated relative. Results from eleven in-depth interviews reveal that the COVID-19 pandemic has exacerbated and created new and painful challenges for prisoners' families. The risk rhetoric adopted by correctional facilities has supported harsh restrictions on prisoners' rights which has resulted in further loss of connection between family members. Families are placed on a continuous on-call duty in order to maintain a relationship with their incarcerated relative. Policy recommendations are provided that place an emphasis on the inherent human value in families over 'tough on crime' ideologies.

3. Freedom Amidst Crisis: Experiences of UK Inmate Re-entry during the Covid-19 Pandemic, and Implications for Support Networks and Services*
Presenter: Helen Kosc, University of Oxford
**This paper received the Criminology and Law Research Cluster Best Student Paper Award.*

The Covid-19 pandemic urgently calls for scholars to revisit and re-evaluate the policies and practices that surround re-entry in the times of global crises. Whilst there is unanimous support – among policymakers and scholars alike – for the wide adoption of decarceration efforts and early release of inmates to help stop the spread of Covid-19 in prisons, there is currently no research being done on whether there is sufficient infrastructure in place to support those being released during these challenging times. This research set out to investigate to what extent support networks and resources have been available to those recently released from prison in the United Kingdom, during the pandemic. Qualitative interviews conducted with staff of support organizations offered unique insight into the difficulties caused by the pandemic for facilitating support services and, consequently, for those who rely on them. I spoke to 12 staff across 5 organizations, who spoke of the most pressing structural limitations imposed on their services by the pandemic, and the implications this had for those who relied on their service. This thesis offers original and exploratory insights into an understudied but critical field. Two critical conclusions that emerge from this study are 1) the urgent need to re-evaluate the consequences of mass decarceration efforts when insufficient support structure is in place upon release; and 2) the impressive determination and adaptability of the staff and the potential advantages of a client-centred service model during times of challenge.

4. Who is Caring for Im/Migrant Care Workers in Manitoba?
Presenters: Mary Jean Hande, Mount Saint Vincent University; Mehmet Yavuz, University of Manitoba; Leah Nicholson, Mount Saint Vincent University

Frontline im/migrant home care workers in Manitoba provide essential supports with daily living for older people living at home, and often provide these services under grueling circumstances during the pandemic. Early race-based province COVID-19 data show that racialized immigrant workers have disproportionately high COVID-19 rates, yet they have largely been excluded from provincial COVID-19 policy responses, and have difficulty navigating limited settlement services and health supports in the province. Informal, and often hidden, caregiving beyond their paid care work ranging from intimate self-care tactics to large-scale community-driven mutual aid programming has thus been essential for surviving the pandemic for many of these workers. Based on anti-racist, feminist participatory research, partnered with migrant justice group Migrante Manitoba, this presentation examines how im/migrant care workers care for themselves, their families, and communities during the pandemic and the challenges and possibilities of this caregiving under these exceptional circumstances. We draw on interviews with 19 im/migrant home care workers, 5 community leaders/organizers, and a survey of 15 settlement workers from various organizations, all based in Manitoba. We argue that while im/migrant workers have been systemically excluded from many formal state supports, these care workers engage in nuanced multi-scalar forms of informal caregiving that build the collective wellbeing of immigrant communities, support transnational family ties, and also call for formal state protections and transformative policy changes at provincial and federal levels.

(THE7) Goffman's legacy: Revisiting a mid-century classic thinker.

Date: Thursday, May 19 Time (ET): 1:00 PM - 2:30 PM

This session commemorates the 100th anniversary of the birth of Canadian-American sociologist, Erving Goffman. Papers will 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.

Organizers: James Cosgrave, Trent University Durham, Patricia Cormack, St. Francis Xavier University

Chair: Patricia Cormack, St. Francis Xavier University

Presentations:

1. Erving Goffman and Roger Caillois: Parallels and Influences
Presenter: James Cosgrave, Trent University Durham

Erving Goffman is well-known for his substantial contributions to sociology, and his oeuvre, with publications dating back to the 1950s, might now be regarded as "classical." Roger Caillois, not as well-known in the world of English-speaking sociology, was a founding member of the College

de sociologie in France, and author of the influential book Man, Play and Games, among other works. This book was published in French in 1958, and English in 1961, but his work dates back to the 1930s. This talk will develop the revealing parallels between their works, and offering a reconsideration of their work for addressing dimensions of late modern society.

2. Religious and Gendered Selves on the Front Stage of Leadership: A Feminist Application of Goffman

Presenter: Katie Steeves, Trinity Western University

This paper advocates for the empirical and theoretical benefits of employing Goffman's (1959) seminal theory of dramaturgy, or the performativity of self, in conjunction with feminist theory, particularly the branch which focuses on the performativity of gender (West and Zimmerman 1987). As part of a broader research project at the intersection of sociology of gender, sociology of religion, and symbolic interactionism, this paper provides an empirical, feminist application of Goffmanian theory to help illuminate how both gender and leadership identities are accomplished by women who lead pastorally in religious organizations. Through analyzing qualitative interviews with women in Christian church leadership roles across Canada (ongoing, with 43 interviews collected and analyzed to date), the complexities of "doing gender" in the high stakes frontstage moments of leadership has emerged as a central theme. Dramaturgical analysis is particularly interesting to apply to this arena, as women in religious leadership positions must navigate many different roles and situations in their everyday lives with few pre-existing social "scripts" for them to follow. Furthermore, the scripts which might traditionally be prescribed for their overlapping roles (ie: "religious woman" and "religious leader") sometimes contradict each other, adding another layer of complexity to their daily lived experiences. Applying Goffman through a feminist lens illuminates how the women in this study use clothing, accessories, and hair style like props, mindedly (and sometimes anxiously) considering and executing their choices to walk the tightrope of accomplishing leadership, religion, gender, and legitimacy.

3. Secondary adjustments outside the walls: a study of the interactions in a community health care service in São Paulo (Brazil)

Presenter: Roberta de Oliveira Soares, University of Montreal
Non-presenting author: Bruna Gisi, Universidade de San Paulo

The purpose of the paper is to discuss the relevance of Erving Goffman's theoretical approach to the understanding of the contemporary mental health care challenges post-deinstitutionalization. Departing from a study conducted in a community mental health care service in the Brazilian largest city (São Paulo), we analyze the dynamics of primary and secondary adjustments in the context of voluntary participation and non-coercive treatment. The concepts of primary and secondary adjustments, related more generally to the bonds connecting individuals to social entities, are pivotal for the analysis Goffman develops of the strategies developed by inmates in total institutions to cope with the attacks on the self. Considering that the involuntary nature of recruitment to psychiatric hospitals have an important effect on the adjustments' dynamics, we investigate how the users deal with the participation expectations in community care. The analysis shows that the 'open' nature of the institution does not eliminate

the problematic character of the users' cooperation with the proposed activities and routine. There is an essential conflict in the claim to the user's capacity and self-determination fostered by staff in a space where being a user signals a fundamental incapacity as a community member.

4. In the Presence of Others 2.0: Interpreting Goffman for Digital and Visually Mediated Times
Presenter: Tara Milbrandt, University of Alberta

In his 1982 Presidential address to the American Sociological Association, Goffman reiterates his case for analyzing the interaction order as "a substantive domain in its own right" (Goffman 1983, 2). Using the examples of a telephone call and a letter, Goffman suggests that situations in which people are not physically co-present, and/or encounters that are technologically mediated, are reduced versions of the "primordial real thing" (2). It is difficult to imagine a sociologist whose work is more relevant for dissecting the intricate dynamics of mediated interaction within our current visual and digital media permeated world. This presentation will consider Goffman's study of the interaction order within the context of contemporary digital, and especially visually or audio-visually mediated encounters. It will ask: what does Goffmanian sociology contribute to our understanding of what it means to be in the presence of others in such contexts? In addressing this question, I will engage with a selection of examples from contemporary visual and digital media culture. Throughout, I will highlight different inter-related themes around which Goffman's sensitivity to the richness, fluidity, and nuances of social interaction is particularly relevant: performance regions, territories of self, and the risks of appearing before others. The presentation will conclude with reflection on whether or not it is sociologically viable to distinguish between "the primordial real" and "a reduced version" of interaction, in light of recent significant and far-reaching communication transformations in everyday life.

(VLS6) Institutional and Legal Responses to Gender-based Violence: Research Notes and Contemporary Reflections from Three Countries

Date: Thursday, May 19 Time (ET): 1:00 PM - 2:30 PM

This panel will address ongoing debates around the efficacy of laws for ensuring justice for victims-survivors of sexual violence in the 21st century. Invited sociologists will present cutting-edge research on institutional and legal responses to gender-based violence in Canada, the USA, and Turkey, and argue for the necessity to recognize sexual violence as a systemic problem. Panelists will offer insights into new sociological questions on law with a focus on the compatibility of feminist discourses that emphasize the need for a large-scale re-writing of cultural and institutional norms with the individual, and increasingly neoliberalized, principles and punitive ethos of criminal law.

Organizer and Chair: Tugce Ellialti-Kose, Trent University

Presentations:

1. Is Trauma the Only Way out for Survivors of Sexual Violence? Legitimate Victimhood in Turkish Courts

Presenter: Tugce Ellialti-Kose, Trent University

The twenty-first century started with a wave of legislative reforms that transformed many aspects of law, including the Criminal Code in Turkey. One of the most contested changes that the new code introduced was the article that stated that if the "victim" suffers physical or mental damage as a result of the sexual assault, the sentence is to be aggravated. In this paper, I examine how the sexual assault law defines, and limits, the legally recognizable subject positions for survivors of sexual assault. Drawing on my fieldwork and specifically my court observations, in-depth interviews with prosecutors, judges and feminist activists, and court documents, I discuss how the article on mental damage in the criminal law is interpreted, defined, and applied in the adjudication process that expects survivors to suffer from, and display, a specific form of damage, excluding other types of harms, such as economic or social harm, from the definition of sexual violence and discrediting the narratives of those who do not fully display signs of permanent mental damage. I argue that, following the legal changes, the legally recognizable and legitimate victim in Turkey is constituted in rather novel ways. In practice the law perceives survivors of sexual violence to be innately and permanently traumatized by the act of sexual violence, as those whose lives are fundamentally affected and disrupted by the assault, and those who are not supposed to continue and maintain their regular lives. On the other side, survivors are also expected to be articulate and consistent in their actions and statements both in the aftermath of the assault and throughout the adjudication process in order to be recognized as credible complainants, constituting them as responsible and resilient subjects of the law. Through these expectations of survivors and constructions of victimhood, the law effectively puts the burden of proof on survivors and their mental states, conduct, and narratives. Lastly, I argue that this construction of legally recognizable subject positions for survivors of sexual violence excludes a view of survivors as citizens who exist within, and navigate through, heteropatriarchal relations of power in different ways and, thus, other possible forms of subjectivity.

2. Shelved: Forensic Evidence and the Policing of Sexual Assault in Canada

Presenter: Andrea Quinlan, Waterloo University

Forensic sexual assault kits (SAKs) were introduced in Canada in the 1980s as part of a wave of reforms to criminal justice responses to sexual assault. Dubbed in the media as the "rapist trap," the SAK was heralded as a tool to standardize forensic evidence collection, increase sexual assault conviction rates, and improve victims' access to care and justice. Decades later, evidence suggests that SAKs have failed to live up to these promises. While SAKs in the United States have received significant media scrutiny with the introduction of new legislation and criminal justice policies on SAK testing and storage, Canadian SAKs, and how they are used in police investigations, have received relatively limited public attention, despite the substantial resources dedicated to collecting, testing, and storing SAK evidence. This paper draws on data from Freedom of Information requests filed at municipal, provincial, and federal police services across

Canada, as well as in-depth interviews with 24 police investigators, to explore how police use SAKs in sexual assault investigations in Canada. It looks specifically at the existing policies, procedures and practices involved in utilizing and managing SAKs in criminal investigations, revealing the variability and lack of transparency in police handling of SAKs across the country, and considers the impact of this ambiguity on sexual assault victims and their access to care and justice. The paper concludes by reflecting on the enduring, misplaced faith in the SAK, and related carceral practices, to reduce sexual assault, and considers the broader implications of this faith on sexual assault prevention and anti-violence activism.

3. "You Can't Rape a Man in Georgia": Masculine Vulnerability and the Politics of Sexual Assault
Presenter: Jamie Small, University of Dayton

Men's bodies bear a complicated relationship to law, sexuality, and the state of vulnerability. In this paper, I investigate the legal construction of adult male sexual victimization to illuminate the reproduction of gendered citizenship. Examining how men are situated in the shadow of the law in the United States, this project addresses two related questions: How do state legal regimes affect the local processing of crime? How do legal actors construct sexual victimization on adult male bodies? Historically, men as a class have been understood as both the agents and benefactors of an unjust legal system. Feminist legal scholars document many empirical moments at which systemic and intersecting gendered inequalities emerge. Yet occasionally men experience sexual assault and then turn to the state to redress their criminal victimization. These rare cases reveal much about the legal construction of masculine vulnerability. I examine the legal structures in Georgia, Michigan, and Idaho that protect men – or not, as it were – against sexual violence. Each state defines adult male sexual victimization differently, and these linguistic variations in the criminal code produce vast differences in how such allegations are understood across jurisdiction. In turn, the legal structure creates different planes of possibility for processing crime at the local level in each state. Data are two-pronged. First, I collected archival documents related to 67 cases of male sexual assault, including police interviews and reports, preliminary hearing documents, trial transcripts, and appellate decisions. Second, I conducted 75 in-depth interviews with prosecutors and defense attorneys who have worked on a criminal case involving an adult male sexual victim. I argue that the prosecutorial dynamics of male rape cases represent a shifting relationship between the state, ideologies of manhood, and the categorization of vulnerable bodies.

(APS4) Sociology Outside the Classroom

Date: Thursday, May 19 Time (ET): 3:00 PM - 4:30 PM

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.
Organizers and Chairs: Bruce Ravelli, University of Victoria; Alexandra Haupt, University of Victoria

Presentations:

1. Transdisciplinary, Community-Engaged Pedagogy for Undergraduate and Graduate Student Engagement in Challenging Times

Presenters: Shoshanah Jacobs, University of Guelph; Jessi Nelson, University of Guelph
Non-presenting authors: Evan Fraser, University of Guelph; Emily Duncan, University of Guelph; Christine Mishra, University of Guelph; Daniel Gillis, University of Guelph

When the COVID-19 pandemic required all higher education learning to move to remote or online formats, students were challenged to maintain a sense of community and to advance in their education. By focusing on the immediate, human needs of students, IdeasCongress - a community-engaged experiential learning course with a curricular emphasis on transferable skills - flourished in the remote synchronous format. The only significant change was to shift the topic of the course to #RecoverTogether to guide our students in imagining a path through the pandemic while supporting local charities by developing plans for mitigating the impact that the pandemic was having on their service model. This paper outlines a case study of the course and reflections upon the experience of teaching during the pandemic restrictions, supported by student feedback from the September-December (Fall) 2020 semester. Based on this evidence, the approach appeared to be effective for student retention and engagement, and increased student feelings of connectedness to both the campus and the local community. The paper highlights key lessons learned while teaching and learning during challenging times and describes the teaching approaches used to support students.

2. "Defining moments": Students, community partners, and faculty experiences with community-engaged learning

Presenters: Bruce Ravelli, University of Victoria; Alexandra Haupt, University of Victoria

Many undergraduate sociology students are drawn to sociology because of its advocacy for progressive social change. From institutional discrimination, income inequality to climate change and gender-based violence, society's "wicked problems" compel many sociologists to try to make a difference. Community-engaged learning (a pedagogy that combines classroom learning, hands-on experience, and facilitated reflection) offers students the ability to take their sociology outside the classroom. In this presentation, we share our experience with a fourth-year CEL course. In this two-semester course, 14 students partnered with 14 community groups to deliver capacity-building projects for the organization. We will review data collected over the year from the students, community partners and the course instructor. Early results show that this CEL course was an inspiring and invaluable experience for students before graduating and entering the job market. We will also highlight how course design can help build community within and

beyond the classroom. Despite the many benefits for students that CEL offers, as experiential learning becomes more and more encouraged, institutions risk overextending community partners. In fact, some organizations receive hundreds of requests each year from post-secondary institutions who show little interest in, or support for, long-term mutually beneficial and reciprocal relationships. Further, research on CEL courses too often focus on student learning without also exploring the experiences of community partner(s) and instructors. To address this limitation, we also present survey data collected from the 14 community partners as well as the course instructor. The session will conclude with an open discussion of the costs and benefits of CEL courses in sociology.

3. An Exploration of Pedagogical Tools for Teaching Children's Rights
Presenters: Christine Goodwin De Faria, Trent University Durham; Daniella Bendo, King's University College at Western

This presentation focuses on community-engaged learning experiences, student engagement, and collaboration with community partners to showcase pedagogical practices and opportunities that are centered on children's rights-based theories. We reflect on how theoretical and philosophical notions about children's rights translate into practice through various pedagogical approaches. Specifically, we reflect on how rights-based approaches are implemented pedagogically in Child and Youth programs at two Ontario universities. Although examples are drawn from two different contexts, both academics draw on a nation-wide children's rights network that they are involved in as a foundation for developing and implementing various rights-based pedagogical engagements. Collectively, we discuss the use of a rights-based experiential learning course, a rights-based podcast series; thematic analysis reports focusing on children's rights which have led to student publications, child rights guest speakers from across Canada and beyond, rights-based research assistantships, and other unique opportunities for undergraduate students to implement theory into practice (eg: essay competitions on children's rights). This presentation showcases the pedagogical benefits that stem from community-engaged learning experiences, student engagement, and collaboration with community partners.

4. Decolonizing Community Engagement?
Presenters: Stephen Svenson, Wilfrid Laurier University; Heather Montgomery, Wilfrid Laurier University

The Community Engagement Option is a unique and innovative partnership of Wilfrid Laurier University's Faculty of Arts and The Working Centre. The Working Centre is a highly respected non-profit, community-based, volunteer-inspired venture in Kitchener. The Community Engagement Option offers credit courses that provide students with experiential learning opportunities in downtown Kitchener focused on social inclusion, local democracy, and community enterprise. Students learn about these concepts while attending classes in various locations across the downtown and while participating as a volunteer within the many initiatives of The Working Centre. Students read, reflect and participate together with other students as a means to deepen their learning about community. The Community Engagement Option appeals most to senior undergraduate students who are passionate about social justice and who are

ready to start transitioning from university to the broader world, in this case, from classroom-type learning to learning with others in a context that values civic engagement, cultural diversity and respect for others. Recently, at Wilfrid Laurier University, there has been a move to Indigenize and Decolonize education as a nod towards the Calls to Action in the TRC. Typically, the theoretical component of the option is taught with a heavy dose of Freireian social justice. The decolonization/indigenization of the curriculum, especially the theoretical component, presented a challenge to students' notions of Freireian social justice. In this paper we discuss our pedagogical approach and the impact of this effort at decolonization on student experiences and understandings of community work and its relation to praxis over two sessions, one pre-pandemic and one during the pandemic.

5. Sociology in St. James Town: Addressing Social Isolation During COVID-19, Through Virtual Community-Engaged Arts

Presenter: Mehdia Hassan, University of Toronto

In this paper, I apply the notions of social capital (Putnam, 2000), social cohesion (Echeverria et al., 2008; Durkheim, 1997), and positive social coping during the pandemic (Agha, 2020) to critically analyze the ways in which innovative community-engaged arts programming addresses social isolation in marginalized neighbourhoods. During the COVID-19 pandemic, the St. James Town neighbourhood of Toronto has been particularly affected by social isolation and lack of sufficient social and economic resources (Bozikovic, 2020; Elsayed, 2019). I engage with a growing body of academic literature that demonstrates the significance of community-engaged arts in improving social isolation and strengthening equity-deserving communities, such as St. James Town. As a lifelong resident of St. James Town and a youth arts educator, I draw on my empirical experience of successfully piloting a virtual painting program for St. James Town youth, in partnership with St. Michael's Hospital. Inspired by my thought-provoking group discussions with youth participants and our insightful final paintings, I present new ways of virtually fostering community connections with youth, in a time of increased social isolation. Youth participants and I demonstrated the collective capacity to translate our growing social ties and diverse, creative knowledges into the common purpose of helping each other cope with social isolation. My virtual painting program in St. James Town reveals the transformative possibilities of actively doing community-engaged sociology outside the classroom, during the pandemic, as we continue building more equitable and healthier communities.

(EDU8) Is There Still Hope For Public-Serving Universities in Canada ?

Date: Thursday, May 19 Time (ET): 3:00 PM - 4:30 PM

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?

Organizer and Chair: Claire Polster, University of Regina

Presentations:

1. Universities and the Collective Work Ahead
Presenter: Jamie Magnusson, OISE, University of Toronto

Universities in Canada and beyond have been and continue to be organized as institutions of capitalist imperialism. As such they are part of not merely a corporate agenda but global capitalist militarism. More recently, we now have the U7 Alliance of University Presidents, shadowing the G7. Canada's role in the U7 is configured as the U15 Group of Canadian Research Universities with an office in Ottawa. The Canadian U15 also holds a place at the U20 table where universities align with the agenda of the G20. Once extensions of capitalist states, universities are currently organized as sites to materially coordinate a financialized, securitized knowledge economy for global racial capitalism. The pandemic has served to intensify this progression. We can reject this system and we must. We can build alternative futures that are beautiful and rooted in the pre-figurative spaces of contemporary anti-capitalist social movements throughout the world. Many of these social movements already have their own freedom schools, off-universities, and collective learning spaces. These collective sites of off-university learning are connected to praxes that are fundamentally transformative regarding racial justice, food sovereignty, ecological sustainability, gender and queer/trans justice, housing justice, and more. My paper will first provide a brief update on recent developments regarding Canadian universities as sites of capitalist imperialism. I will then review current international collective learning projects that actively dismantle global racial capitalism and that pre-figure a post-capitalist future.

2. Beyond Nullification of Dissent: On Unmaking the University
Presenter: Neil Price, University of Toronto

Over the past two decades, universities have increasingly styled themselves as being deeply invested in addressing anti-Black racism, coloniality and histories of exclusion. To address these long-standing grievances, institutions have ramped-up and mass-promoted implementation of identity and equity-focused initiatives such as Equity, Diversity and Inclusion offices and executive-level positions, equity and race-based stakeholder consultation and data collection, EDI working groups, subcommittees and councils, anti-racism charters, statements of solidarity, and EDI training and workshops. My paper will argue that these efforts have done nothing to meaningfully address entrenched forms of racism and inequities present at every level of the university. And yet the neo-liberal university insists on putting such projects forward as pathways

to transformation. Why this insistence? In response to this question, my paper will first provide examples of how these strategies amount to a nullification of dissent in the university. I argue that universities have become sophisticated in stifling legitimate challenges to its hierarchies of power through incorporating and co-opting calls for change. I show how such practices not only undermine radical demands for change but also provide ways for universities to maintain their racial capitalist objectives. In thinking about what may yet be possible for the university, I will review a set of principles derived from Black Radical Tradition and Black Queer Feminist theory which point to ways in which we may move toward an alternative learning commons or what others refer to as the "off-university". Extending on the concepts of the "Black test" and "ethics of care", I will suggest some fundamental criteria for moving toward a transformed university.

3. To Make Hope Possible Rather Than Despair Convincing: Possibilities and Proposals to Revitalize Public-Serving Universities In Canada

Presenter: Claire Polster, University of Regina

There are many good reasons to be skeptical and pessimistic about the public-serving nature and potential of Canadas increasingly corporate universities. However, in this paper, I explore reasons to be optimistic - and opportunities to create optimism about them. To this end, I highlight some spaces and possibilities to sustain and expand the university's public-serving nature that endure in the corporate university. I also point to some recent developments, such as efforts to Indigenize and decolonize Canadian higher education and initiatives to promote wellness within it, as potential sources of hope and fundamental change. Additionally, I propose a shift in critical academics more general response to university corporatization, arguing that we need to work more for the kind of university that we wish to have rather than against the kind of university that we oppose, as the latter approach may inadvertently stabilize and reinforce the corporatization process. I offer these observations and proposals not to convince participants that we should be optimistic, but rather to promote discussion and debate. For while we should not be naive about our universities deep and longstanding dysfunctions, nor should we be too hasty or sanguine about giving up on this unique and precious public resource.

4. Challenging the Corporate University: Future Social Histories

Presenter: Elaine Coburn, York University

Since the 1970s, there has been a large and growing literature, not simply documenting but concerned about and critiquing the privatization of the university. This literature has pointed to the emergence of the "corporate university" and emphasizes declining public funding for universities, increased reliance on for-profit vendors of various services on campuses, deregulation and rising tuition fees, the growing influence of private "philanthropy", the emergence of an academic precariat without tenure, an increase in corporate representatives on university board of governors, and the emergence of for-profit post-secondary education institutions, among other changes. Overall, this literature describes a move away from humanities-based arguments to market-based rhetorics that emphasize the university as a site for developing future workers and entrepreneurs with the aim of stimulating economic growth,

a taken-for-granted "good", within competitive global markets. These changes are not just national, but international and vigorously pursued by powerful actors through institutions like the International Monetary Fund and through general agreements on services in global bodies like the World Trade Organization, which coordinate capitalist class interests. But any description of the rise of the corporate university, however complete, misses what Raewyn Connell reminds us is “history, the creative development of social practice through time.” Historical accounting demands that we not only describe but explain how we have arrived in the current historical moment, so that we may consider future social histories now in the making. Accordingly, this paper offers a brief historical material political economic analysis of the rise of the corporate university. I then turn to socialist feminism and anti-racisms to imagine, practically and concretely, ways to challenge the corporate university, but without any utopian wishing-away of the radically unequal context that makes transformation of the university so difficult.

(ENV6) Emotion in Learning: Managing Negative Emotions and Creating Positive Spaces when Teaching Environmental Crises

Date: Thursday, May 19 Time (ET): 3:00 PM - 4:30 PM

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.

Organizers and Chairs: Tyler Bateman, University of Toronto and University of Alberta, Ken Caine, University of Alberta

Presentations:

1. The Flood Resilience Challenge serious game as an online teaching and learning tool across multiple disciplines and class sizes

Presenter: Evalyna Bogdan, University of Calgary
Non-presenting author: Nadine Ibrahim, University of Waterloo

Flooding is one of Canada’s costliest and most frequent disasters, however, traditional engineering approaches do not adequately address flooding problems. Engineering students lack sufficient training for understanding complex socio-environmental problems and have limited curricular opportunities to gain skills in working together to address such problems. To address

this challenge, we created collaborations between multiple disciplines (environmental sociology, engineering, and design), academics and students, as well as academia and non-academia, in designing, revising, and implementing the Flood Resilience Challenge (FRC) game. This includes professionals in flood management mentoring students throughout the FRC game. The FRC is a serious game (for education and entertainment) that is an experiment in shifting away from the limitations of traditional engineering educational approaches to flood risk management, and the online version is an alternative to face-to-face, lecture-style teaching. As an innovative teaching and learning tool, the FRC aims to build the capacity of stakeholders to improve flood resilience and enhance flood risk governance, including collective decision-making, through role-playing, experiential learning, and social learning. To foster deep learning for students, the FRC game seeks to promote a better understanding of the complexity of flooding issues, such as governance and risk management, as well as communication and negotiation skills. This research investigates the effectiveness of the FRC game as an online teaching and learning tool and compares the results across different disciplines and class sizes: an engineering course with over 100 students and a water management course with 15 students. The research findings on the FRC game have relevance for incorporating the FRC game into a range of disciplines focusing on complex socio-environmental problems and for providing engaging online educational activities which are especially critical during a pandemic.

2. Channelling student climate anxiety into climate activism: An environmental volunteering reflection assignment

Presenter: Anelyse M. Weiler, University of Victoria

As a growing number of students encounter climate-related disasters as part of their regular lived experiences, instructors are increasingly confronted with the challenge of helping students manage difficult emotions when learning about environmental sociology topics that can feel painfully real. For example, students may report a desire to stop taking courses related to the environment, or to give up on environmental efforts in favour of life projects that promise greater joy and chance for success. In this presentation, I draw inspiration from the history of social movements led by people facing existential crises and oppression such as systemic racism, colonialism, and war; here, collective activism offers a potentially powerful antidote to climate despair. I describe a capstone assignment I developed in a second-year undergraduate class allowing students to dedicate volunteer hours to an environmental initiative of their choice, and to link their experiences to course concepts through a written or video reflection. I evaluate the effectiveness of this pedagogical tool for enabling students to develop emotional skills required for long-term climate action. Finally, I reflect on accompanying classroom-based discussion strategies that reframe individualized experiences of anxiety into opportunities for collective change.

3. From Eco-Anxiety to Action: Shifting the conversation with transformative dialogue

Presenter: Siobhan Ashe, Douglas College

Instructors of environmental sociology have access to decades of‘ learning for sustainability’ scholarship to inform pedagogical practices for facilitating new capacities that prepare students

for uncertain futures with emergent ecological problems (Sterling, 2001). Not so accessible are resources to assist instructions when introducing complex sustainability concepts and topics, from eco-justice to climate change, that expose students to dire future scenarios infused with rapture ideologies that can leave students overcome with feelings of despair and hopelessness (Ojala, 2015; Wheal, 2021). Strategies for navigating these powerful emotional responses are offered by Szasz who suggests these reactions should be normalized and that spaces of opportunity during class can be created to validate and verbalize students' feelings (2021). This presentation extends the practice of navigating in-class conversations with a course assignment where students design and meaningfully participate in public conversations to collectively imagine the transition to sustainable practices, confront systemic challenges, and recommend social, economic, and environmental practices and policies within the campus and beyond. The Sustainability Dialogue Series, now in its seventh year, is a semester-based assignment for environmental sociology students at Douglas College. The thematic focus of the yearly dialogue event is grounded in sustainability themes selected by students. Each element of this assignment, from in-class planning sessions to the day of the event, is inspired by research in transformative learning practices (Mezirow, 2000), participatory dialogue (Bell et. al, 2021; Bohm,1996; Friere,1970), and futures studies research. This presentation will showcase highlights from the dialogue series and includes post-dialogue survey data from participants. Themes generated by the data (which include increased levels of confidence, civic capacities and engagement, and feelings of hope for moving from talk to action) are presented in relationship to assessment and evaluation.

(EQS3) Navigating Parenting as an Academic during and "after" the Pandemic

Date: Thursday, May 19 Time (ET): 3:00 PM - 4:30 PM

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. This session has been organized by the Equity Subcommittee.

Chair: Jessica Braimoh, York University

Presentations:

1. Competing Demands in Times of Crisis: Graduate Student Mothers and the Impact of the COVID-19 Pandemic

Presenter: Andrea DeKeseredy, University of Alberta

The COVID-19 pandemic has had an unprecedented impact on education. In efforts to curb the spread of COVID-19, local and federal government agencies enacted "stay at home orders," closed schools, and instituted social distancing measures. Early research has shown that the pandemic disproportionately impacted women and exacerbated pre-existing gender inequalities in the workforce and academia. Women in academia experienced a loss of productivity coupled with increased anxiety and stress about the long-term impacts of the pandemic on their careers. Even before the outbreak of COVID-19, graduate students who mother faced challenges achieving their academic goals from balancing the demands of graduate student life while caring for their children. There is currently a lack of information about the impact of the pandemic on graduate student mothers. It is too early to know about the long-term implications of COVID-19 on graduate student mothers and the effects of gender inequality, parenting, and work. This paper reviews the extant literature and explores the key issues and complex experiences of mothers navigating graduate school while caring for children during the pandemic. This information can inform higher education programs to develop a robust and tailored program to encourage and facilitate graduate student mother's successful paths through their graduate studies.

2. "The Ideal Academic:" Exploring the Experiences of a Racialized Graduate Student Mother during a Pandemic

Presenter: Ayesha Mian Akram, University of Windsor

A graduate student mother. A graduate student mother of two. A racialized graduate student mother of two. A racialized graduate student mother of two during a pandemic. This paper explores the challenging and compounded experiences of navigating academia as a racialized graduate student mother of two during a pandemic. Using autoethnography, I weave together written reflections, lived experience, and academic literature to elaborate upon the challenges I faced to meet structural expectations of "the ideal academic." This analysis contributes to the body of literature published during the pandemic which underscores the structural inequities faced by racialized and gendered parents and reveals how the construction of the ideal graduate student continues to be rooted in heteronormative constructions of Whiteness.

3. So Which of You is Quitting Your Job? Gender Roles and the Work of Parenting Children During and After the COVID-19 Pandemic

Presenter: Leigha Comer, York University

This paper draws on my experience of parenting children during the COVID-19 pandemic and the ways in which myself and my husband collaborated in making sense of gender roles at home. In March 2020, the WHO declared that COVID-19 was a pandemic at the same time that our oldest son turned two and our youngest son had just celebrated his one-month birthday. Our family

dynamic shifted considerably as my husband chose to quit his job and instead work as a stay-at-home parent. I, meanwhile, continued to write my dissertation while also taking on contract jobs to compensate for the loss of my husband's salary. My new role of working from home and supporting our family financially evolved as my husband also adapted to his new role of caring for our children, our pets, and our home full-time. Our subversion of traditional gender roles also intersected with relations of race, class, and disability as we negotiated our parenting decisions within our interracial marriage and from our distinct class backgrounds. Likewise, my experience as a chronically ill woman also shaped our changing dynamic and informed our growing conceptions of what it means to parent and, in particular, what it means to parent two racialized young boys in a world shaken not only by the pandemic but also by racial violence and toxic masculinity witnessed over the last two years. Ultimately, I suggest that our new family dynamic provided opportunities to expand our understanding of feminist and anti-racist forms of parenting and to imagine new possibilities for parenting our young boys.

(FEM3C) Feminist Sociology: Patriarchy and Violence Against Women and Girls

Date: Thursday, May 19 Time (ET): 3:00 PM - 4:30 PM

Over the last millennium, a particular form of Patriarchy, (capitalist Euro-Patriarchy), has continued its expansive power within the world-system. It created new forms of sexism, racism, classism, and colonialism along with nation-states. That patriarchal system - based on greed, violence, and hierarchies - perpetuates itself in numerous ways that papers in this session explore. Although the second wave of the global feminist movement achieved some social, political, and employment gains, for 50 years, eliminating violence against women and girls has remained a feminist priority without permanent solutions. Papers examine contemporary problems; some suggest innovative orientations and actions.

Organizers: 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

Chairs: Linda Christiansen-Ruffman, Saint Mary's University; Marilyn Porter, Memorial University; Ronnie Joy Leah, Athabasca University

Presentations:

1. The Matilda Effect: The Erasure of Women's Contributions to the Burgess Shale
Presenter: Julie Diels-Neufeld, Kwantlen Polytechnic University

The Burgess Shale is a remarkable 500-million-year-old exposed fossil bed located in Yoho National Park, near Field, BC. Considered one of the most significant deposits on the planet for the strangest of its critters, its rare soft tissue preservation, and its offering of some of very earliest animals on the planet, the Burgess Shale was listed as a World Heritage Site in 1984. This study examines the dominant narratives that characterize the Burgess Shale as a site of national and international significance. Using purposive sampling with snowball method to gather data on

the historical and contemporary narratives about the Burgess Shale, stakeholder interviews and archival evidence reveal who and what has been omitted in the construction of knowledges about the site, and the resultant inequalities and broader implications. Colonial-settler imaginary about discovery and exploration as central to the development of the Canadian west and thus the cohesion of the nation predominates. Excluded are Indigenous histories and meanings of the area; further, historical accounts erase women's labour in exposing and studying the shale. I argue that this closure and erasure reflects broader systemic inequalities in Canadian society, and that as a scientific and public educational enterprise, paleontology contributes to the reproduction of these inequalities.

2. Consent is Not Enough: A Radical Feminist Analysis of BDSM
Presenter: Heather MacLean, Saint Mary's University

Once considered an underground activity, BDSM (bondage, domination, sadism, and masochism, also known as kink) appears to be fully entrenched in mainstream culture. BDSM themes can be found in books, movies, music, and it is well represented in pornography. The mainstreaming of kink has serious implications for women. Some women report feeling pressured to engage in sadomasochistic sex, and some have died at the hands of their male partners. One 'kinky' practice is strangulation, choking, or suffocation during sex, euphemtistically called 'breath play.' Breath play is so ubiquitous in pornography that it does not warrant its own category. Choking and strangulation can cause serious injury and death, and non-fatal strangulation is one of the highest markers for future homicide. Yet these risks are rarely mentioned in mainstream discussions where breath play is framed as something sexy and edgy that both men and women can enjoy safely. The hegemonic framing of kink emphasizes gaining consent to perform acts such as choking, but there is less focus on the acts themselves. Using a radical feminist analysis, I will explore the meaning behind 'breath play' and argue that BDSM must be understood within a context of misogyny and violence against women. This analysis is particularly important when the dominant discourse on BDSM, including in mainstream feminism, is on consent and choice.

3. From Shelters to Jails: A Genealogical Account of the Violence Against Women Movement in Ontario
Presenter: Jenniffer Olenewa, University of Waterloo

Since the 1970s, feminist activists in Canada have been drawing the public's attention to the problem of violence against women. In addition to their work establishing shelters for battered women, activists identified systemic changes required within various social institutions, including education, politics, media, and the criminal justice system to end violence against women. However, by the end of the 20th Century, criminal justice interventions, such as mandatory arrest and specialized courts, were the most well-funded response to violence against women. The heighted criminalization of the women they were designed to protect is a well-documented consequence of the over-reliance on criminal justice interventions. For example, a gender-neutral application of mandatory arrest policies resulted in police charging women when they perceived her as the instigator or as mutually violent rather than engaged in self-defense. Criminalization also occurred with the incarceration of battered women who refused to testify at

their abusive husband's trial. Despite these consequences, little attention has been given to how the violence against women movement got to the point where programming aimed to end violence against women further harmed victims of violence. Drawing on retrospective interview data from activists and criminal justice stakeholders across Ontario, as well as analysis of archival documents, this paper contributes a genealogical account of some of the institutional regimes of practices of the violence against women movement, media, and criminal justice system that contributed to this harmful outcome. Contextualizing the historical reflections provided by the interview participants, this paper will also discuss implications for future activism.

(GAS1) Dialogues on Gender, Sexuality, Health & Change

Date: Thursday, May 19 Time (ET): 3:00 PM - 4:30 PM

This session examines the intersection of health and gender and sexuality. The sociology of gender and sexuality has demonstrated innumerably 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 responsibilization, while also functioning as a site of discrimination and barrier to the fostering of inclusivity and tolerance within our society.

Organizers and Chairs: Chris Tatham, University of Toronto and University of Guelph; Paulina Garcia Del Moral, University of Guelph

Presentations:

1. Reconsidering violence in overdose response: Mothers who use criminalized drugs in the context of a toxic drug supply

Presenter: Jade Boyd, University of British Columbia

This presentation identifies key gaps in overdose prevention interventions for mothers who use criminalized drugs and the paradoxical impact of institutional practices which can increase overdose risk in the context of a toxic drug supply. This study draws on semi-structured interviews with 40 women and gender diverse persons accessing two women-only (gender diverse inclusive) low-barrier supervised consumption sites in Greater Vancouver, Canada, between 2017-2019. Analysis draws on intersectional understandings of structural, everyday, and symbolic violence. Participants' substance use and overdose risk (e.g., injecting alone) was shaped by fear or loss of child custody/reunification. Findings indicate that punitive policies and institutional practices that equate women and gender diverse persons who use drugs as unfit parents continue to negatively shape the health and wellbeing of participants, most significantly among Indigenous participants. Gender-specific and culturally-attentive harm reduction responses, including services that support community-based initiatives to maintain parent–child relationships, may decrease overdose risk.

2. "I Need To Know Who The Biological Father Is?" Intersectional exclusion experiences of Ontario 2SLGBTQI+ parents accessing health care

Presenter: Julia Gruson-Wood, University of Guelph

In this presentation I share findings from a two-year interdisciplinary, arts-informed, qualitative research project, Precarious Inclusion: Studying Ontario 2SLGBTQI+ Parents Experiences Childrearing in Post-Legal Parity Context. Precarious Inclusion focused on investigating what 2SLGBTQI+ parents' current experiences of belonging and exclusion are when navigating legal, institutional, and social interactions in everyday life. The study centrally explored how intersecting identities with regards to sexuality, gender, geography, disability, class, race, Indigeneity, and ethnicity influence 2SLGBTQI+ parents' experiences. In addition to conducting semi-structured interviews with 32 families with young children, Precarious Inclusion also included a video-making component where the research team invited 13 diversely positioned 2SLGBTQI+ families to each create a short digital story about their belonging/exclusion experiences. For this presentation, I (the Principal Investigator for Precarious Inclusion) plan to share a key finding from the interview and digital storytelling data, which is that healthcare is the most common site of 2SLGBTQI+ discrimination, cisheteronormativity, and misrecognition for our parent participants. Moreover, enactments of 2SLGBTQI+ discrimination in healthcare were often complexly intertwined with systemic racism, colonialism, and ableism. By drawing on the digital stories and interview data, I focus on three intersectional forms of discrimination in healthcare that our 2SLGBTQI+ parent participants experienced and that impacted the whole family: 1) misrecognition as related to gender identity, sexuality, race, and parenting role; 2) textual exclusion via healthcare forms, screening questionnaires, and organizational/provincial policies; and 3) disjuncture experiences: for example, when a 2SLGBTQI+ parent has a healthcare experience that involves a friendly fertility doctor but a homo or trans phobic fertility policy. In sum, Precarious Inclusion indicates that, though necessary, accessing healthcare continues to constitute a key barrier to wellbeing for 2SLGBTQI+ parents and families. I close this presentation by synthesizing how Precarious Inclusion is intervening on healthcare practices to reduce discrimination experiences.

3. Extending Feminist Ethics of Care: Reflections, Lessons, and Methodological Considerations for Doing Gender Research During A Pandemic

Presenters: Rachelle Miele, Wilfrid Laurier University; Jennifer Root, Wilfrid Laurier University; Rebecca Godderis, Wilfrid Laurier University
Non-presenting author: Sonia Meerai, York University

This paper presents the general experiences and methodological decision-making of an interdisciplinary research team attempting to study the impacts of Covid-19 on service delivery to survivors of gender-based violence accessing healthcare. This community-driven project, emerging from identified needs of our local healthcare organization, was originally conceptualized near the onset of the pandemic, in the summer of 2020. Our plan was to map changes in frontline practices necessitated by the fast-changing landscape of safety and 'stay at home' directives by drawing together frontline helping professionals (social workers, nurses, counselors, etc.) who could simultaneously benefit from the opportunity to share their

experience in a focus group of their peers, while also contributing to disciplinary and practice knowledges informing service delivery in the context of a global pandemic. The initial design (a qualitative focus group study with frontline service providers) has undergone numerous modifications, under considerable discussion and evaluation by members of the research team. This presentation will focus on the process of adjustment and justification used by the research team to meaningfully shift the design of this study by attending to issues including 1) timing, place, and context, 2) methodology, 3) methods, 4) responsibility to our community partner, 5) responsibility to survivors of gender-based violence, and 6) responsibility to each other as researchers. An emerging framework for engaging in participant-centred research, consistent with feminist ethics of care in research, will be explored and we will highlight alignment with existing research and best practices related to working with research participants who have often been described as 'vulnerable' and/or 'hard-to-reach'.

4. Gender, Sexuality, Health & HIV Criminalization
Presenter: Chris Tatham, University of Toronto

In Canada, the disclosure of HIV has been mandated by law since 1998. In R v Cuerrier, the Supreme Court of Canada ruled that people living with HIV had the legal responsibility to disclose their status to their sexual partners as any sexual interaction will result in exposure to 'significant risk of bodily harm'. Failure to disclose one's status vitiated their partner's consent and could result charges of aggravated sexual assault (with or without transmission of the virus). In 2012, the Supreme Court clarified the law. Now, people living with HIV are legally mandated to disclose their status to their partners when there is a 'realistic possibility of transmitting HIV'. As such, the use of condoms while having a low viral load no longer requires disclosure, from a legal perspective. This paper examines the strategies by which straight and LGBTQ women and men understand and navigate the criminalization of non-disclosure of HIV and discusses the ramifications of this legal approach upon the relationships and health of people living with HIV. This qualitative study is based upon semi-structured, open-ended interviews with 75 HIV positive straight and LGBTQ women and men across Ontario.

(ITD8) Internet, Technology, & Social Movements

Date: Thursday, May 19 Time (ET): 3:00 PM - 4:30 PM

The internet and other information technologies have become important staples in contemporary politics and social movements. This session will explore how information and communication technologies are being levied by contemporary movements and individual activists. We will consider how social media such as Twitter and Facebook can empower youth activists but also facilitate the production and dissemination of online hate speech. We will also explore how privacy-centric apps like Telegram are cutting across demographic lines among users in Iran. The goal of this session is to discuss the impact of information and communication technology use within the contemporary global political milieu.

Organizer and Chair: Andrey Kasimov, McMaster University

Presentations:

1. A question of control: The interconnection between agency and technology in the youth activist space

Presenter: Monica Pauls, University of Calgary

The primacy of social structure or individual agency in shaping human behaviour has long been debated in sociology. This debate gets particularly interesting, and complex, when we consider the relationship between youth, technology, and activism. It is often assumed that youth activists who use information and communication technologies (ICTs) lack the awareness to recognize the impact of technology on their own behaviour and are simply targets of online platforms and algorithms. However, there is another side to this argument that recognizes the affordances that ICTs provide and positions the user as a source of power, actively contributing to the shaping of technology. This presentation will discuss how human agency and technology are interconnected in the youth activist space, with a specific focus on the dynamics at play when users appropriate social media for activism. Findings will be presented from a study of youth activists in the international climate change and American gun control movements. Taking a social constructionist approach, this study explores how the online medium shapes the construction of social and political issues within youth social movements and examines how these media themselves are constructed and appropriated by users. A mixed-methods approach was employed, which includes ethnographic content analysis of both interviews and Twitter feeds, as well as a social network analysis. Findings contribute to theoretical understandings of contemporary youth movements, and our knowledge and awareness of the role of social media in shaping the construction of social problems and claims-making.

2. Platforming Politics: The production of political discourse by left and right-wing American and Canadian political advocacy organizations on Facebook and Twitter from 2019 to 2021

Presenter: Catharina O'Donnell, Harvard University
Non-presenting authors: Robert Djogenou, Université de Montréal; Soumya Mishra, Independent Researcher; Swapna Thorve, University of Virginia; Yingying Chen, University of South Carolina; Aurora Perego, University of Trento

Advocacy organizations increasingly use social media to mobilize support and share political views. This political discourse is shaped by the very platforms through which it is spread. We use a computational text analysis approach to examine organizational production and circulation of political speech on two different social media platforms: Facebook and Twitter. Specifically, we use topic modeling to explore discourse produced by mainstream American and Canadian political organizations spanning the right and left from June 2019 to June 2021. We analyze how organizational ideology (right or left) affects the probability of using a given topic. We also look at how topics rise to and fall from prominence over time. We conduct these analyses separately for the Twitter context and for the Facebook context. By comparing the kinds of discourses used on Twitter versus on Facebook, we show how the advocacy strategies of organizations differ by platform. Our study helps to understand how technology interacts with social movement organization characteristics such as size, issue focus, ideology, and national political context to

shape political discourse. We extend theory on social media and political speech by examining organizational production rather than just individual production of discourse. We build on classical social movement theory by investigating movement-countermovement dynamics in online discourse.

(MXS2) Marxism and Igniting Change

Date: Thursday, May 19 Time (ET): 3:00 PM - 4:30 PM

This session will focus on Marxist perspectives on social change.

Organizer and Chair: Kristin Plys, University of Toronto

Presentations:

1. WikiLeaks, Russiagate and the Crisis of Democracy
Presenter: Stephen Marmura, St. Francis Xavier University

Central to the unfolding of Russiagate were the actions and reputation of the whistleblower platform WikiLeaks, and its founder Julian Assange. Emails stolen from the Democratic National Convention (DNC) and the account of Hillary Clinton's campaign manager John Podesta were published by WikiLeaks in July 2016, exposing the DNC's attempts to marginalize Democratic contender Bernie Sanders in favour of Clinton. Soon afterward, the intelligence community accused WikiLeaks of receiving the emails from Russian agents. Despite a lack of hard evidence for this claim and denials on the part WikiLeaks, most US news outlets were quick to report it as fact, weaving coverage of the incident into a larger narrative of Russian meddling in the 2016 national election. Drawing on Habermas's (1975) conceptualization of a political legitimation crisis, and complementary ideas derived from hegemony theory in the work of Nancy Fraser (2015; 2017), this chapter considers why WikiLeaks has long been treated as a threat by US state actors and the corporate news media alike. In its efforts to serve as an "intelligence agency of the people" WikiLeaks' has demonstrated its unique ability to exploit the conditions of post-truth communication associated with low public trust in both the two-party political system and mainstream sources of news. As was made evident throughout the Russiagate scandal, WikiLeaks.orghas proven to be a valuable resource for critics of the US political establishment ranging from activists on the anti-globalization left to members of the populist right. This places WikiLeaks squarely in the sights of those determined to discredit the growing collection of grassroots actors opposed to the neoliberal status quo.

2. Murder as Praxis? Theorising Marxist Feminism in Pakistan Through Akhtar Baloch's Prison Narratives
Presenter: Umaima Miraj, University Of Toronto

In this essay, I uncover the jail diaries of a revolutionary woman of the 20th century Pakistan, Akhtar Baloch. Although feminism in Pakistan has oscillated between liberal and postcolonial

camps, through reading Akhtar's diaries, compiled as Prison Narratives (2017), I center Akhtar's own struggles for Sindh, along with the resistance of the women she met in the prison convicted for the murders of their husbands, to better theorize Marxist Feminism in Pakistan that overturns the structures that commodify women through love and revolution. My article will show the commodification of women's bodies; the 'sale' of women through marriage as the goal of this commodification; the lovelessness and alienation women experience in commodified marriages; the unexpected fall in love with someone whom it is subversive for the commodified wife to love; the subversion of this unexpected event that leads to the attempted resolution of this tension through murder; the separation of the lovers through the incarceration of the woman by the capitalist-patriarchal state; and finally, the unexpected outcome (albeit the most common one) that the male lover abandons his female lover once she's jailed, but the defiantly brave female lover finds platonic love in jail through close female friendships with other women who are similarly brave in both love and in revolution. Through this exposition, I show that Akhtar's diaries provide a way for us to build on Marxist Feminist theory through a theory of love and revolution from a Sindhi feminist perspective.

3. Care Work as Ethnographic Marxism: On labour and social reproduction within the sociological imagination

Presenter: Sara Swerdlyk, Central European University

This paper analyzes the role of unpaid labour and social reproduction within sociological fieldwork and research praxis. In particular, I offer reflections on the ethnographic method and its potential as a tool for transformative sociology by centering the role of care work in the field. The paper explores the idea of an 'ethnographic Marxism': rooting sociological theory in the lived material realities of people and the narratives they use to make sense of and transform their world. In particular, I explore the domain of social reproduction within ethnographic encounters, analyzing the role of care work within fieldwork. Motivated by the broad desire to find ways that academic research can support wider struggles for emancipation, the paper sketches a vision of an ethnographic method attentive to unwaged work and social reproduction as a research approach for a Marxist sociology. Following the work of Marxist-feminists such as Tithi Bhattacharya and Nancy Fraser, my analysis builds on the argument that struggles within the domain of social reproduction must be recognized as a form of labour and class struggle. Drawing links between ethnography, social reproduction, and class struggle, I thus propose that engaging in care work as ethnographers can be a form of liberatory research. In other words this paper explores prospects for building emancipatory research methodologies by thinking through an 'ethnographic Marxism' centered on social reproduction. The paper is based on my doctoral fieldwork working with Hungarian Romani refugees living in Toronto and reflects on the forms of care work I engaged in as an ethnographer and activist assisting interlocutors with their refugee claims and new lives in Canada. The paper thus analyzes the relationship between ethnography, social reproduction, and social action, ultimately envisioning a research agenda for Marxist sociology rooted in the aim of using knowledge production for societal transformation.

(PSM2D) Imagining movements: discursive contestation and movement rhetoricians

Date: Thursday, May 19 Time (ET): 3:00 PM - 4:30 PM

Papers in this session adress the discurisve processes by which collective actors construct meaning and forge identities. Through a series of in-depth case studies, they contrast the role of "ordinary" citizens, leading intellectuals, and established institutions in imagining and articulating the bases for social change.

Organizers: Emily Laxer, Glendon College, York University, Lisa Kowalchuk, University of Guelph
Chair: Marie-Lise Drapeau-Bisson, University of Toronto

Presentations:

1. State Power, Recognition of Difference and "Nation Talk"
Presenter: Yesim Bayar, St. Lawrence University

The twenty-first century has witnessed an increase in global migration and a rise of populist nationalism in different parts of the globe. Notwithstanding the significance of transnational ties in a globalized world, these two trends have been reminders that nation as a category remains salient in our everyday lives. The central concern of the present paper emerges out of this complex picture: How do ordinary individuals understand and give meaning to nation as a social category? In exploring this broad question, my interest specifically lies in minorities and how they make meaning of the nation(s) they inhabit. Drawing on interview data the proposed paper examines how Armenian immigrants from Turkey to Canada engage in “nation talk”. As citizens of Turkey, Armenians comprise an ethnoreligious minority. Their lived experiences in general and their relationship to the nation in particular are predominantly colored by their minority status inside a nationalist landscape. Drawing on interviews, this paper discusses how Armenians’ understanding of the Canadian nation is crystallized at the intersection of their pre- and post-migration experiences. More particularly, the examination reveals the ways in which the exercise of state power is constitutive of individuals’ meaning creation processes. State’s impact on individual experiences and narratives forcefully comes through when my participants discuss living in and with diversity within the Canadian context. Theoretically, the paper also aims at bridging the everyday nationalism literature (which largely neglects the role of state power) with political sociology.

2. Sinhala Nationalist Imagination
Presenter: Sankajaya Nanayakkara, University of Windsor

Sinhala nationalist politics have a quite a long history in Sri Lanka, going back to the Buddhist revival in the mid-1800s. There have been several Sinhala nationalist political formations as well as outspoken champions of the "Sinhala cause." But none of these political formations or figures have had a lasting impact on the Sinhala nationalist imagination as the Jathika Chinthanaya (JC) or the School of National Thinking. The JC was formed in the early 1980s and led by Dr. Gunadasa Amarasekera and Prof. Nalin de Silva. Since its formation in the 1980s, the school is singularly

instrumental in ideologically guiding the Sinhala national movement up to the present times. JC is a multifaceted discourse that addresses everyday political issues as well as abstract epistemological themes. Moreover, the school was the major intellectual stimulus behind the Sinhala Buddhist nationalist forces in the south of Sri Lanka between 2004-2005 that brought to power the United People's Freedom Alliance (UPFA) under the leadership of Mahinda Rajapaksa. With a brief interruption in 2015, the ideological and political legacy of the 2005 Rajapaksa regime continues to this date. I approach Sinhala nationalism as a social movement from above that draws on and mobilizes economic, political, and cultural resources in articulating and carrying out the hegemonic project of the dominant social group in the country. In this paper, I attempt to trace the development of the JC ideology over time with reference to selected texts of the school. I will engage in a critical discussion on the major features and themes of the JC discourse. Moreover, in this paper, I try to understand the emergence of the JC and attempt to assess its impact on the political landscape in Sri Lanka. The research methods of textual analysis, in-depth interview, and participant observation were used in the study.

(SCL1) Ordinary Cosmopolitanisms

Date: Thursday, May 19 Time (ET): 3:00 PM - 4:30 PM

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.

Organizers: Sonia Bookman, University of Manitoba, Mara Fridell, University of Manitoba, Mark Hudson, University of Manitoba

Chair: Mara Fridell, University of Manitoba

Presentations:

1. Cosmopolitan Social Infrastructure and Immigrant Cross-Ethnic Friendship
Presenter: Sean Lauer, University of British Columbia

How do newcomers make cross-ethnic connections and friendships? This article investigates the role of associations as a location for making cross-ethnic friendships. Associations are one type of social infrastructure and cosmopolitan social infrastructure attracts a diversity of people into interaction. I look specifically at the importance of participation in cosmopolitan associations for cross-ethnic friendship. I approach these questions with an analysis of a nationally representative sample of Canadians collected as part of the Ethnic Diversity Survey. I find that participation in cosmopolitan associations is associated with having cross-ethnic friendship groups. To address

the robustness of these findings, I use techniques from both longitudinal and treatment effects analysis. The findings suggest that cosmopolitan social infrastructure contributes to participants having cross-ethnic friendship groups.

2. When borders close: Covid-19 and Venezuelan Cosmopolitan entrepreneurs in Ecuador
Presenter: Cheryl Martens, Universidad San Francisco de Quito

Cosmopolitan citizens are often defined by their emphasis on mobility, openness, embracing of different cultures (Skrbiš and Woodward, 2013). Within the context of Quito, Ecuador, pre-pandemic cosmopolitanism, followed a path, not dissimilar other neoliberal-driven economies in Latin America. Since 2017, however, the mass exodus of Venezuelan migrants and cosmopolitan entrepreneurs to Ecuador, however, has become a distinguishing factor in the Ecuadorian (informal) economy. The early years of Venezuelan migration saw a major boom of cosmopolitan culture and consumption and strong emphasis on the cosmopolitan imaginary expressed through a vibrant food truck scene on par with food trucks in other major capital cities. However, while visa restrictions imposed in Ecuador from 2018 and the worsening economic situation in Venezuela impacted negatively on migrants, the closing of borders due to Covid-19, however has been especially challenging for cosmopolitan entrepreneurs. As a result, a number of entrepreneurs have needed to reinvent themselves, and take on new skills, demonstrating a new level of resilience, that are transforming online and offline businesses in Quito.

3. Financial Constructions of the Cosmopolitan
Presenter: Mark Hudson, University of Manitoba

As capitalist political economies financialize, financial corporations have become increasingly subject to scrutiny of their social and environmental practices. Discourses of corporate social responsibility (CSR) as this might apply in the normally obscure practices of banks have become more common and more visible. The emergence of ESG (Environment, Social, Governance) has brought considerations of "responsibility" into investment decisions by asset owners and asset managers, with banks thrust into the spotlight as the financiers of carbon-intensive development, Indigenous dispossession, and human rights violations. Banks, meanwhile, have been actively defining and delimiting the extent of their responsibility as cosmopolitan actors. This paper reports on the critical content analysis of 4 transnational banks from China, the UK, Canada, and the US, laying out this active process of constructing financial cosmopolitanism, and discusses its interaction with global frameworks of "responsible investment."

4. Global Brands: Mediating Cosmopolitan Consumption and Culture
Presenters: Sonia Bookman, University of Manitoba; Tiffany Hall, University of Manitoba

Part of a broader trend toward the “moralization of markets” (Stehr, 2008), global brands from Starbucks to H&M have adapted the mantra of corporate social responsibility (CSR) and now act as “moral entrepreneurs” in their respective fields (Otto et al., 2021:5). Such brands comprise popular sites where consumers daily encounter images of global cultural diversity, principles of social and environmental responsibility, and opportunities to engage in, what can be captured by

the term, cosmopolitan consumption. As market mechanisms with wide-reaching influence, we are concerned with how such brands shape ideas about global citizenship, and what it means to be cosmopolitan in contemporary consumer culture? Although there is a growing scholarship on cosmopolitan consumption, little sustained attention has been paid to investigating how it is articulated and underpinned by market cultural forms such as brands. In this paper we consider how global companies and their brands support and mediate particular kinds of cosmopolitanism and cosmopolitan consumption via their involvement with, and implementation of corporate social responsibility (CSR). Focusing on three global consumer-facing brands, Amazon, H&M, and IKEA, the paper draws on material from recent case study research, including documentary study, detailed textual and visual analysis of brand communications, and visual observation of brand environments. A critical, comparative analysis will reveal how the brands articulate different visions of cosmopolitanism and develop particular strategies for engaging consumers in cosmopolitan consumption with the aim of enlisting consumers in the co-performance of a responsible brand image. We conclude by exploring some of the broader social and cultural implications of such cosmopolitan configurations, in terms of their potential effects on public discourse.

(SMH4) Emerging Voices in Mental Health

Date: Thursday, May 19 Time (ET): 3:00 PM - 4:30 PM

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.

Organizers: Jinette Comeau, King's University College, Western University, Marisa Young, McMaster University

Chair: Jinette Comeau, King's University College at Western University

Presentations:

1. Incels, Sexism & Therapy, Oh My! A Simulation-Based Study on Women Social Workers Who Provide Mental Health Care to Incel Clients

Presenter: Ruxandra M. Gheorghe, Carleton University

What happens when women social workers encounter incel clients in a therapeutic space? The incel community refers to a group of predominantly-male individuals who are involuntarily celibate. Their dominant worldview is threaded by a shared hatred of women, a contempt for mainstream dating standards and a disdain for feminist ideology (Baele et al., 2019). This anti-

feminist worldview often births violent repercussions against themselves and others (Lokke, 2019). Incel men are frequently mandated into short-term counselling to receive mental health care, yet women comprise the majority of social workers, psychotherapists and mental health practitioners (Lin et al., 2015; Van Brunt and Taylor, 2021). Occasionally, these sexist beliefs transpire in therapeutic sessions with women social workers (Jaegle, 2018). Social workers have a responsibility to promote social justice and provide genuine mental health support to all clients. How, then, do women social workers navigate therapeutic sessions with incel clients who overtly express sexist beliefs? This presentation highlights the author's doctoral research on using qualitative simulation-based methodology to explore how women social workers support incel clients. There is a growing body of literature suggesting that simulation can be used as a novel research methodology in studying clinical social work practice (Author, 2020). Simulation-based research, then, involves conducting research using situations that imitate clinical mental health practice, including the use of live, realistic clients enacted by trained actors (Cheng et al., 2014). The following presentation (1) presents findings from the author's recent scoping review to illustrate the utility of simulation methodologies in clinical social work research, and (2) describes the author's simulation-based doctoral research on how women social workers support overtly sexist incel clients. By intertwining mental health care with simulation-based methodologies, this presentation illuminates how simulation can be employed to explore the therapeutic interplay between incel clients and women social workers.

2. Promoting "Mattering:" The Life-Saving Role of Service Dogs For Military Veterans Experiencing Suicidality

Presenter: Alexandria Pavelich, University of Saskatchewan

Despite ample anecdotal evidence, there is limited research that speaks to the important role animal-assisted interventions may have in reducing suicidality. However, research increasingly shows the viability of service dogs (SDs) being used as a complementary approach for military Veterans suffering from post-traumatic stress disorder and substance use harms, two of the strongest indicators for potential suicidality across any population. Using a critical suicidology approach with a One Health framework, my research explored the significant role the human-animal bond has in meditating suicidality. Using in-depth interview data from 28 transcripts that spanned an 18-month period, I undertook a secondary thematic analysis to explore the experiences of Canadian military Veterans at high risk for suicide working with SDs. My methodological approach used emotion and pattern coding to discover how the unique social support system enabled by the SDs can act as a catalyst to increase feelings of "mattering." Mattering is a validated construct shown to reduce feelings of depression, loneliness, and hopelessness that are commonly associated with suicidal behavior. My study is the first of its kind, known to me, to show that feelings of mattering can exist between a human and animal. Further, the Veterans reported their SDs as being the direct catalyst in reducing self-harm and suicidality, while also promoting feelings of hope. The broader, significant finding from this research has been uncovering of the synergistic impact that mattering has in the lives of Veterans, where the SD acts as a bridge to improve their overall quality of life.

3. The Psychosocial Care Center and the institutional anti-asylum discourse on mental health in Brazil

Presenter: Roberta de Oliveira Soares, University of Montreal
Non-presenting author: Marcos Cesar, Universidade de Sao Paulo

In Brazil, the Psychosocial Care Center is the main psychosocial treatment service for individuals who are diagnosed with severe and/or persistent mental disorders. In this social context, an anti-asylum discourse is produced. To analyse this discourse, we use the work of Michel Foucault through a sociological lens. We proceed with the discourse analysis of documents produced by the Ministry of Health and by a unit of the Psychosocial Care Center, thus taking into consideration both official (governmental) and informal (daily discourses of social actors) discourses. This information allows us to understand how the institution functions, since these written productions are used as guidelines. We verify that the anti-asylum discourse produced is influenced by practices and influence practices regarding the institutionalization of mental health in Brazil. When considering both official and informal discourses, we recognize some tensions between the guidelines of government documents and discourses produced by social actors present in the daily life of the institution as a model of an implemented psychosocial service. The analysis of the dynamics of the anti-asylum discourse, both official and informal, produced about mental health and its institutionalization in Brazil, and specifically about the Psychosocial Care Center, reveals an effort to reinforce that the Psychosocial Care Center is not a psychiatric hospital, that is, it is not an institution of an asylum model that would violate the human rights of users.

4. Does Sociology Have Anything to Offer the Science of Psychedelic-assisted Therapy?

Presenter: Jarrett Robert Rose, York University

The frontline of emerging mental health treatment and research is psychedelic-assisted therapy. Yet the discipline of sociology has largely neglected this medical phenomenon. While a constellation of social conditions paves the way for apprehension of orthodox medicine and distrust in scientific institutions, the “psy” disciplines remain inefficacious for those suffering chronic and treatment-resistant trauma and distress. In this milieu, alternative mental health care becomes a progressively attractive (if not the only) option for many. Legal protection, concomitant with increased funding for scientists and medical practitioners, has reignited investigation into the therapeutic potential of psychedelic drugs. The resulting developments in clinical trials serve as scaffolding for the six-billion-dollar industry waiting to capitalize on the outcome. Despite the corporate influence, the scientific and medical interest, and the growing attention paid by pop culture influencers, most of the experimentation with psychedelics as healing tools is being done underground- and sociologists are nowhere to be found. Myraid social scientific questions remain: How efficacious are psychedelic drugs? To what extent is their use situated in sociocultural relations and practices? To what lengths do people go in using them? How do structural forces deny, and cultural resources empower, agency in using these “alternative” medicines? Surprisingly, inquiries like these are being ignored by sociology even though they are research questions the discipline is most capable of investigating. In this presentation, I discuss my experience investigating what has become the gold standard of

psychedelic-assisted therapy: group-based healing retreats. In my study, I use mixed qualitative methods (participant observation of a weeklong psychedelic group therapy retreat, and in-depth interviews) alongside theoretical frameworks in interaction ritual chain theory, culturalist cognitive sociology, and social psychology. I explore the lived experiences of subjects who, after decades of unsuccessful therapies, attempt to resolve trauma once and for all and regain control of their lives by using psychedelic drugs. My objective in this talk is to demonstrate that sociology has much to contribute to the nascent study of psychedelic therapy and culture.

5. Making 'Medical': How Psychedelics Are Becoming Legal in Canada
Presenter: Agnisezka Doll, Dalhousie Univeristy

Medicines are made, and so is regulation. Yet, the process of making neither of them is straightforward, especially when it comes to substances invested with historical and cultural baggage, such as psychedelics in Canada. Still occupying a space of illegality, psychedelic therapeutic interventions are currently making a comeback as an alternative therapy, also raising questions if they will challenge the established pharma-based drug development model. This article will attend to regulatory efforts to transform psychedelics from substances prohibited by law into legal medicine in Canada. It looks at how the psychedelic regulatory regimes are shaped, by whom and with potential effects. While the article provides an overview of currently pursuit regulatory pathways toward medicinal psychedelics, its empirical contribution lies in demonstrating the entanglements between psychedelics regulation, advocacy, medicine, and commercial interests in the legalization of psychedelic-assisted therapies in Canada ethnographically. To show these engagements, I use the Special Access Program (SAP) that Health Canada amended on January 5, 2022, allowing for accessing psychedelic substances previously excluded from it. I subsequently argue that the importance of changes to SAP expands beyond broadening patient access for psychedelics and can also be seen as a trial for the future therapeutic and commercial roll-out of psychedelic-assisted therapies in Canada.

(SOM5H) Sociology of Migration: Community-Based and Economic Integration

Date: Thursday, May 19 Time (ET): 3:00 PM - 4:30 PM

Presentations in this session indicate ways in which local communities influence migrant integration and conclude with examinations of the economic integration of migrants in Canada. The first out of three papers on communities adopts a life course approach to better the understanding of how immigrants select where to live and how long they decide to stay. The second paper emphasizes the importance of a migrant-informed two way integration process, one that facilitates refugee migrant informed social change at the community level. The third paper investigates the impact of COVID-19 on the experiences of Japanese speaking seniors living by themselves, tracing out their diverse community involvements and varied use of social services. The focus then shifts to processes of economic integration with the fourth paper which studies the different unemployment experiences of immigrants depending on their Global South, and likely refugee, origins. The final paper assesses factors that explain why refugees in Canada are likely to work in lower skill occupations.

Organizers: Monica Boyd, University of Toronto, Lisa Kaida, McMaster University, Rima Wilkes, University of British Columbia

Chair: Eugenia Kwon, Saint Mary's University

Presentations:

1. Understanding Immigrant Attraction and Retention Using a Life Course Approach
Presenters: Melissa Kelly, Toronto Metropolitan University; Michelle Nguyen, Toronto Metropolitan University

Although immigration has been predominantly an urban phenomenon in Canada, over the last few decades, smaller communities have come to see it as increasingly beneficial. It is commonly thought that immigrants have the potential to offset the negative consequences of population ageing and can help to support local economic development. As a result, programs and community initiatives have been designed to make smaller communities more appealing and welcoming to immigrants. Despite these efforts, many communities have struggled to attract and even more so retain immigrants over time. This has raised questions concerning what more can be done to make immigrants want to settle and stay. Drawing on data collected through virtual focus groups conducted with immigrants living in four small and mid-sized cities in different regions of Ontario, we argue that the adoption of a life course approach can bring a new way of understanding how immigrants select where to live, and how long they decide to stay. Such an approach emphasizes immigrants' agency and how they make decisions over time by considering their evolving professional and personal needs, as well as those of their family members. The study provides insights that may be used to rethink current approaches to the attraction and retention of immigrants in Canada's smaller centres.

2. Social change through community-based refugee resettlement
Presenters: Norine Verberg, St. Francis Xavier University; Kenzie MacNeil, St. Francis Xavier University; Jordan MacDonald, St. Francis Xavier University

Research on refugee resettlement tends to focus on integration 'outcomes' rather than on immigrant informed social change at the community level. Researchers studying the social, economic, political, and cultural integration of immigrants debate how 'integration' should be conceptualized and measured and the extent to which immigrants' social and political inclusion happens in ways that allow their perspectives, experiences, and identities to be woven into Canadian culture and institutions (e.g., Ager and Strang, 2008; Schmidtke, 2018). Immigrant-informed, holistic two-way integration emerged as a theme in a recent qualitative study focused on the resettlement of primarily BVOR sponsored refugees by community groups in several rural communities in Nova Scotia. The data suggests that newcomer transitions serve to change the social, cultural, economic, and political landscape of rural towns and communities, and that relationships built among newcomers and volunteers through resettlement serves to foster the development of services and institutions that reflect the interests, needs, and identities of newcomers from diverse backgrounds. This paper sheds light on the mechanisms by which

community-based refugee resettlement promotes refugee-informed social change that reflects holistic two-way integration: where change is happening, who is navigating those changes, and to what extent social change reflects newcomer needs, identities, experiences, and perspectives. This project is informed by, and sheds light on, debates within the migration literature around immigrant and refugee integration and inclusion, and it addresses the limited attention given to the civic engagement of resettlement volunteers and refugee and immigrant newcomers (Schmidtke, 2018; Weng and Lee, 2016). Our analysis draws upon meso-level theory around the role groups play in facilitating social change.

3. Exploring the Experiences of Community-Dwelling Japanese-Speaking Seniors in Metro Vancouver

Presenter: Izumi Niki, University of Toronto

This study focuses on immigrant seniors' experiences during the Covid-19, perceptions towards community involvement, and ageing. In 2021 summer, a community-led qualitative research study was conducted in cooperation with the social service organization Tonari Gumi / Japanese Community Volunteer Association in Vancouver, B.C. We have interviewed fifteen Japanese-speaking community-dwelling seniors living by themselves. The interviews revealed research participants' diverse community involvement, use of services, and the difficulties and struggles of their daily lives before and during the COVID-19 pandemic. In addition, their narratives revealed below four key findings. 1. Relationships matter: The importance of personal connections to access services. The importance of the relationship between people and the organization is identified, which goes beyond just the relationship between the organization and service users. 2. Fear of overburdening staff and misunderstandings about how social services operate in Canada create a disconnect between the organization and seniors. Seniors' close relationships and care for the organization resulted in their hesitation to ask for help. Also, a gap in understanding how social service organizations work in Canada—with mutual support through community involvement compared to Japan existed. 3. "I wish...": Seniors wish for support preparing for ageing earlier in life. Many research participants mentioned how it was difficult for them to think about or prepare for life after their retirement due to challenging life circumstances and disadvantages experienced over the life course. 4. Systemic discrimination, traumatic experiences, and shame hinder involvement in the Japanese Canadian community. Some research participants indicated that they keep some distance from the Japanese Canadian community or Japanese social service organizations. The reasons may be explained as follows: 1) the complex identity and sense of (non) belonging to Japan and the Japanese community in Canada, 2) traumatic experiences and rejection from Canadian society and the community, and 3) internalization of shame and a strong sense of self-responsibility.

4. Barriers to Work: Intersectional Approach Towards Increasing Employment Amongst Immigrants

Presenter: Jodie Boisvert, Florida Atlantic University

The strong Norwegian economy and plentiful jobs create an enticing opportunity for migrants from across the globe to Norway. Unemployment amongst native Norwegians has historically

been around 2%; even during COVID-19, unemployment amongst Norwegians was relatively low. Using an intersectional approach, when disaggregating the unemployment data of immigrants by country of origin, a different picture is painted. Between 2016-2020, immigrants from Liberia, Cuba, Palestine, Somalia, Iraq, and Nigeria ranked in the top 10 highest unemployment rates with unemployment as high as 38%. Immigrants from countries other than Western Europe, North America, Oceania, and Nordic (Global North countries) countries are required to participate in a one to two year "Introductory Program". This program is designed to create a pathway to full participation in Norwegian society including economic independence through workforce or education. The data analyzed demonstrates that Global South countries still have far greater unemployment rates than Global North countries. Taking another intersectional approach, it is observed that these Global South countries with high rates of unemployment are countries in which many families migrate to Norway for the purposes of "escape", these are countries with a higher rate of refugees. This discussion will present that disaggregated data and provide opportunities for discussion about potential policy modifications to ensure greater economic independence for immigrants to Norway. This work is replicable to studies of immigrant unemployment in countries across the globe such as Canada, Germany, Australia, and the United States and the methods, results, implications, and recommendations could be engaged to create more equitable and immigrant-friendly environments not just in Norway but across the globe. The discussion will close with a sneak peek into a qualitative ethnographic continuation on this project to glean causation for the unemployment discrepancies.

5. Factors Affecting the Occupational Status of Refugees Resettled in Canada
Presenter: Aziz Rahman, University of Manitoba

While a growing number of studies have assessed the economic integration of immigrants and refugees in terms of two widely used labour market outcomes – employment status and employment earnings, this paper examines another indicator – occupational status. While a newcomer's type of employment is closely tied to the well-being and life satisfaction in their new home, occupational status has thus far received limited attention in the refugee economic integration studies. Using the 2016 Census microdata file, linked for the first time to the admission categories of immigrants, this paper examines the factors affecting the occupational status of refugees resettled in Canada within a social justice framework. I conducted a multinomial logistic regression analysis on Government-Assisted Refugees (GARs) and Privately Sponsored refugees (PSRs) who landed in Canada between 1980 and 2016. My study uncovered the concentration of resettled refugees in less skilled jobs for which many were overqualified because of non-recognition or devaluation of foreign credentials. The study finds that being female, having a foreign postsecondary education, and arriving at an older age in Canada are associated with the likelihood of working in low skilled occupations relative to high skilled occupations. PSRs' occupational attainment does not significantly differ from that of GARs, and even male PSRs are at a greater risk than their GAR counterparts to be employed in low skilled jobs relative to professional/ managerial jobs. I offer a number of policy recommendations for the policymakers, professional licensing or regulatory bodies, educational institutions, employers, and practitioners employing a social justice approach.

(SPE3) Social stratification and class in Canada: Measuring and explaining inequalities in income, debt, and occupational attainment

Date: Thursday, May 19 Time (ET): 3:00 PM - 4:30 PM

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 features papers that contribute to our understanding of the role of social classes in social stratification and mobility.

Organizers: Xavier St-denis, Institut national de la recherche scientifique; Mathieu Lizotte, University of Ottawa; Maude Pugliese, Institut national de la recherche scientifique

Chair: Xavier St-Denis, Institut national de la recherche scientifique

Presentations:

1. Is Everyone Really Middle Class? Social Class Position and Identification in Alberta

Presenters: Michelle Maroto, University of Alberta; Guillaume Durou, University of Alberta, Faculté Saint-Jean; Delphine Brown, University of Alberta

Social class is a complex concept with a contentious history of changing meanings, definitions, and measures. In defining social class, researchers more often rely on measures of objective class position, which include factors like occupation and education that influence life chances, but such measures do not always account for the creation of social class boundaries. Subjective class identity, which refers to subjective perceptions of social class standing, can be also informative. Using data from an online survey of 1,155 residents in Alberta, Canada, collected in September 2021, we explore the relationship between measures of objective class position and subjective class identity in this province. Dependent on a fluctuating energy sector with a large conservative population, Alberta makes an interesting case for the study of social class identity. We find that although most Albertans identified as middle class, the strength of class identity, as well as views regarding linked social class fates, varied across categories with poverty class and upper middle class respondents standing out in this regard. Additionally, we also emphasize the links between class position and class identity. Respondents clearly considered measures related to objective class position, especially their income and economic security levels, when indicating their social class identity, but gaps still remained. We end by discussing how the incorporation of social and cultural capital may provide an even stronger link between these different dimensions of social class.

2. Gender and Sexual Minorities in the Canadian Labour Market: New insights and the value of administrative data

Presenters: Sean Waite, Western University; Shannon Mok, Western University

Gender and sexual minorities in Canada, including lesbian, gay, bisexual, transgender, queer, and Two-spirit (LGBTQ2S+) people, are more likely to live in poverty, face greater barriers to employment, and earn less at work, compared to their cisgender, heterosexual counterparts. LGBTQ2S+ people may also experience explicit and subtle forms of discrimination, marginalization and exclusion, negatively impacting their mental health and well-being. The dearth of population-level surveys with non-binary gender and sexual orientation questions, coupled with the relatively small size of the LGBTQ2S+ population, pose considerable barriers for studying gender and sexual minorities in Canada. We overcome some of these limitations by using the 2007 to 2017 Canadian Community Health Survey (CCHS) linked to T1 Family Tax Files (T1FF) to better understand how sexual orientation can shape labour market outcomes in Canada. These newly available administrative tax linkages offer innovative and exciting opportunities for studying employment and earnings over time. Consistent with prior literature, we find earnings gaps for lesbian, gay, and bisexual individuals compared to heterosexual men and an earnings advantage for lesbians, relative to heterosexual women. Earnings gaps were largest for bisexual men and women when compared to their heterosexual counterparts. With few exceptions, wage gaps persist after controlling for human capital, labour supply, occupation and industry of employment, as well as differences in self-reported general health, mental health, work stress, and life satisfaction. Our findings support a growing body of literature demonstrating that Canadas labour market opportunities and rewards are stratified by gender and sexual orientation.

3. Social Inequality and the Experience of Debt in Atlantic Canada
Presenter: Alyssa Gerhardt, Dalhousie University

Debt is becoming a ubiquitous feature of economy and society in the 21st century, meaning for a growing population it is a feature of everyday life. Reasons for taking on debt may vary greatly for individuals and households, and while living in debt is an increasingly common experience, it is likely not felt nor experienced in the same way for everyone. Sociological inquiries around personal debt are still lacking, particularly in a Canadian context. What we need to know about debt in this context reaches beyond the numbers, and the rise and fall of debt levels, because people take on debt, and therefore their life experiences are impacted and shaped by the debt they carry. This research brings a sociological focus to the study of debt through a qualitative case study of subjective experiences of debt in Nova Scotia, along with supplementary quantitative data analysis. This research aims to address the following research questions: 1)How does the subjective experience of debt, including perceptions and beliefs about it differ across social classes? 2) What are the everyday experiences of personal debt? How do they differ across social classes? 3) How and why do people take on debt? What does debt facilitate or constrain in debtors' lives? How does this differ across social classes? 4) How does personal debt either reinforce or exacerbate social inequality under late-stage capitalism? and 4) What are the characteristics of personal debt and debtors in Canada? Atlantic Canada?

4. Canadian trends in the occupational segregation of immigrants
Presenters: Lisa Kaida, McMaster University
Non-presenting author: Monica Boyd, University of Toronto

Over the past 25 years, researchers have provided cumulating evidence of labour market disadvantages faced by immigrants despite the rising level of education among newcomers. One notable finding is the underrepresentation of immigrants in high skill, well-paid occupations (e.g. management, professions) and concentration of immigrants in low skill, low-paid occupations (e.g. food processing). However, research on occupational segregation by immigrant status is lacking; we simply do not know the extent to which immigrants' overall occupational distribution differs from that of the Canadian born. Equally absent are assessments of what is happening over time. Is occupational segregation between immigrants and the Canadian born increasing or declining over time? In this paper, we track trends in occupational segregation of immigrants who landed in Canada as adults (the first generation) and the native born using harmonized Census microdata from 1996 to 2016. We consider variations in immigrant-native-born occupational segregation by gender and visible minority groups.

(CER9) Critical Ethnicity and Anti-Black Racism Research Cluster Meeting

Date: Thursday, May 19 Time (ET): 5:00 PM - 6:00 PM

This Research Cluster is a social network inspired by the contributions of pioneering Black sociologists in shaping the discipline of sociology. The Research Cluster provides a site to enhance dialogue among academics, non-academics, activists, communities, organizations, government, and others engaged in sociological research on anti-Black racism, social movements (BlackLivesMatter), urban sociology, anti-racism, indigeneity, social justice, intersectionality, health (COVID-19), education, and critical ethnicity. This meeting is open to current members and those interested in learning more about our cluster activities. Attendees will have an opportunity to network with others working in this field of research and/or teaching. We welcome feedback on our current activities and encourage suggestions for future initiatives.

Chair: Jennifer Mills, York University

(DCS1) Challenges and Opportunities: Perspectives on Indigenizing and Decolonizing the Social Sciences in Higher Education

Date: Thursday, May 19 Time (ET): 5:00 PM - 6:30 PM

This event will be held in English with simultaneous translation in French.

This panel organized by the CSA Decolonization Subcommittee will bring together academics and administrators working towards Indigenization and/or decolonization across their varied fields and units as well as sociopolitical contexts. Panelists will speak to both the challenges and opportunities associated with effecting meaningful systemic change within their units, and offer critical perspectives on these discourses as they relate to higher education more generally.

Chairs: Yvonne Sherwood, University of Toronto; Rochelle Côté, Memorial University

Panelists and Presentations:

Indigenizing the Curriculum at the University of Tasmania and the structural elements to guide that work.
Presenter: Maggie Walter, University of Tasmania, Australia

Auntie Love + Social Science = Excellence
Presenter: Michelle M. Jacob, University of Oregon, United States

(FEM3D) Feminist Sociology: Body Matters

Date: Thursday, May 19 Time (ET): 5:00 PM - 6:30 PM

This session features strong, interesting papers about body matters. Interconnections emerge among papers displaying wide-ranging analytic approaches and subject matters. Manca uses risk theory and content analysis of 438 texts of vaccines during pregnancy to describe how women are "responsibilized." Merritt's critical discourse analysis of a TV program welcomes its lesbian visibility while identifying harmful tropes and assumptions. Piazzesi's contemporary observations and theorization of beauty points her towards "constitutively" disqualifying contemporary possibilities of "women's choices." O'Connor theorizes from works by two Canadian artists whom, she suggests, used form and content to newly envision gender and agency of subjects.

Organizers: 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

Chairs: Linda Christiansen-Ruffman, Saint Mary's University; Sara Dorow, University of Alberta; Marilyn Porter, Memorial University

Presentations:

1. Maternal responsibility, choice, and paternal guidance: A content analysis of information about vaccination in pregnancy

Presenter: Terra Manca, Dalhousie University

Information about vaccination in pregnancy can be inconsistent and contradictory. The reason for many of these inconsistencies is that pregnant women are rarely included in vaccine trials. After pregnant women are excluded from clinical trials, it can take years to generate enough data to develop high quality and consistent information about vaccination during pregnancy. For example, public health agencies in many high-income countries have recommend vaccination during pregnancy against influenza, whooping cough, and COVID-19, but the package inserts for many of these vaccines say there is no information. Inconsistencies were particularly prominent in COVID-19 vaccine information and recommendations. Early in the COVID-19 vaccine rollout in Canada, pregnant women were offered the choice of accessing COVID-19 vaccines without a clear recommendation. In this paper, I present results from a content analysis of 438 texts about

vaccines that are recommended in pregnancy in Canada, including influenza, whooping cough, and COVID-19. Texts were collected between Oct 2019 and May 2021. Texts included webpages, printouts, posters, videos, and other materials developed by various institutions (e.g., public health services, professional organizations, vaccine manufacturers). Feminist literature and risk theory inform my analysis of how information about vaccination in pregnancy incorporates discourses about family, gender, and fetal bodies to responsibilize individual women to seek out, receive, or make decisions about vaccines during pregnancy. I describe how these discourses are deployed to direct feelings of risk towards pregnant people and/or their offspring, how evidence is used to guide vaccine recommendations, and who is made responsible for risk (e.g., pregnant women, families, healthcare providers). I explore how inconsistencies in information, emphasis on personal choice (for COVID-19 vaccination), and acceptance expectations (for influenza and whooping cough vaccination) responsibilize individual women in making decisions about vaccination during pregnancy.

2. "A Queer Sandbox to Play in": A Critical Discourse Analysis of Showtime's Tv Series The L Word: Generation Q (Season One)

Presenter: Katherine Merritt, University of New Brunswick

Motivated by my positionality as a lesbian identifying queer woman, this research explores how lesbian characters are represented in the first season of the popular U.S. television show The L Word: Generation Q (GenQ). There has been an increase in lesbian representation on television. This is vital as these characterizations may allow for greater access to queer identity and lead to an enhanced understanding of what it means to be a lesbian. However, lesbian representations on television are inundated by harmful tropes including a high occurrence of lesbian death on television as well as a reliance on discourses of hyper-femininity and consumerism. Using critical discourse analysis (CDA), I investigate how heteronormativity and homonormativity impact characterizations of lesbians within GenQ. I found that representations of lesbian relationships in GenQ uphold engagement and marriage trajectories, as well as reinforce norms of monogamy. Additionally, GenQ depicts lesbian partnerships as unstable, and place cheating as a defining feature of these relationships. Moreover, alarmingly my analysis reveals that GenQ presents bisexual characters in ways that erase their distinct sexual identity. Overall, I found that GenQ does contain heteronormative and homonormative representations, and characterizations of lesbian, bisexual, and other queer women in this show are built on stereotypical assumptions that reinforce problematic norms around monogamy, consumerism, marriage, and class.

3. Beauty and Paradoxes of Women's Choice: A Feminist Perspective

Presenter: Chiara Piazzesi, Université du Québec à Montréal

A feminist reflection on the current entanglements between gender relations, body politics, and women’s agency in North America must deal with women’s experience of beauty. This is especially urgent as beauty experience appears to be at the core of the Western “postfeminist” culture, which promotes attractiveness as a source of pleasure, empowerment, and self-affirmation (Gill 2007 and 2017). Within feminist debates, beauty is not univocally defined, rather is framed either as self-expression, sociability, empowerment, and pleasure; or as a field of

normative constraints, oppression, and inequalities. In my presentation, I will argue that women's experience of beauty is indeed at once expressive and oppressive, and that such ambiguities are rooted in the Western socio-cultural framing of beauty as a form of legitimacy for women. More specifically, I posit that such normative framework is paradoxical, that is to say built upon contradictory injunctions regarding women's self-expression, bodily appearance, and moral self. Drawing on digital media traces, and especially selfies, fieldwork results, and feminist literature, I will present a theoretical discussion of such paradoxical normativity. My general argument is that, when analyzed through these conceptual tools, beauty experience becomes a privileged area to investigate the challenges in the current framing of women's political subjectivity: autonomy of choice was for decades among the main feminist demands, yet contradictory injunctions framing women's choice disqualify the latter as constitutively flawed, as shown by the scrutiny targeting women's self-presentation and appearance.

4. Placentarum: A Structure of Sex, Art, and Knowing
Presenter: Jennifer O'Connor, York University

In this paper, I will consider the works of two Canadian artists: Marjorie Winslow and Caroline Boileau. In the 1940s, Winslow created one of the last moulage collections in the world for the Faculty of Medicine at Queen's University. Among the more than 100 pieces are life-size sculptures of the lower torso before, during and after childbirth: nulliparous genitalia, parous genitalia. Winslow described her moulage as, "very real art in reproduction of life's drama". To interrogate Winslow's moulages is to question our conceptions of sex and gender, the basis for our knowledge, and the meaning we create from that. Likewise, Caroline Boileau is a multidisciplinary artist. In one piece, Corp qui hantent d'autres corps, she reimagines historic medical illustrations of the female body to, as one critic wrote, "problematize the knowledge produced by art history, medicine, and science". Boileau's bodies are composed of the human and non-human, made realistic and perverse, and manifested as plural and free from knowledge constructed as generic and controlled. As Paul Preciado argues: "[A] new field of study has been established for feminism: the analysis of different technologies of gender that produce (always in a precarious, unstable way) bodies, subjects of enunciation and action". I will suggest that both Winslow and Boileau employed form and content to realize new visions of gender and the agency of subjects.

(MXS3) Marxist Sociology Research Cluster Meeting

Date: Thursday, May 19 Time (ET): 5:00 PM - 6:00 PM

This cluster promotes the field of Marxist sociology, its literature and Marxology in Canada and abroad. It seeks to increase networking as well as research dissemination in the field of Marxist Research in the Canadian society and elsewhere. This meeting is open to current members and those interested in learning more about our cluster activities. Attendees will have an opportunity to network with others working in this field of research and/or teaching. We welcome feedback on our current activities and encourage suggestions for future initiatives.

Chair: Kristin Plys, University of Toronto

(SPE7) Social Policy and Social Equality Research Cluster Meeting

Date: Thursday, May 19 Time (ET): 5:00 PM - 6:00 PM

This meeting is open to current members and those interested in learning more about our cluster activities. Attendees will have an opportunity to network with others working in this field of research and/or teaching. We welcome feedback on our current activities and encourage suggestions for future initiatives.

Chairs: Weizhen Dong, University of Waterloo; Ivanka Knezevic, University of Toronto

(VLS) Violence and Society Research Cluster Meeting

Date: Thursday, May 19 Time (ET): 5:00 PM - 6:00 PM

This meeting is open to current members and those interested in learning more about our cluster activities. Attendees will have an opportunity to network with others working in this field of research and/or teaching. We welcome feedback on our current activities and encourage suggestions for future initiatives.

Chairs: Lily Ivanova, University of British Columbia, Robert Nonomura, Western University

(APS2) Community Wellness and Policing

Date: Friday, May 20 Time (ET): 11:00 AM - 12:30 PM

This session will explore how policing and other government and community agencies help or hinder in the long term development and sustainment of healthy communities in Canada.

Organizers and Chairs: Doug Thomson, Humber College; Emma Smith, Humber College

Presentations:

1. The Communication and Trust Levels Between Police Officers and Community Members in Toronto

Presenter: Sophia Pacini, Humber College

This study critically analyzes the ongoing relationship between the Toronto Police Service's (TPS's) Neighbourhood Community Officers (NCOs) and members of the Somali community in Toronto and the levels of trust between these two parties. Through semi-structured interviews that explore experiences of communication between NCOs and members of the Toronto Somali community, the researcher has identified how communication styles have changed over time, and this change has led to an increase in trust. These interviews have allowed for participants to share their experiences of communicating with police institutions and to assess the successes and failures of these interactions. In order to increase the trust of the public, many police agencies have implemented community policing programs, increasing communication and interaction between the community and the police by working alongside the public rather than

strictly having authority over them as implemented in the traditional model of policing. Without the increased communication that community policing provides, the public would ultimately have less trust in the police and feel as though they are better able to resolve their own conflicts. By having increased communication with the public, the police have received increased levels of trust, which ultimately benefits the entire community. This paper highlights a way towards a renewed partnership between the police and the community and the positive result that will occur as a result of this partnership.

2. In Whose Best Interest? A Qualitative Analysis of Front-Line Workers' Perceptions of Community Notification and Reintegration of High-Risk People in Alberta

Presenter: Delphine Brown, University of Alberta

Although there are many studies in the U.S. about registries and community notification schemes for people who offended sexually, these studies tend to focus on collateral effects, or the perspectives of the public, policymakers, or law enforcement personnel on these practices. Few studies have elicited the perspectives of front-line workers in non-profit organizations who have close contact with high-risk people, and few studies occur in the Canadian context. Canada is unique given the national database for people who offended sexually is not publicly accessible, and Canadian provinces have differing practices regarding issuing community notifications for different groups of people. Alberta is an interesting case as community notifications are based on the provincial privacy act and are issued by city police for people deemed to present a risk of harm to the community. This study presents results from in-depth qualitative interviews examining the perceptions of non-profit, front-line workers in Alberta on police use of community notifications, and factors that might contribute to the practice of issuing notifications. Three key findings emerged. First, these workers perceive both positive and negative effects. Majority perceive there are certain times when a notification might be beneficial. Second, they perceive notifications as a service to the community, but are not entirely convinced of the effectiveness of this strategy and suggest areas for improvement. Third, they perceive the general public is not well informed about the justice system and those involved with it. They argue providing education to the public would be useful in mitigating public fear and anger regarding reintegration of these high-risk people in the community. This study contributes valuable insight into the perceptions of an understudied group. This insight is important to understand and improve reintegration practices, and is important for policy makers who are often tasked with responding to calls to improve legislation.

3. An Analysis of Collective Efficacy and Whether it is a Good Predictor of Gun Violence in Toronto Neighbourhoods

Presenter: Carly Richards, Wilfrid Laurier University

Gun violence is a growing problem in Canada, having increased by 42 per cent since 2013, largely because of increases in Toronto (CBC Docs, 2020). There has also been a growing amount of concern regarding the use of firearms in homicides, despite Canadas relatively strict gun laws (Kamal and Burton, 2018; Butters, Sheptycki, Brochu and Erickson, 2011; Lawson, 2012). To date, much of the research available on gun violence originates in the United States where there are

several dramatic differences from Canada regarding guns (CBC Docs, 2020; Beck, Zusevics and Dorsey, 2019; Hoskin, 2011; Lemiuex, 2014). Becuase of differences in gun culture, in the prevalence of guns and in the regulation of guns, it is difficult to generalize firearms research in the United States to the Canadian context. In my MA thesis I am exploring the concept of collective efficacy and whether it is able to accurately predict the gun violence rate in Torontos 140 neighbourhoods. As Toronto is not only a major contributor to the overall gun violence rates in Canada, but also is diverse and contains varied neighbourhoods with differing levels of social supports, using Toronto-centered data will allow me to draw more accurate conclusions about the gun violence in Toronto, and perhaps more broadly Canada as a whole. I am examining the data quantitatively by conducting a multiple regression analysis. Some of the correlates I am using to measure collective efficacy are ethnic diversity, mobility rates, family disruption, economic status, employment rates and educational attainment. I chose to use publicly available data such as census data as well as various datasets from the City of Torontos open data portal because it allows me to use a much larger and more diverse set of data than I would have been able to gather otherwise.

4. Police Training in Toronto: A Community-Centered Approach
Presenters: Doug Thomson, Humber College; Emma Smith, Humber College

The Toronto Police Service's Neighbourhood Community Officer Program (NCOP) continues to gain significant public and political support for their progressive approaches to policing practices in Ontario. This modern policing method encourages lasting partnerships with community-based organizations and local residents through impactful outreach strategies and programming. The recognition of specialized training, alternative measurement metrics, and community centered approaches are integral to program effectiveness. Detailing an ongoing collaboration between Humber College and the NCOP, this presentation examines shifts in training and conflict management strategies over the past six years. This project considers current impacts from the pandemic, social justice movements and changing policies towards the continuous development of dynamic training strategies. The advancement of an inclusive and sustainable program is imperative for long-term community safety, in addition to the development of non-traditional metrics for success.

(COM2) Caste and Space

Date: Friday, May 20 Time (ET): 11:00 AM - 12:30 PM

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.

Organizers: Navjotpal Kaur, Memorial University, Jusmeet S. Sihra, Sciences Po, Paris & The Hebrew University of Jerusalem

Chair: Navjotpal Kaur, Memorial University

Presentations:

1. Hidden: Spatial Segregation of Ex-Untouchables in Ajmer, India

Presenter: Jusmeet S. Sihra, Sciences Po, Paris & The Hebrew University of Jerusalem

The literature on segregation has traditionally focussed on groups carrying visible identifiable marks: racial, religious or class. Yet, minorities that may not be phenotypically identifiable also experience spatial segregation. Focussing on the case of ex-untouchable castes in Ajmer city (India), this paper asks: how are ex-untouchables, as a group without visible racial or phenotypical identifiers, spatially segregated in urban spaces? Drawing on a mixed methods approach -- a georeferenced household survey of 697 households, cartography, and ethnographic observations, this paper argues that caste plays a primary role in shaping urban space in Ajmer. Caste is spatialised, and along with it the stigma of untouchability, to segregate ex-untouchables. Neighbourhoods become a marker of ones caste identity when visible markers are missing. Segregation is played out along the types of roads: while `General groups (upper castes, Sindhis, Sikhs and Christians) stay on or adjacent to main roads, ex-untouchables are relegated farther away into deeper pockets, making them hidden. Ex-untouchable castes also segregate each other. The article contributes to ``open up" the concept of segregation with empirical data and theorization from the Global South to better capture the heterogeneous experiences of segregation.

2. No place for caste: English stand-up comedy in India as spaces of production of caste-exclusionary practices

Presenter: Shreyashi Ganguly, York University

English stand-up comedy on the Internet in India is increasingly gaining ascendancy as a popular cultural icon with a significant part of the population drawing their cultural references from this mode of performative comedy. It is also being recognized as a harbinger of change with comedians normalizing the discussion of difficult, uncomfortable topics. At the same time, this sphere of comedic performance heavily subscribes to the notion of castelessness (Deshpande, 2013) because of the absence of caste-related discussions. The lower-caste comedian is especially hard to find among the mostly upper-caste, upper-class male comedians who populate this genre. In this paper, I realize the symbolic importance of the stand-up comedy in embodying caste-exclusionary practices. I therefore understand stand-up comedy clips on the Internet as

spaces of production (Crossa, 2013) that facilitate the production and reproduction of casteism. In doing this, I attribute importance to the Internet as an important site for the study of caste. I argue that upper-caste comics have successfully monopolized the visible online spaces of creative humorous production pushing the lower-caste comics and comedy groups into restricted, difficult-to-find confined spaces on the Internet. I use two specific examples of comedy clips by two popular Indian comics, Abhishek Upmanyu and Neville Shah, to demonstrate the kind of caste-exclusionary discourse that is often a part of Indian stand-up comedy in those rare occasions when there is a discussion at all. Further, I assert that owing to the huge popularity of these comics, the casteist ideology is not limited to the comic moment alone but is reproduced as many times as the clips are re-watched and shared, thereby significantly increasing the scope of the spaces of production of casteism. This paper is effectively an exploration of how the discourse on caste in English stand-up comedy on the Internet in India ultimately mirrors the broader practices of caste inequality and spatial exclusion that is a pervasive feature of the dominant socio-cultural practices in the country.

3. Understanding Dalit household experiences about the implementation of The Right to Education Act in private unaided schools in Delhi, India.

Presenter: Anushka Khanna, Western University

India's Section 12 (1) (c) of the Right of Children to Free and Compulsory Education Act (2009) (RTE Act) allocates 25% of seats for free in private unaided schools to the children of six to 14 years of age from economically weaker sections and disadvantaged groups until they complete their elementary education. Inequalities in India have been persistent. One of the groups that have experienced the burden of social stratification has been scheduled castes (SC) or Dalits, who are included in the definition of disadvantaged groups in the RTE Act (Government of India, 2009). As a result, this paper aims to understand Dalit households' experiences of the freeship provision under the RTE Act using Sen-Bourdieu's analytical framework developed by Hart (2019). The presentation will include a historical overview of the Indian education system, a discussion about the school admission process, and schooling experiences in the freeship provision under the RTE Act. Lastly, the presentation will include a space for critical dialogue about equitable education and caste in the context of Delhi through the discussion about different capitals inherited/acquired by households and how they influence households capacity to utilize school as a resource.

(DEV2) Sociology of Development: Theoretical Debates and Empirical Lenses

Date: Friday, May 20 Time (ET): 11:00 AM - 12:30 PM

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 word. 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.

Organizer and Chair: Liam Swiss, Memorial University

Presentations:

1. Civilizational Consciousness and Goal Multiplicity in Organizations: Evidence from Islamic development investments, 1976 - 2016

Presenter: Abdullah Shahid, Cornell University

In this paper, I present a theory of conflicting social/civilizational and economic goals of organizations and test three related hypotheses. In the absence of immediate and easily communicable feedback criteria on goal performance, organizations allocate resources in its primary, observable activity such that they appear to simultaneously commit to some broad definitions for all goals. Such allocation ensures that one part of the activity highly supports the social goal, providing social legitimacy, while another part supports the economic goal, providing a necessary monetary return (the goal rationing hypothesis). Several external, global actors are selectively emulated to justify resource allocation (the goal justification hypothesis). Extraordinary events like wars and humanitarian crises alter the civilizational consciousness and trigger new emphasis on goals (the goal discovery hypothesis). I find empirical support for the hypotheses using Islamic development investments in 135 countries over 1976 – 2016, which had the social (civilizational) goal of promoting Muslim communities while earning a fair monetary return. Quasi-natural experiments and difference-in-difference regressions provided robust evidence that accounted for alternative economic and sociological explanations. The results have implications for theories on multiple goals, development management, interorganizational emulation, transnational organizations.

2. Does Democracy Fuel Corruption in Ghana? Understanding Ghanaians' Perspectives

Presenter: Joseph Asomah, University of Manitoba

Whether democratic governance breeds corruption, especially in developing countries practicing democracy, is highly debatable. Using primary data from semi-structured interviews conducted in Ghana, the objective of this paper is to address a key question: Does democracy fuel corruption in Ghana's Fourth Republic? Although 20% of participants believed that democracy breeds corruption, about 80% disagreed with that position. Overall, the findings suggest that democracy does not necessarily brings about corruption, but how democracy is practiced is what fuels corruption. To combat corruption, the participants urge state authorities (1) to shun partisan

approach to corruption issues, (2) address the winner-takes-all politics, and (3) ensure that institutions of accountability work to uphold the rule of law. This article extends the substantiative understanding of the relationship between democracy and corruption.

3. Land-right Activists and Environmental Defenders in Honduras, Guatemala, and Mexico: Between Criminalization and Violence

Presenter: Jasmin Hristov, University of Guelph

The criminalization of land-rights activists and environmental defenders, a globally pervasive phenomenon, has become especially pronounced over the past decade. In this paper, I focus on the criminalization of members of community organizations and social movements involved in land conflicts in the mining, hydroelectricity palm oil, and tourism sectors in the countries of Honduras, Guatemala, and Mexico. Throughout various countries in Latin America, small-scale agricultural producers, peasant cooperatives, and indigenous and Afro-descendant communities with collective territorial rights, are uprooted from the land through a combination of economic and violent coercive mechanisms to make way for agribusiness, mining, tourism, energy, and infrastructure megaprojects. Violent and legislative mechanisms are employed to enable access to land by powerful economic actors, despite resistance from those adversely affected. Criminal charges of usurpation, disturbance to public order, terrorism, arson, and others are employed to imprison activists with the objective of silencing and disempowering social movements through fear. This paper identifies patterns that emerge across cases of criminalization over the past ten years with regards to legal frameworks and use of violence. In this context, I advance two arguments. First, criminalization has become one of the most prominent objectives of security legislation oriented towards enabling neoliberal mega-projects. Second, criminalization forms an integral part of a type of violence aimed at facilitating capital accumulation.

4. The Limited Use of ICT Solutions for Peripheral Inaccessibilities Faced by People with Disabilities in Myanmar*

Presenter: Dilshan Fernando, University of Guelph

**This paper received the Internet, Technology and Digital Sociology Research Cluster Best Student Paper Award.*

This paper aims to understand the viability of information and communication technology (ICT) solutions (like mobile phone and computer based assistive technologies) and meaning of development concerning disabling barriers that are present in peripheral, mostly rural areas of Myanmar, outside its capital city Yangon. Informed by the social model of disability, this study investigates whether there are differences in the experiences of disability and development of those who live in Yangon and its selected peripheries (Mandalay, Ayeyarwady and Shan), and understand why those differences occur. Since there are structural inabilities of lower- and middle-income economies to cater to welfare-demands of persons with disabilities (PWD), disability as a human experience seems to reproduce itself intertwined with these centre-periphery related social constraints. I analyzed 29 focus group discussions and in-depth interviews inductively, involving around 80 participants to report the results. The paper finds sufficient evidence to support the main hypothesis that there are significant differences in the

disabling experiences and that they are explained by the social determinants connected with the centre-periphery relations. Key differences in peripheral experiences of disability and development reside in living independently, general perceptions about the day-to-day challenges that PWD face, and access to public space, public infrastructure and public transport. Two notable findings are: (1) accessibility is not just infrastructural, but also attitudinal, more enabling in Yangon than peripheries, and (2) PWD who live in peripheries feel "home-incarcerated" due to infrastructural in-accessibilities experienced in those areas.

(FEM7) Gender at Work, Gendered Work

Date: Friday, May 20 Time (ET): 11:00 AM - 12:30 PM

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 features papers that explore and consider the material conditions of gender and work under capitalist patriarchy.

Organizers: Ronnie Joy Leah, Athabasca University, Jolin Joseph, York University

Chair: Ronnie Joy Leah, Athabasca University

Presentations:

1. Self-Employment among Immigrant Women of Colour and Identity Reconstruction: Assertion of Pride and Purpose Within Intersecting Marginal Positions

Presenter: Sepideh Borzoo, University of Calgary
Non-presenting author: Pallavi Banerjee, University of Calgary

Immigrant women of colour have been shown to reconstruct their identities through their engagement with self-employment even under conditions of gender, race, religion, and class marginalization. Our paper, based on interviews with 15 first, second, and third-generation immigrant, women of color owners of the beauty businesses and their employers, delves deep into this question of identity reconstruction from the margins. We find that the women attempt to reconstruct their identity/ies at the margin by pushing against dominant negative perceptions of immigrant women in Canadian society. They attempt to pivot their marginalized identities as co-constituted and, as a result, agentic. Based on their positionalities the women build bridges of solidarity with other women of colour owned businesses, empower other women of colour through their own businesses, and underscore pride and purpose in their self-framed identities of women of colour business owners.

2. How do Iranian women navigate hegemonic gender ideologies to provide a better livelihood and/or a more secure legal status for themselves and their family members in Canada?

Presenter: Bahar Hashemi, University of Toronto

My study investigates the co-constitution of LIVELIHOOD and LEGAL STATUS for precarious non-citizen Iranian women in mixed status families. Drawing on semi-structured, in-depth life history interviews with 44 precarious non-citizen Iranian women who are members of mixed status families (i.e. families consisting of both Canadian citizens and non-citizens) in Toronto, I ask, how do class, life stage, and family composition shape the strategies that women use to provide a better livelihood and/or a more secure legal status for themselves and their family members? How do these strategies challenge or uphold hegemonic gender ideologies around motherhood? I situate my study in the debates in the literature on GENDER AND MIGRATION (see for example Hondagneu Sotello 1994, 1999; Parrenas 2001; Preibisch and Grez 2013) and the literature on LEGAL STATUS (see for example Bolch Sigona and Zetter 2014; Gonzales 2011; Landolt and Goldring 2016.) The literature on gender and migration has looked at gendered livelihood strategies mainly in two areas of CARE WORK (transnational care) and PAID WORK (economic remittances.) My study, on the other hand, shows how women's livelihood strategies also include what I call LEGAL STATUS WORK, which is closely intertwined with the work of economic provisioning and the work of reproducing the household and the family. My study also builds on post-colonial feminist sociologists, who recognize that resisting hegemonic gender norms and gender oppression does not always take overt or organized forms; rather, can be in the form of creative agency through "bargaining with patriarchy" (Kandiyoti 1988; Kabeer 2000; Mahmood 2011; Molyneux 1998.) Iranian women rely on hegemonic gender ideologies around motherhood to exercise agency and to challenge power relations in their families. In this process, women sometimes reinforce hegemonic gender ideologies and sometimes end up questioning, altering, bending, stretching and challenging ideological gendered categories that are imposed on them.

3. Gendered Dynamics of the Work-Life Interface in Small Businesses

Presenters: Lauren Menzie, University of Alberta; Sara Dorow, University of Alberta

Al-Dajani and Bika (2014) have argued that scholarship on family businesses lacks robust theorizing of gendered processes. Understanding family as a "negotiated phenomenon" (p. 2) and analysing production and social reproduction as intimately intertwined spheres helps bring to light the social ordering of gender and challenges to it. The COVID-19 pandemic has both exacerbated and illuminated these relationships, including in small family businesses and entrepreneurial endeavours (see Adisa et al. 2021; Schieman et al. 2021). Our paper examines gendered relations of production and social reproduction in small family and entrepreneurial businesses in Alberta and Ontario. To do so, we draw on a sub-sample (from a larger study) of ten in-depth work-life narratives of women with children or other dependents who work in or run small businesses. The diversity of our sample across place, age, race, citizenship status, marital status, and type of work allows us to begin to theorize common and divergent gendered processes in small businesses. We consider how patriarchal relations are both reproduced and challenged as entrepreneurial women negotiate the work-family dynamic across their life course,

with particular attention to the context of COVID-19 (interviews were conducted in fall 2021,1.5 years into the pandemic). While the impact of COVID-19 on small businesses has received scholarly attention (see Fairlie 2020; Liguori and Pittz 2020; Bartik et al. 2020), gendered perspectives or considerations of work-family tensions and responsibilities are notably scarce in the discussion. Our focus is on the narratives of female participants, but we draw on findings among male participants for broader context and comparison (e.g., the relative absence of family in men's responses regarding impacts of COVID-19 on their work-lives) (see Hilbrecht 2016).

(PEP1) The future of sociological research in Canada within a diverse, rapidly changing, and transformative society

Date: Friday, May 20 Time (ET): 11:00 AM - 12:30 PM

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.

Chair: Qiang Fu, University of British Columbia

Presentations:

1. Detecting temporal anomalies with pseudo age groups: Homeownership in Canada, 1981 to 2016

Presenter: Yue Yuan, School of Public Policy and Administration, Xi'an Jiaotong University, China

Methodological advances in demographic research, especially age-period-cohort (APC) analysis, primarily focus on developing new models yet often fail to consider practical concerns in empirical analysis. We propose a mixed approach that integrates multiple data imputation and structural change analysis in time series so that scholars can (i) construct pseudo age groups based on more coarsely grouped age data and (ii) identify temporal anomalies. This approach is illustrated using multiple waves of Canadian Population Census data (1981–2016). We construct pseudo age groups based on more coarse age information available in the Census data and identify a local anomaly in the temporal trajectory of homeownership in Canadas less populous provinces and territories. Our results generally show a higher level of homeownership among middle-aged and elderly Canadian adults. Moreover, we also find that the significant period effect identified by HAPC analysis is associated with a secular decline in homeownership from

2006 to 2016 while that identified by structural change analysis is possible attributable to policy changes around the early 2000s. These findings are assessed and validated in comparison with results from more populous Canadian provinces. Specifically, despite some sporadic changes and the overall differences in levels, homeownership in the less and more populous regions largely share the same trend across time periods, birth cohorts, and age groups. Besides, the structural change analysis identifies the year 2001 as the only structural break for both the more and less populous provinces. This research broadens the methodological repertoire for demographers, geographers, and social scientists in general and extends the literature on homeownership in an understudied area.

2. Gone with the weed: Family disadvantages and adolescent marijuana use in the United States: 1976-2019

Presenter: Jiaxin Gu, University of British Columbia

Grouped and right-censoring (GRC) count responses have long been adopted as a useful tool to collect frequency information on behaviors, attitudes, and sensitive events in social science survey design. The grouping of GRC responses is often decided by the survey team randomly. Social scientists who use survey items with GRC count responses thus often have to implement context-specific analytical methods or re-group the responses and risk losing important information related to research questions. Using data from a national representative survey of American adolescents -- Monitoring the Future survey (1976 - 2019), this study applies Poisson multinomial mixture models to examine the adolescent marijuana use pattern among 12th graders based on the self-reported GRC responses of marijuana use frequencies. Using the R package GRC data Poisson and zero-inflated Poisson (ZIP) models are applied to assess the gender disparities of 1. the exposure probability of marijuana use (the probability or risk of using marijuana); and 2. the predicted intensity of using marijuana (rate of marijuana use among those exposed to the risk) among adolescents with various family structures from 1976 to 2019.

3. Racism against Ethnic Majority: Racialization Experience of 1.5 Generation Asian Canadians in Richmond, BC

Presenter: Amy Zeng, University of British Columbia

The City of Richmond, located on Canadas west coast and with the highest life expectancy in the country, is home to over 100,000 Chinese Canadians. Significantly, Asian Canadians account for over 70% of the city’s population, which baffles our sociological understanding of ethnic minorities, ethnic enclaves, and the differences between natives and immigrants. Yet, sociologists in Canada seldom study the everyday life of the 1.5 generation immigrants in this vibrant city, especially the internalized racism that they live with. This research aims to examine the perception of internalized racism among the 1.5 generation Asian Canadians who reside in Richmond, BC. Through a mixed-method approach, the researcher will conduct semi-structured interviews and distribute survey questionnaires to East-Asian immigrants in the region. The purpose of this study is to explore the everyday life and racialization experience of 1.5 generation East-Asian Canadians even when they have already become the racial "majority" in a Canadian city. The study also aims to identify differential coping strategies that participants employed

when confronting internalized racism. With the data collected, the researcher will further explore emerging themes reflecting the lived experiences of East Asian immigrants in Canada. Through engaging with these issues, this study will provide a more profound and holistic understanding of the trends, changes, and developments of the racialization process over time. Furthermore, research on internalized racism in Richmond's compelling urban context will broaden the sociological definitions of minorities, enclaves, ethnicity, and racism. The findings will also inform both domestic and international policies, promote a more inclusive society, and facilitate progressive social changes.

4. A Graduate Student's Struggle with Using Non-traditional Datasets in Sociology
Presenter: Jasmeet Bahia, Carleton University

Digital Sociology and its corresponding methods are a relatively new phenomenon, pushing away from more traditional methods such as interviews. Exploring digital spaces and their influence allows us to understand the world and phenomena in a new way (Marres, 2017). Both my MA and PhD projects revolve around the use of digital platforms by right-wing groups. Using digital methods such as scraping, I have been able to understand the recruitment and radicalization processes of both the Islamic State and white supremacists. Explaining the reasoning behind my methodology choice, as well as the ethical bounds of my research, has been at the center of both my graduate degrees. With borders being rendered moot by online technologies, the use of digital methods and non-traditional datasets to understand the online and offline consequences of community building should be more welcomed by the discipline.

5. Ethics and Innovations in Knowledge Production: Peer Researcher Reflections on Community-Based Participatory Research
Presenter: Jayne Malenfant, Concordia University; Charlotte Emma Smith, LivEx Alliance

In this paper, PhD applicant Charlotte Smith and Dr. Jayne Malenfant (graduate student at time of research) explore challenges and innovations from their work as researchers with lived experience of youth homelessness. The authors draw from their reflections of working alongside youth with lived and living experiences (PWLLE) of homelessness in community-based participatory research (CBPR), and outline recommendations for the future of participatory methods. Participation from PWLLE throughout the entire research process is the gold seal for CBRP (Muhammad et al., 2015), however, studies that fall short of this are pervasive (Smith, 2020). Furthermore, In-depth accounts of points of exclusion throughout specific research processes, and strategies for their dismantlement within a Canadian context, are scant within literature (Malenfant and Smith, 2021). This paper highlights the need for researchers to recognize, reveal and challenge injustices within hegemonic research processes. PWLLE face intersecting barriers to accessing education and academic spaces (Schwann et al., 2018), which individual researchers might alleviate by ensuring knowledge equity within their studies. E.g. by ensuring PWLLE accessibility to diverse knowledge attainment (academic, political etc.) and investing in mechanisms to support PWLLEs' meaningful participation throughout all processes and; by ensuring that findings mobilized honour diverse PWLLE. Several scholars point to CBRP as a promising site for equitable knowledge production because this approach can provide richer

understandings of the social organization of housing, homelessness, and precarity (Malenfant, 2020; Roche, 2010). Smith and Malenfant expand on this work by conceptualizing research justice as integral to closing the gap between scholarly inquiry and social change and by critical reflection on how research processes can mirror and perpetuate social inequalities found within broader social structures (eg. hierarchies of knowledge and violent exclusion). This paper outlines tangible methodological examples from the authors' works in Ottawa and Montréal; including findings on co-creation with PWLLE, research for action, and the emotional, physical and mental labour required to develop justice-oriented collaborative work for social change.

(SMH5) Complicating Race in the Study of Mental and Physical Health

Date: Friday, May 20 Time (ET): 11:00 AM - 12:00 PM

Racial disparities in health are large and persistent. While decades of research have clearly established race-based disparities in health, less attention has been paid to the way in which race is conceptualized and measured in the study of health disparities. This presentation is based on a study that uses a comparative perspective on race, nativity, and health to advance knowledge on whether there is heterogeneity in the health status of Black and White populations across nation states and how different social contexts influence the racial patterning of health.

Moderator: Jinette Comeau, King's University College at Western

Keynote Speaker: Patricia Louie, University of Washington

(SOM5I) Sociology of Migration: Multiculturalism and Citizenship

Date: Friday, May 20 Time (ET): 11:00 AM - 12:30 PM

As a sociological fact and as an ideology, multiculturalism refers to the presence of people from diverse racial and ethnic backgrounds who have full participation in Canadian society. But it is true? What about racialized groups – how do they interpret and understand multiculturalism? How do they approach multiculturalism to negotiate their rights and belonging to Canada? Similarly, how welcome do immigrants feel in their communities? These questions are at the heart of the first two presentations in this session. The issue of inclusion extends to the "closeness" and "openness" of citizenship in different countries and with different ethnocultural minorities. The final paper in this session provides insights into citizenship regimes in Eurasia and Eastern Europe.

Organizers: Monica Boyd, University of Toronto, Lisa Kaida, McMaster University, Rima Wilkes, University of British Columbia

Chair: Matthew Hayes, St. Thomas University

Presentations:

1. Following up on Canada's Cultural Mosaic: The Experiences of Canadian Immigrants in their Communities.

Presenter: Brayden Dawson, King's University College at Western

Canada is well known to hold dear to its multicultural identity (Hiebert 2006), having enshrined multicultural guarantees into the Canadian Charter of Rights and Freedoms. However, this ideology has not, after nearly 40 years, translated into an equitable society for Canadian minority groups (Picot and Sweetman 2012). To begin to address such inequities, the goal of this research study is to identify how welcome immigrants feel in their community in comparison to their Canadian born counterparts. Divergence in social cohesion experienced by immigrant populations is theoretically associated with social inequity (Ballet and Bazin 2020). The rationale for this inquiry is rooted in this prior research, and theoretical background, that identifies social cohesion as a key indicator of social equity (Ballet and Bazin 2020). Thus, the degree to which one feels welcome in their community is used a proxy for social cohesion, which is itself an indicator of social equity. This study finds that immigrant populations are 14.5 percent more likely to feel not welcome in their communities, without control variables. After controlling for income this association becomes non- significant. This is to say that the relationship is potentially spurious, and that immigrant populations likely belong to particular (lower) income groups that increasingly report not feeling welcome in their community. While income control interestingly causes a spurious relationship between immigrant status and thew degree to which one feels welcome their community, crime perception presents an alarming result. The finding that individuals who perceive their community as high crime are 377.8 percent more likely to feel not welcome in their community commands a great deal of attention, both from the perspective of divergent social outcomes experienced by immigrants, and the implications it poses to members of high crime communities as a whole.

2. The Politics of Citizenship Ethnicization in Eurasia: The further East the Worse?

Presenter: Matvey Lomonosov, University of Tyumen and Russian Presidential Academy of National Economy and Public Administration

There is growing literature that explains the "closeness" and "openness" of citizenship in different countries for migrants and ethnocultural minorities. A comparative study of post-Soviet citizenship regimes is insightful for several reasons. First, the Eurasian migration system is one of the “poles” in the global movement of people. Second, all post-Soviet countries have had the same point of departure - the Soviet citizenship law, welfare state, and left ideology. Finally, the countries in the region have developed dissimilar political regimes and (and, thus?) have been subject to different levels of horizontal and vertical external pressures from the EU institutions, Russia, and neighboring states. For this study, I have constructed a longitudinal comparative table of citizenship legislation in all CIS and Baltic countries based on the Citizenship Policy Index, plus other regionally-relevant indicators (see: Shevel, 2017). My analysis of citizenship regimes reveals several unexpected tendencies, both promising and alarming in terms of formulating policy for social inclusion. These tendencies question existing explanations mostly based on OECD

samples. Post-Soviet citizenship legislation preserves many similarities, despite significant differences in structural conditions and development trajectories since the collapse of the USSR. The citizenship regimes in Central Asia are relatively "open" and moderately ethnicized, despite many countervailing demographic, security, historical, and political factors, and a low level of Western pressure. The regimes of citizenship in Azerbaijan and Moldova are the most open in Eurasia, despite significant differences in structural conditions and even their work in favor of ethnicization (border and ethnic conflict). The citizenship regimes in structurally close Azerbaijan and Georgia are opposite. Democratic and well-reformed Georgia has one of the most ethnicized regimes in Eurasia and Eastern Europe. These findings warrant a more careful account of factors and actors influencing ethnocultural boundary-making in the domains of state membership and human rights for better public policy.

(TEA1) Teaching and Learning

Date: Friday, May 20 Time (ET): 11:00 AM - 12:30 PM

Sociologists bring into their classrooms a variety of teaching and learning strategies and techniques. This session broadly highlight current issues in student learning or emerging teaching strategies in Canada and beyond.

Organizer and Chair: Silvia Bartolic, University of British Columbia

Presentations:

1. Unequal Access to Internet and the Impacts on Online Learning During COVID-19: An Autoethnographic Study

Presenter: Sarah Masri, McMaster University

The COVID-19 pandemic has affected almost all aspects of social life, including the ways that education is delivered and accessed. As a result of the pandemic, students and teachers had to shift and adapt to remote learning. However, given the relatively new shift to online learning, there is little research done on access to tools, such as stable internet connection, for students across Ontario and some of the barriers that students from lower socioeconomic status face when trying to access online learning. Indeed, unequal access to Internet in Canada is correlated with socioeconomic status, rural/urban neighborhood, and level of education (Haight, Quan-Haase, and Corbett 2014). Addressing the unequal access to internet in Ontario is important to explore in order to spark conversations about gaps in existing policies and recommendations for how resources may be better accessed. Using an autoethnographic approach based on my personal experience working with a non-profit organization tutoring high school students over the course of two months, I will reflect upon my tutoring experience, exploring the student-tutor relationship in relation to my Arab Muslim background. The autoethnographic method will allow me to better understand how my religious and cultural background shapes my experience as a tutor in the context of online learning and to gain insight into access to resources from the tutoring perspective (Starr 2010).

2. Enhancing Teaching with Personalized Feedback: Instructor Perspectives on Leveraging Learning Analytics

Presenter: June Lam, University of British Columbia
Non-presenting authors: Kenneth Lao, University of British Columbia; Silvia Bartolic, University of British Columbia

Instructors and students are generally unsatisfied with the process of giving and receiving feedback (Bohnacker-Bruce, 2013; Mulliner and Tucker, 2017). With increasing class sizes and student diversity in many higher education institutions, providing personalized effective feedback has proven especially difficult due to concerns about feedback consistency, limited time, and insufficient resources of the faculty. Through the use of 'nudge' theory, Fritz (2017) claims that learning analytic data can be employed to nudge students to take responsibility for their learning. Recent research has shown that this process is associated with a range of beneficial outcomes, including positive perceptions of feedback (Lim et al. 2021a), sustained engagement (Lim et al. 2021b), and increased academic achievement (Pardo et al. 2019). By conducting a series of structured interviews with faculty instructors at a Canadian public university, we test the validity of these associations and present instructors' perspectives on the use of OnTask, a learning analytics tool, to provide effective feedback at scale. Drawing on qualitative data, our study objectives are threefold: to (1) describe instructor perspectives on reasons for and challenges of providing personalized effective feedback, (2) gauge the efficacy of a learning analytics tool to provide personalized feedback at scale for use by instructors, and (3) finally explore how teaching is enhanced through the use of learning analytics to provide feedback.

(VLS4) Violence as a Cultural Process: Subjectivity and the State

Date: Friday, May 20 Time (ET): 11:00 AM - 12:30 PM

How do people construct the meanings they attach to violence? One on end, sociological studies of violence and culture have looked at how cultural institutions represent violence; on the other end, symbolic interactionists have looked at how people participate in and enact violence. Violence as a Cultural Process is a recurring session that aims to advance sociological theories, methods, and empirical explorations of how people come to understand violence. What conceptual frameworks and experiences enhance or prevent various meanings of violence? This year's session focuses on the relationship between subjective experiences and state structures in creating meanings of violence.

Organizers: Lily Ivanova, University of British Columbia, Marie Laperriere, Northwestern University

Chair: Lily Ivanova, University of British Columbia

Presentations:

1. Treating Violence and the Totalitarian Diet: Violence as Symptom and the Tendency of the Subject for Totalization

Presenter: Matty Peters, Carleton University

The statement “an increase of violence” has been uttered by all corners of social and political life as a rhetorical tool, but the issue is that this statement is often contradictory to historical processes. One cannot say there is an increase in anti-black violence without undermining the level of anti-black violence by the slave trade, that there is an increase in anti-Indigenous violence without undermining the level of anti-Indigenous violence during the 60’s scoop, that there is an increase in class oppression without undermining the level of class oppression in the pre-union industrial era. However, it would also be incorrect to state that any of these examples of violence has seen a reduction. Instead, I will discuss in this conference the importance of moving away from the question, “What is violence, and how to we study it” to, “What does violence do, and when does something become violent?”, specifically by and for the subject. By using historical comparisons such as Ancient Rome and Current Canadian Politics, and, the Sixties Scoop and the Defund the Police Movement, I will discuss how the individual’s experience of violence is not fixed but, rather, contextually contingent on the disparity between the modes of subjection and the subject’s modes of subjectivation. Additionally, I will then discuss the problematic contingent outcome of this thesis, being the tendency of the subject to crave totalization. In other words, if violence is a symptom of the disparity between the state’s subjection and the subject’s preferred subjectivation, then the subject will always prefer a homogenized form of power that adheres more closely to their ethics of power and will be willing to see that modality of power imposed through a wider array of means.

2. Survivors' Views of Family Courts: Findings from the Canadian Domestic Homicide Prevention Initiative with Vulnerable Populations (CDHPIVP)

Presenter: Robert Nonomura, Western University

The voices of family violence (FV) survivors play a vital role in informing just and equitable responses to violence in family courts and in society more broadly. Their experiences reveal critical gaps, failures, silences, and injustices, as well as vital acts of resilience, indicators of progress, and powerful reminders of what is at stake in the everyday work of legal professionals, gender-based violence advocates, and social researchers. This paper examines key issues in family law that survivors shared with the Canadian Domestic Homicide Prevention Initiative with Vulnerable Populations (CDHPIVP) project, a six-year national research project. It centralizes the perspectives of survivors as a form of critical knowledge into how abuse is perpetrated (and often exacerbated) in the context of family court proceedings. The paper examines key findings from the CDHPIVP project that pertain directly to the family law sector, but these also bear relevance to processes of FV more broadly. Specifically, the paper shares survivors’ insights of how coercive control, barriers to support, and the legal system itself shape processes of continued violence and/or secondary victimization. It also reflects upon ways that legal professionals can empower survivors with trauma and violence informed approaches to engaging with clients.

3. Terror Fatwas and Counter-Terror Fatwas: Minimizing the Religious Legitimation of Violence

Presenter: Nima Karimi, University of Waterloo

Fatwas are religious edicts that influence large segments of the Muslim community preoccupied with attaining paradise by adhering to prescribed and proscribed actions. Fatwas help oversee all aspects of human behaviour, and while they are usually issued to address moral issues encountered by followers, some fatwas calling for war and jihad also have been issued. Even in recent history, cases abound where fatwas inciting terrorism have been issued, and with devastating consequences. While terror fatwas have been effective in inciting terrorist actions, counter-terror fatwas seeking to do the opposite seem to have been far less efficacious. Situated within a sparse and problematic research literature, this paper argues that counter-terror fatwas have been ineffective because they do not interact directly with the scriptural core of Islamist terrorism ideology. They have not challenged the Qur'anic verses that endorse violence. Further, the counter-terror fatwas have not received the digital news coverage required to succeed. These conclusions stem from the analysis of a data set of these fatwas, using a four-fold typology. This analysis is supplemented by interviews with counter-terror fatwa issuers, an Islamic law scholar, and a religious cleric to enhance the findings, and ends with suggestions for how the counter-terror fatwas might become more effective.

(ANS1) Species Inclusivity in Sociology

Date: Friday, May 20 Time (ET): 1:00 PM - 2:30 PM

Inclusivity is central to igniting positive change in Canadian society. In this session, sociological and cultural scholars from across the country present timely and progressive work that foregrounds the nonhuman animals in our society. Presentations include the therapeutic and environmental value of working with other species, the socio-political framing of animal agribusiness "gag" laws, and anti-speciesist-oriented teaching and learning in post-secondary education.

Organizers and Chairs: Rochelle Stevenson, Thompson Rivers University and Sarah May Lindsay, McMaster University

Presentations:

1. Healing with Honey Bee Hives: Exploring Affective Relationships of Insect Trauma Support
Presenter: Pamela Forgrave, Trent Univeristy

Being in nature and with nonhuman animals has proven to be effective in treating depression and mental illness. What does the therapeutic interaction do for nature and animals? Are their lives/situations improved by helping humans? Certain animals are included in the category of therapeutic animals, such as horses and dogs, while others, insects, are not. To understand this separation, I draw on Haraway's "companion species" to argue that 'Apis mellifera', the European honey bee, is a therapeutic animal. The community of the hive is a metaphor for the connections offered by beekeeping and the facility with which bees demonstrate the interconnectedness of humans and nonhumans. I examine available reports from Hives for Humanity an organization working with homeless and addicted people living in Vancouver's Downtown Eastside, and

'Heroes to Hives', a veteran group using beekeeping for Post Traumatic Stress Disorder to consider how each organization represents their relationship with bee companions. Honey bees are also key actors in the agricultural stability of Canada and the United States. While humans have always used the products of beehives, the shift to technoscience after World War II has resulted in unprecedented hive product exploitation while simultaneously distancing humans from the care practices of beekeeping and resulting in the current “damaged but managed” approach to bee management. Initiatives to protect bees and support individuals by engaging vulnerable populations in the practice of beekeeping initially appear to be positive for both human and nonhuman participants. However, remaining committed to the project of protection and connection must be able to resist the temptations offered by capitalism and consumerism.

2. Teaching and Learning Critical Animal Studies
Presenter: Sarah May Lindsay, McMaster University

Critical Animal Studies (CAS) is a field concerned with speciesist attitudes and actions in society, seeking change and equality, for the emancipation of all beings. This study reports on the experiences of a Canadian graduate student teaching a graduate-level Introduction to Critical Animal Studies course at a Human-Animal Studies (HAS) college program in the United States. Textual analysis is performed on the students’ discussion posts, the main component of this online course. Noted themes are the emotional, psychological, and physical reactions to the readings and documentaries included in the class, claims of change-making or ontological shifts, and exemplary student engagement and critical thinking. These findings point to the value and challenges of including students intensely and centrally in the learning process as well as CAS in a HAS curriculum.

3. The Socio-Political Framing of Ag-Gag Laws in Canada: An Analysis of Justifications for Doing the Wrong Thing
Presenter: Tayler Zavitz, University of Victoria

This research explores the current socio-political framing of ag-gag laws in Canada, and the ways in which politicians and industry personnel justify their support of the legislation. These laws, both at the provincial and federal levels, aim to explicitly silence and criminalize animal activists who are exposing the truth about the animal agriculture industry. Building upon the current available scholarship, this paper explores the on-going rationalizations for this legislation, with a particular focus on the specific language being used by its political and industry supporters, at a time where representations of animal activists are often rife with ecoterrorist rhetoric, and how the language used perpetuates the political framing of farmers as mere victims and activists as offenders.

(APS3) Igniting Change through Applied Research

Date: Friday, May 20 Time (ET): 1:00 PM - 2:30 PM

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 features papers and presentations on topics related to broadening the role of applied and community-based social science research in sociology.

Organizer and Chair: Michelle Maroto, University of Alberta

Presentations:

1. Thinking Ahead: How We Can Work With Children Exposed to Maternal Heroin Use
Presenter: Jake Maiuri, Brock University

Prior research indicates that comprehensive, accessible, and immediate services tailored to a child's needs can contribute to more stable development. This study attempts to describe the importance of early intervention-based strategies for children exposed to maternal heroin use. The study describes a ten-year developmental period of one male child exposed to maternal heroin use prenatally. This description includes examination and assessment of medical documents, interviews, and field observations. There is currently a gap in services and intervention tailored to children exposed to maternal heroin use, which this research attempts to describe the importance of and strives for immediate attention. The results of this study point to the adoptive mother as an integral protective factor against biological vulnerabilities. The data is especially informative for future adoptive and foster parents caring for children exposed to maternal drug use.

2. Ensuring social inclusion of isolated seniors through Technology, Access, and Support for Seniors (TASS): A community academic partnership
Presenters: Lois Kamenitz, York University; Noor Din, Human Endeavour

TASS technology was developed as an antidote to COVID-19, as a way to keep seniors engaged, informed, active socially, physically, and emotionally healthy. As such, it represented an innovative approach to senior program delivery and organizational capacity building during COVID-19. The Technology, Access, and Support for Seniors (TASS) project was initiated in May 2020 by Human Endeavour, a community organization serving seniors in York Region. In March 2020, the global pandemic forced public spaces to close and in-person programs to be cancelled. Recognizing the need to pivot to online program delivery, Human Endeavour and partners obtained grants to purchase, lend and distribute, at no cost, over 400 easy-to-use, senior friendly,

integrated android tablets preloaded with apps, data, and security to vulnerable seniors, identified by United Way Greater Toronto, the Municipalities of York and Muskoka, and eleven senior serving organizations. In June 2021, the TASS evaluation project led by York University researchers commenced. Its main purpose was to evaluate the effectiveness of the TASS project in bridging the digital divide for a broad range of seniors who had participated in the project. In our presentation, we will provide the general and specific objectives of the TASS evaluation study, its target population, and quantitative and qualitative data assessing its effectiveness in removing barriers and connecting both seniors and senior serving organizations with the digital world. We will also provide information on technology currently in development at Human Endeavour which will enhance the efficiency of the senior serving sector to serve the aging population effectively and play an expanded role in both ensuring the health and well-being of seniors and their ability to age in place.

3. A Job Well Done: The Sociologist as Implementation Scientist
Presenter: Brittin Wagner, University of Minnesota

Sociologists, though well-positioned to examine the intentions and impacts of myriad social relationships and institutions, may seldom realize that the serious study of social forces is well-recognized and valued outside the field of sociology. In this paper, I present the field of implementation science as the methodological study of norms and behavior in health care, applied sociology under a different name. I first compare the training, tools, and activities of sociologists with those of implementation scientists, and explain how each would (or could) interface with health system research scientists, evidence-based (health care) practice guideline developers, and health systems decisionmakers. Second, I highlight how contexts, processes, and outcomes in health care are approached by the implementation scientist in much the same way, with similar methodological needs and theoretical considerations, as within sociological theory and research. Third, I present similarities between the sociologist's search for gaps between values, norms, behavior, and outcomes for individuals and groups, with the implementation scientist's exploration of the intentions of health care practice, program or policy versus their impacts. Last, I argue that for the sociologist as much as for the implementation scientist, the choices of what research questions we ask, and how we measure and report their answers, ethical considerations and implications for social equity are the same. One job, or one project, at a time, the choices we make about inquiry and method can ignite change from within the field of sociology. Failing that, our actions may spark other fields of study.

(BCS3) "But where are you really from?"

Date: Friday, May 20 Time (ET): 1:00 PM - 2:00 PM

This event will be held in English with simultaneous translation in French.

Using the analytical insights of Black political thought and the hard lessons learned from a decade of moving back and forth across the Canada/US border, Debra Thompson explores the boundaries of racial belonging, considers the peculiar nuances of racism in Canada and the United

States, revels in the resilience of freedom dreams that link and inspire Black people across national borders, and, ultimately asks what it means to be in a place, but not of that place. This session has been organized by the CSA Black Caucus.

Keynote Speaker: Debra Thompson, Associate Professor of Political Science and Canada Research Chair in Racial Inequality in Democratic Societies, McGill University

Moderator: Natalie Delia Deckard, University of Windsor

(CHS2) New Directions in Historical Sociology
Nouvelle orientations en sociologie historique

Date: Friday, May 20 Time (ET): 1:00 PM - 2:30 PM

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.

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.

Organizer and Chair: Guillaume Durou, University of Alberta

Presentations:

1. Mesurer « La vague croissante d'antisémitisme dans cette province » : Une sociologie historique des actes antisémites au Québec, 1890-1939 / Measuring "The Growing Tide of Anti-Semitism in This Province": A Historical Sociology of Anti-Semitic Offenses in Québec (1890-1939)

Presenters: Guillaume Durou, University of Alberta; Olivier Audet, Université du Québec à Montréal

Le Canada a longtemps été perçu comme un « royaume paisible » ayant fait l'expérience de très peu de violence dans son histoire. Ce mythe d'une société pacifique a pour effet de dissimuler des dynamiques sous-jacentes d'un pays qui a pourtant vécu plusieurs épisodes de violence, qu'on pense aux répressions militaires lors des grèves ou durant les élections. Or la violence peut prendre diverses formes et pour cette raison, l'antisémitisme apparaît ici comme une véritable expérience de la violence aux intensités diverses, qui traverse toute la fin du 19e et la première moitié du 20e siècle. Dans cette présentation, nous nous intéresserons exclusivement au Québec. En effet, il existe une longue histoire d'antisémitisme, très bien documentée (Anctil, 2021, 2017; Durou, 2020, 2019; Robinson, 2015), mais très peu soucieuses d'en répertorier les actes, et donner sens aux tendances sur la longue durée. C'est le défi que se propose de relever cette recherche : identifier les actes antisémites de 1890 jusqu'à 1939, d'en catégoriser la nature et d'en expliquer le développement, les ruptures, les continuités dans le temps. La question centrale qui motive cette recherche est de savoir à quelles périodes se sont concentrés les actes antisémites et pourquoi en était-il ainsi. Ce n'est donc pas les motivations des acteurs derrière

ses actes qui nous intéressent de prime abord, mais bien leur quantification et leur évolution. Notre présentation fera d'abord le point sur les contributions récentes au sujet de l'antisémitisme au Québec et au Canada. Ensuite nous discuterons de la méthodologie employée pour « cartographier » le phénomène sur la longue durée, de ses limites et ensuite, nous présenterons nos résultats et proposerons des pistes d'explications.

2. From Classification to Metrics: The Order of Social Things
Presenters: Zohreh BayatRizi, University of Alberta; Ariane Hanemaayer, Brandon University and University of Exceter; Guillaume Durou, Campus Saint-Jean, University of Alberta; Gary Barron, Lethbridge College

This paper is a contribution to the history of sociological concepts and, more broadly, the history of sociological thought. In this chapter we will give an overview of the modern history of classifications of "social things and beings" going back to the mid-17th century. We will look at the development of classifications for social groups, states of mind, states of health, and others with a particular focus on the emergence of techniques that render groups knowable. By considering the historical antecedents to modern ways of ordering life, including statistics, epidemiology, ranking, quantification, and other examples, we explain how the predominant categories of social life, such as social class (e.g., upper, middle, working class), abnormality (e.g., The Diagnostic and Statistical Manual of Mental Disorders), academic job performance, healthy lifestyles, and others, have been generated by various social sciences. We argue that classification plays a fundamental role in shaping individual subjectivity via the "quantified self." We then outline how the emergence of the contemporary metrics are linked to broader governmental strategies, such as eugenics and neoliberalism, through their deployment by state actors as rationales for the intervention and control of identified groups.

3. Why is Trust Lower in Quebec? A Cultural Explanation
Presenter: Andrew Dawson, York University, Glendon Campus
Non-presenting author: Cary Wu, York University

In this article, we provide a cultural explanation of a long-standing trust puzzle in CanadaQuebecers' trust much less than their fellow Canadians. Specifically, we develop a novel approach to empirically assess the historical influence of the Catholic Church, using the Quiet Revolution (a period of abrupt modernization in Quebec) as a natural experiment. We find that older cohorts socialized prior to the Quiet Revolution are significantly less trusting, a distinctive trend that is most pronounced among Catholics. Conversely, in the rest of Canada older cohorts are more trusting, following the trend commonly found in other countries. Furthermore, measures of both religious beliefs and modernization account for a large part of the birth cohort trust gap in Quebec. The findings suggest that low trust in Quebec is rooted in the province's Catholic cultural heritage, but that the legacy of the Quiet Revolution is gradually changing the trust culture.

4. The Costa Rican Solidarist Movement and the Catholic Church
Presenter: Afshan Golriz , Concordia University

This paper looks at the impact of the Catholic Church on the Movimiento Solidarista Costarricense (MSC), (the Costa Rican Solidarist Movement), from the late 1970s to present. Through 11 years of ethnographic fieldwork and 40 semi-structured interviews with current and former employees of the Pineapple Development Corporation (Pindeco), the paper addresses the evolution of the impact of the Catholic Church on the MSC and its supporters from the 1970s to present. Historically, the second rise of the MSC in the 1970s has been attributed to the backing of the Catholic Church by the Escuela Social Juan XXIII (ESJ23), through its promotion of the solidarist philosophy as the manifestation of authentic Christianity. This paper studies the relationship between the Catholic Church and Solidarismo today, through interviews with workers of Pindeco in Volcán, a rural region of Costa Rica. While the interviewees are at once Catholic churchgoers and MSC affiliates, this paper more closely examines the degree to which their religious observance impacts their support for the MSC today. Through a historical analysis of the MSC and empirical interview data, the paper demonstrates that religious observance, though no longer through the ESJ23 as it was in the 1970s, continues to impact the practice of Solidarism among Pindeco workers.

(CSF2) Reimagining Childcare, Parental Leave, and Employment Policies for Diverse Canadian Families

Date: Friday, May 20 Time (ET): 1:00 PM - 2:30 PM

The COVID-19 pandemic has spurred critical and much needed attention to childcare services as well as to wider sets of social policies that address and respond to people's paid work and unpaid care work. This panel explores three intra-connected critical pillars of Canada's (federal, provincial, territorial) social policy architectures—early learning and childcare services, parental leave (and parenting leaves more broadly), and employment policies. We examine these in the context of COVID-19 and its long-term impacts on the lives of families and parents. We draw on research and analysis, including work-in-progress, that has been taken on, partly or wholly in response to the pandemic. We also highlight key issues that need to be considered in research, advocacy, policy development, and in teaching sociology about equitable and transformative social policies for diverse families.

Moderator: Andrea Doucet, Brock University

Panelists and Presentations:

Sophie Mathieu, The Vanier Institute of the Family
Trina McKellep, University of Manitoba
Martha Friendly, Childcare Resource and Research Unit [CRRU]
Kate Bezanson, Brock University
Rebecca Qin, University of British Columbia

(DEV1) Colonial and Racial Encounters in Development Discourse

Date: Friday, May 20 Time (ET): 1:00 PM - 2:30 PM

This session features 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.

Organizer and Chair: Liam Swiss, Memorial University

Presentations:

1. The Oilfields of Mesopotamia: Resource Conflict, Oil Extraction, and Heritage Dispossession in Iraq

Presenter: Isra Saymour, University of Toronto

The 2003 invasion of Iraq, led by the U.S. Coalition forces, is amongst the most politically and culturally significant events of the twenty-first century. Research across disciplines has linked the war to ongoing colonial and imperial regimes of oil extraction, which, in West and Central Asia, take the form of exploitive structures in the guise of political and economic "development". And while a significant body of work in the social sciences casts light on the role of oil in fuelling war and ongoing instabilities in the region, as well as its connections to discourses of "freedom" and "democracy," less attention has been paid to how resource conflicts in Iraq spill into social and cultural realms that are purportedly unconnected to oil, and the colonial implications of this. This paper attends to a particularly significant one of these realms: the looting and destruction of the cultural heritage of Iraq, and the immaterial social, cultural, and political consequences for the Iraqi people. Drawing on a multidisciplinary array of secondary sources, the current analysis links oil, conflict, and culture against a (neo)colonial backdrop to illustrate that Operation Iraqi Freedom was a resource war that targeted both natural and cultural resources, leading to the parallel extraction and displacement of oil and heritage. The passive and active destruction of cultural heritage dispossessed the Iraqi people of thier autonomy and capacity for political mobilization, a strategy that allowed the establishment of a stable regime of oil extraction. This analysis presents a new reading and conceptualization of oil, heritage, and ecologies of plunder to demonstrate the ways that resource "development" works to reproduce and reinforce colonial and imperial power relations through violence and dispossession.

2. Coercive Capitalism on the Frontier

Presenter: Samuel Cohn, Texas A and M University

Frontiers are integral to the reproduction of capitalism. Ecological Marxists argue that the resource base of "old" locations of capitalist production become exhausted. Spatial fixes are

essential. Frontiers and old locations of production have different rules. Land has to be alienated from indigenous residents. This may or may not be violent. Labor is scarce on frontiers. This leads to; Use of Coerced Labor, Worker Resistance Through Escape and Collective Action, The Use of Vice To Pacify and Retain Labor. Intoxicants, Gambling and Prostitution Are Endemic. States are weak. Both distance and rough terrain inhibit the projection of force by government. Piracy and brigandage are widespread due to state weakness. Labor is a factor of protection as well as a factor of production. Workers of necessity are also soldiers. The militarization of the labor force encourages raiding by rival capitalists. Forces that protect oneself from raids can be used to raid others. Hyper-violence is intensified by skewed sex distributions. The populations of frontiers are made up of young single men. Machismo rules. Hyper-violence leads to a racialization of frontiers. This not only includes divisions between indigenous people and settlers but includes divisions within the settler population itself. The absence of families pre-empts the more typical social formation of kinship being a basis of combat organization. Ethnicity and common geographical origin become the most relevant social unit. Conflict becomes racial conflict. Linguistic diversity increases the conflict between ethnic groups. Frontiers are veritable Towers of Babel with vast language differences within indigenous and settler groups alike. Misunderstandings are common. These principles are illustrated with materials from nineteenth-century Malaysia and Texas.

3. Personal Identification and the Social Determinants of Health: Indigenous Peoples and Settler colonialism in Canada's Rural North

Presenter: Chris Sanders, Lakehead University
Non-presenting author: Kristin Burnett, Lakehead University

The role played by the Social Determinants of Health (SDoH) in making possible the social, economic, and political conditions that assist people and communities with achieving health and well-being is well established. Unfortunately, access to many SDoH are strictly controlled by forms of state-issue personal identification such as birth certificates, without which individuals cannot access government supports and benefits, financial institutions, emergency food programs, different modes of transportation, and so on. This presentation explores ways that PID regulates the ability of people living in rural northern Ontario especially Indigenous peoples to use essential services and supports and, in turn, how that shapes the ability of people to access the SDoH. In particular, we illuminate how key life stage moments trigger the need for personal identification and how barriers created and exacerbated by settler colonialism, racism, and rural geography complicate access to PID during these critical life moments. We argue that the barriers to personal identification take on a particularly distinct form in northern Ontario that is reflective of the region’s historical and ongoing practices of settler colonialism, resulting in Indigenous peoples being uniquely affected by barriers to obtaining and keeping PID.

(FEM10) Ecofeminist Activism: Challenging the Climate Crisis and Envisioning Alternative Futures

Date: Friday, May 20 Time (ET): 1:00 PM - 2:30 PM

This session considers how ecofeminist ethics, feminist film and video, and social movements are reconfiguring our imaginaries and repositioning the power of feminist, ecological and Indigenous knowledges to confront the climate crisis. Papers are presented 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, love, abundance, and respect.

Organizers and Chairs: Ronnie Joy Leah, Athabasca University, Leigh Brownhill, Athabasca University; Linda Christiansen-Ruffman, Saint Mary's University

Presentations:

1. The Future is Ecofeminist
Presenter: Leigh Brownhill, Athabasca University

Rooted in the dual exploitation of nature and human labour power, capitalism has set the global economy, from the beginning, against the maintenance of a habitable climate and of the conditions for the health, well-being and full development of the potentials of the majority of humanity. At a time of wealth disparities of epic and growing proportions, in the midst of a pandemic that is causing billions to re-evaluate their livelihoods, living situations, and their priorities, ecofeminist analyses and activisms point through the fog of despair towards the reconstruction of social and ecological relationships that recognize and build on care, interdependence, and the rights of Nature. Using the term "ecofeminist" broadly, this paper looks at diverse ecofeminist contributions to remaking society and economies fit for the future.

2. Madly, Passionately, Fiercely: On Ecology, Sexuality, and Feminism
Presenter: Jennifer O'Connor, York University

"We are the ecosexuals" write Annie Sprinkle and Beth Stephens to begin their "Ecosex Manifesto". "The Earth is our lover. We are madly, passionately, and fiercely in love and we are grateful for this relationship each and every day." In this paper, I will explore the theory and practice of ecosexuality as it relates to contemporary feminist film and video. The "Ecosex Manifesto" prescribes a way of interacting with the world in ways that challenge hierarchy, embrace the senses, inspire action, and open ourselves to new associations, ideas, and possibilities. Some films I will consider are Isabelle Hayeur's Solastalgia (2015), Allyson Mitchell and Deirdre Logue's Hers Is Still a Dank Cave (2016), Nicole Rayburn's Consume Repeat #2 (2016), and Annie Sprinkle and Beth Stephens' Water Makes Us Wet (2017).

3. Council of All Beings: Ecofeminist activism and sacred ecology practices.
Presenter: Ronnie Leah, Athabasca University

The Council of All Beings allows us to see with new eyes and remember our kinship with all beings. This communal ritual allows us to step aside from our human identity and speak on behalf of other life-forms. We are asked to remember our deep and ancient connection with Gaia, the living Earth, so that we may envision and create a life-sustaining culture. The Council of All Beings is an embodied, creative process which connects us with the ancient knowledge of The Great Mother and all Her children. Through the sacred space created by the Council, we come to hear, feel, and know other beings more deeply, and to experience our interconnectedness with all of life. We allow ourselves to be chosen by another life-form for whom we will speak in the Council of All Beings. As the beings speak through us, we become aware of the grave threats of the climate crisis faced by all life forms (including other animal species, the waters, the trees, the Earth herself), and we gather wisdom and courage to face the climate crisis. This experiential process is an integral part of the Spiral of The Work That Reconnects, based on the work of deep ecologist Joanna Macy as the root teacher. The Council offers us a sacred practice of kinship with all beings, as it exemplifies the paradigm shift needed to move beyond the Anthropocene.

(SCL4B) Culture, Inequality, Recognition

Date: Friday, May 20 Time (ET): 1:00 PM - 2:30 PM

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.

Organizers: Dean Ray, York University, Mervyn Horgan, University of Guelph, Connie Phung, Concordia University

Chairs: Connie Phung, Concordia University

Presentations:

1. Hunting and Fishing, Treaty Opposition and Settler Colonialism
Presenter: Nick Martino, McMaster University

Since the 19th century, sport hunting/fishing has fundamentally contributed in myriad ways to the underlying processes that fuel settler colonialism and nation building. At its core, the longstanding opposition to Indigenous peoples' treaty hunting/fishing rights among settler sport hunters/anglers and organizations is one avenue that works to uphold settler Canadians' power and privileges, undermine Indigenous sovereignty, stewardship and connections to the land, and sustain colonial and racialized structures. Interviews with 55 non-Indigenous Canadian hunters/anglers and data from social media revealed that acquiring and maintaining a hunter/angler identity involves learning and adopting a multifaceted belief system, which not only includes specific values and role expectations of environmental stewardship and an emphasis on following provincial game rules, but also anti-Indigenous and anti-treaty rights ideologies. These ideologies are communicated through collectively shared frames, styles and stories reflective of Colour-Blind Racism which non-Indigenous hunters/anglers utilize to articulate and justify their treaty opposition in a seemingly fair and non-racial manner. Through this, settler Canadians perform the boundary work of defining and racializing Indigenous people as 'poachers' who are perceived to be given 'special rights' to hunt/fish unregulated in comparison to non-Indigenous, predominantly White Canadians who are considered morally and scientifically superior in terms of environmental stewardship, law-abiding behaviours and ethical hunting/fishing practices. Indeed, within hunting/fishing lies a complex set of interconnected and mutually reinforcing processes of identity formation, ethno-racialization and group positioning that cultivates or reaffirms settler Canadians' sense of group superiority and ownership over Indigenous land. Despite the pervasiveness of anti-treaty ideologies, 13 White-settler participants supported Indigenous peoples' sovereignty and treaty rights and several sought to challenge treaty opposition and the settler colonial system. In all, hunting/fishing can be a sphere where white supremacy and settler colonial structures are reinforced but also a route for settlers to become allies for decolonization.

2. Indigenous Peoples and Self-Help Cultures: How does self-help make Indigenous resistance possible?

Presenter: Dean Ray, York University

A worn ideology in sociological research is that self-help cultures makes individuals subject to neoliberalism. Through their psychological and normative discourses, their focus on self-transformation and self-empowerment, and their tendency to depoliticize the individual (locating failure and failings with the subject rather than the collective) it follows that self-help cultures render compatible persons with limited government and the progress monitoring and benchmarking advocated for in neoliberal policy reforms. Indigenous communities, like most global citizens, are enmeshed in self-help cultures, however, rather than making them subject to new forms of governance, self-help has created new cites for resistance, rendering Indigenous cultures resurgent. Centuries of colonization have created tremendous inequities between Indigenous and non-Indigenous Peoples. These are expressed in material and life expectancy differences as well as recognition gaps. Drawing on four years of ethnographic research and 40 interviews of Indigenous and non-Indigenous workers at Indigenous organizations, this paper argues that self-help and self-transformation are a key element that makes Indigenous resistance possible, allowing them to overcome the harms they have experienced from the process of

colonization. The popularity of self-help seminars and books amongst Indigenous Peoples was an early insight gleaned from the field. Indigenous Peoples, institutions, and communities pragmatically combine these sources of the self with traditional cultural practices to heal the individual and their communities, to overcome alcoholism, addiction, and trauma and create new potentialities and possibilities for our collective futures and to engage more deeply with cultural sources.

3. Mapping the Margins: An Intersectional Case Study of Young Somali Women's Spatial Patterns and Conceptualizations of their Urban Environment

Presenter: Isma Yusuf, Western University

Despite feminist and critical race scholarship growing increasingly attentive to how race and gender (e.g., Black women) and religion and gender (e.g., Muslim women) are negotiated in urban space, few studies have explored the ways in which these three identities–Black, Muslim and woman–compound to produce qualitatively distinct urban encounters and experiences irreducible to two-frame models of gender-religion or gender-race. Little is known about Black Muslim women's specific relationship to/with urban space, or how this hyper-invisible group frequently negotiates a gendered and anti-Black Islamophobia (musogynoir) when they do navigate the public realm. Required, then, is a creation of frames capable of considering what material experiences arise when the mutually constitutive and embodied categories of race, religion and gender interact in spatial place. Critical scholar Kimberlé Crenshaw (2016) cautions of the dangers that underly limited/absent frames, explaining that "without the necessary frames to think about groups residing at multiple intersections...reporters don't lead with them, policymakers don't think about them, and politicians aren't encouraged to speak to them." These individuals, Crenshaw warns, consequently "fall through the cracks of our movements, left to suffer in virtual isolation." In taking seriously Crenshaws assertions, this dissertation aims to ameliorate the current lack of frames for theorizing Black Muslim women's urban spatial negotiations by creating a project that qualitatively documents such experiences in-depth, as understood by the women themselves. This thesis utilizes mental-mapping focus groups and individual interviews with Black Muslim Somali women to explore their urban spatial schemas, and the geographies of belonging, exclusion, resilience, and of resistance engendered therein. By textually and visually illustrating this specific lived reality of existing at the intersection of race, gender, and religion, this dissertation contributes critically to Black Feminist Thought (BFT) and the budding area of Black Muslim geographies.

4. Recognition, intersubjectivity and an ethics of sociality: towards a minimalist theory of solidarity

Presenter: Mervyn Horgan, University of Guelph

Recognition theory casts a long shadow in Canadian scholarship and politics. At the twentieth century's close, Canadian political theorists and political philosophers advanced models of recognition that could and did direct multicultural liberal democratic government policy (Kymlicka 1995; Taylor 1994). Today, many Indigenous scholars reject the 'politics of recognition', viewing it as a means the settler-colonial state uses to bolster power (Coulthard 2014; Simpson

2014). This paper first distinguishes between the politics of recognition and recognition theory, arguing that while some forms of state recognition may be desirable or undesirable to some groups, fortunately, the state does not and cannot maintain a monopoly on recognition. Indeed, the existing dominance of political theory and political philosophy in thinking through recognition has generated theories that suffer from 'social weightlessness' (McNay 2008). Sociology and social theory may just be the right place to look to address politically thick but socially thin conceptions of recognition. Building on the above, and informed by (i) conceptual clarifications from the recognition debates between Nancy Fraser and Axel Honneth, and (ii) sociological research centering experience, interaction and everyday life (e.g. Patricia Hill Collins, Erving Goffman, Anne Rawls), I treat interaction between copresent persons as a distinct domain of recognition that may be 'loosely coupled', but is not reducible to the state. Many discussions of recognition give intersubjectivity short shrift. Sociologically, a theory finding little traction at the intersubjective level is limited. Using the example of copresent strangers in dense public spaces, I treat recognition at the intersubjective, embodied level as a necessary condition for solidarity more broadly. Taking mundane life seriously, a relationally grounded theory of intersubjective recognition becomes the cornerstone of a minimalist conception of solidarity. Recognition alone is no salve for growing inequality, but without recognition in everyday life, expanded solidarity will remain elusive.

5. Recognition Theory and Interactionism: A Dialogue
Presenter: Reiss Kruger, York University

Recognition Theory is a term which covers a range of sociological and philosophical theory. Broadly speaking it focuses on the role that human interaction plays in a host of areas of social research, especially the ethical interconnectivity of human beings, and the role others play in the development of some notion of both one's self and human consciousness. These two major areas the human 'self,' and the ethical consequences embedded in selfhood are the central concern of this work. To aid in the investigation of these phenomena, I propose that a dialogue between recognition theory and interactionist theory will be to the benefit of all. To this end, I first lay out some of the central themes and influences within recognition theory, drawing primarily upon Hegel and his various interlocutors across time, space, and theoretical circumstance (covering a range of critical race, indigenous, feminist, and Frankfurt School theories). Second, I engage with the works of Mead and Goffman to introduce some central themes within interactionist theory. Finally, I proceed to develop a dialogue of themes between these broad social theories to the aid of each, specifically focusing on the comparative areas of: gaze, communication, consciousness, selfhood, theories of the background, recognition, and questions of ethics and normativity. This work provides a starting point for bridging normative and epistemic gaps between the disciplines of sociology, social psychology, and philosophy.

(SMH1) Mental Health and Social Context

Date: Friday, May 20 Time (ET): 1:00 PM - 2:30 PM

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.

Organizers: Jinette Comeau, King's University College, Western University, Marisa Young, McMaster University

Chair: Marisa Young, McMaster University

Presentations:

1. Parental Disability in Early-life and Children's Depression in Adulthood
Presenters: Andrea Willson, Western University; Matthew Stackhouse, Western University

Childhood circumstances are a salient predictor of children's well-being in adulthood (Hargrave and Brown, 2015; Shuey and Willson, 2014). Stressful circumstances that impact a parent also represent stressors to their children (Thoits, 2010). This transmission of stress can operate through several pathways. For instance, familial processes such as family functioning (which includes effective communication, cooperative problem solving, and the bonding of family members) are key to child well-being and may be diminished by stress (Burke, 2003; Letourneau, Tramonte, and Willms, 2013). This phenomenon is compounded by the fact that higher family functioning is often associated with higher family socioeconomic status (Freistadt and Strohschein, 2013). As a result, these familial and economic factors may elevate their children's distress and depression. One overlooked family stressor is parental disability. A dearth of research has examined how parental disability is associated with children's depression into adulthood, and the extent to which family functioning levels and economic resources explain this relationship. In this paper we use the National Longitudinal Study of Children and Youth to examine the long-term effects of parents' disability during childhood on mental health in young adulthood, focusing on family functioning and family economic resources as pathways through which parents' disability could affect disparities in child mental health. Preliminary results suggest that children who experienced parental disability during early life faced a greater risk of depression in young adulthood, net of household sociodemographic and economic indicators. The inclusion of family functioning in our model indicates that it may partially explain the association between parental disability and children's mental well-being in adulthood. These early findings demonstrate the importance of examining familial processes, such as family functioning, as a resource that may be compromised when a parent experiences disability, with long-term implications for child mental health.

2. Residential and Neighbourhood Satisfaction and Mental Health in Individuals who are Waiting for Social Housing: Results from the baseline survey of the NB Housing Study

Presenters: Julia Woodhall-Melnik, University of New Brunswick; Natasha Taylor, University of New Brunswick
Non-presenting authors: Chloe Reiser, University of New Brunswick; Sarah M. LeBlanc, University of New Brunswick; Imad Dweik, University of New Brunswick; Cassandra Monette, University of New Brunswick

Canada is amid an unprecedented housing crisis. The impacts of this crisis disproportionately impact low-income renters. New Brunswick, which once offered relatively affordable accommodations, has seen 30% growth in the housing market over the past year, coupled with low vacancy rates. Further, infiltration by corporate and financialized landlords has resulted in large rent increases which are described by advocates as "inhumane" and have anecdotally threatened the mental health and wellbeing of tenants. Renovictions and non-existent tenants' rights have resulted in households moving into unaffordable and unsuitable accommodations. Using baseline data from the NB Housing Study, this paper investigates the relationship between residential and neighbourhood satisfaction and the mental health of low- income individuals who are waiting for social housing in New Brunswick (n=506). The policy and health implications of this relationship are discussed.

3. State Contexts, Job Insecurity, and Mental Well-being in the Time of COVID-19

Presenter: Yue Qian, University of British Columbia
Non-presenting author: Wen Fan, Boston College

The COVID-19 pandemic has had far-reaching economic consequences beyond its direct influence on population health. Guided by stress process theory, we theorize an amplified stress proliferation process. That is, macro-level shocks (a public health crisis and the resulting mass unemployment and containment policies) proliferate into perceived job insecurity, which in turn deteriorates mental well-being; macro-level shocks may also amplify the well-being risk of job insecurity. Drawing on three-wave nationally representative longitudinal data from May 2020 to June 2021, we use multilevel models and fixed-effects models to test these propositions among 1,320 U.S. adult workers. Results show that living in states with higher COVID-19 infection rates, higher unemployment rates, or more stringent "lockdown style" policies increases workers' perceived job insecurity. Increased job insecurity, in turn, is associated with reduced mental health and reduced life satisfaction. In addition, workers livings in states with growing COVID-19 infection rates or increasingly stringent containment policies are particularly susceptible to the mental health costs of increased job insecurity. Combined, this research takes one of the first steps to empirically demonstrate that state environments can shape well-being by affecting both workers' exposure to the stressor of job insecurity and their vulnerability in the face of insecurity.

(SOM3) The Lived Experiences of International Students in Canada

Date: Friday, May 20 Time (ET): 1:00 PM - 2:30 PM

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 feature presentations 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.

Organizers: Janice Phonepraseuth, York University, Jana Borras, York University, Nancy Mandell, York University, Lawrence Lam, York University

Presentations:

1. Vietnamese international students' navigation of migration policies in Canada, the UK and France

Presenter: Anne-Cécile Delaisse, University of British Columbia; Tasmin Barber, Oxford Brookes University

While international education is increasingly commodified and situated in a neoliberal paradigm, countries take various approaches towards international students (Phan, 2018; Kauppinen, 2015). On the one hand, Canada and the UK have adopted the model of 'academic capitalism', whereas France is transitioning from a universalist model of education to the academic capitalism model. Moreover, while Canada adopts liberal policies to attract and retain international students; France and the UK aim at attracting students yet limits their access to the labor market upon graduation. On the other hand, Vietnam is quickly becoming a major sending country of international students, in the context of its booming economy and growing middle class (Le, Robinson and Dobele, 2020). However, the experiences of Vietnamese international students remain understudied. Our study considers students from the same country of origin (i.e., Vietnam) in different receiving countries (i.e., Canada, the UK and France) in order to highlight the impact of different governmental approaches to immigration and international education, at different stages of students' experiences. Interviews were conducted with 23 Vietnamese international students in Vancouver, London and Paris. Findings address the impact of migration policies in students' choices of destination country, their obtainment and maintenance of legal status in the receiving country as well as their post-graduation plans. Conclusions highlight the importance of work experience upon graduation as part of the valued capital sought-after by international students, whether they envision permanent settlement in the receiving country or not. Moreover, there is a need to move beyond a 'stay-return' binary (Nguyen, 2018) when considering students' post-graduation plans; rather international education can constitute a stepping-stone for further mobility.

2. University Orientation or Newcomer Integration? A Collaborative Autoethnography of International Student Settlement in Canada

Presenters: Lisa Ruth Brunner, University of British Columbia; Takhmina Shokirova, University of Regina; Karun Karki, University of the Fraser Valley; Negar Valizadeh, University of Ottawa
Non-presenting author: Capucine Coustere, Université Laval

This paper uses lived experiences to critically examine the settlement of international students in Canada. We five co-authors embody diverse ethnic, racial, sexual, religious, and gender identities, yet all are (or have been) international graduate students at research-intensive Canadian universities in Canada. Through collaborative autoethnography, we highlight our (unevenly experienced) settlement challenges and situate them within the broader settlement-related literature. In doing so, we speak back to the terminology used to describe the settlement process and question who is responsible for its facilitation, especially in light of Canada's recruitment of international students as permanent residents (Brunner, 2022). We begin our paper by broadly mapping the genealogy of settlement-related terms such as assimilation, integration, inclusion, and orientation (e.g. Houtkamp, 2015; Klarenbeek, 2019). We then focus on the ways international students specifically have been positioned in much of this literature as 'sojourners' - that is, with only temporary residence intentions (Berry, 2006; Schwartz, 2010). Using the context of Canada's three-step 'edugration' system (Brunner, in press), we discuss the 'temporarily temporary' status (Rajkumar et al., 2012) of a growing number of international students in Canada today. Canada's "trial migration" policies raise questions about the provision of settlement support for certain temporary residents such as international students (Dauvergne, 2016, p. 176). After this mapping, we examine the role of Canadian universities in the settlement of international students and how we, as international students, experienced their involvement. Based on our collaborative autoethnography findings, we argue that Canadian higher education's recruitment of international students on the basis of future work and immigration possibilities presents an ethical imperative to better support their diverse settlement needs. We conclude by arguing that more coordinated efforts between the higher education and settlement sectors are required.

3. University-To-Work Transitions of South Asian and Chinese International Students

Presenters: Jana Borras, York University; Janice Phonepraseuth, York University

International students undergo many changes when coming to Canada to pursue secondary or post-secondary education. In this presentation, we discuss findings from interviews with Chinese and South Asian international students in the Greater Toronto Area (GTA) who have decided to "study and stay" post-graduation (Esses et al 2018). Using a university-to-work transition framework, we examine challenges students faced in their initial phases of adjustment, as well as those they consider most daunting now in their final stage of transitioning out of school and into the labour force. By asking them to document the significant barriers they faced as students and to evaluate which structural and socio-cultural programs and policies supported them in managing these obstacles, we reveal the ways in which different types of support – informal settlement services, friends, social media, family connections or classmates – enabled their transition from school into work. We conclude that inadequate institutional support by formal

immigration services as well as post-secondary institutions means that some early settlement issues confronting international students remain unresolved at time of graduation, thus complicating their transition out of university and into the labour market.

(TEA2) Teaching Innovations that Increase Equity

Date: Friday, May 20 Time (ET): 1:00 PM - 2:30 PM

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 features presentations that offer ways to improve equity within university courses through design, delivery, or assessment.

Organizers and Chairs: Mitchell McIvor, University of Toronto; Patricia Roach, University of Toronto

Presentations:

1. Minimizing Barriers through Open Access Education
Presenter: Kirsten Wesselow, University of British Columbia
Non-presenting author: Silvia Bartolic, University of British Columbia

It is no question that academia has an accessibility issue. From the cost of tuition to paywalls and textbook fees, the financial demands of a university education can feel insurmountable. This is why methods which attempt to offset those demands are an important piece in the facilitation of increasing the accessibility of university education. One of these methods is Open Educational Resources (OERs). These may be textbooks, courses, or even YouTube videos, all of which share the feature of being freely accessible to anyone who seeks them out. Our project aims to convert a pre-existing Family Studies textbook into an OER, and to use the content of the textbook to develop an Open Course on the same subject. In addition to changing all copyrighted materials featured in the textbook to Open Access materials, we also seek to increase equity by highlighting research on Family Studies in LGBTQ communities, Indigenous communities, POC communities, and other underrepresented communities. Through these combined efforts, we hope to increase equity through accessibility of information to students and members of the public alike, and increase representation for those using our materials.

2. Promoting Equity, Diversity, and Inclusion through Experiential Learning
Presenters: Nathan Innocente, University of Toronto; Desiree Kaunda-Wint, Kaunda Consulting

The scholarship expounding the relationship between experiential education and enriching student learning on issues of diversity and inclusion is clear: experiential education and service learning promote greater levels of citizenship and diversity awareness in students. Students interning with organizations that serve racialized communities and marginalized or disadvantaged populations develop more respectful and egalitarian views, a stronger sense of community empowerment, and more awareness about issues of diversity and inclusion. To this end, with support from an Experiential Learning Development Grant, we have redesigned our experiential learning course in sociology and criminology to focus on diversity, equity, inclusion, and community empowerment by seeking internship opportunities that connect our students to these concepts in practical ways. We employ three strategies to promote equity in teaching: we developed internship partnerships with organizations tackling anti-Black racism, disability, anti-Asian hate, diversity and inclusion, economic empowerment, mental health, and so on; we introduced tailored workshops on equity in internships and anti-Indigenous racism; and we revised existing reflection assessments to include reflections on diversity and inclusion. These efforts provide a space to explore how issues of race, diversity, and inclusion operate in complex real-world settings and organizations. Students tackle practical problems and apply their disciplinary knowledge from sociology, criminology, and law while working towards meaningful change in their communities. This presentation underscores how careful course design and experiential learning opportunities can promote equity in teaching and learning.

3. Weaving Equity and Diversity throughout Course Design
Presenter: Chris Tatham, University of Toronto

This paper discusses attempts to weave respect for equity and diversity throughout course design in a holistic manner by building components of such into lectures, assignments and assessments, as well as syllabi. Strategies discussed include the use of diverse imagery, case studies, and elements suited for multiple learning styles into lecture, building real-world events and applications into assignments and assessments, as well as including a diverse breadth of authors, including academic and non-academic voices of colour, into syllabi. To better address equity and diversity, throughout the course as a whole, assignments, evaluations and lectures should include elements for a variety of learning styles. An appreciate for social justice issues can be deepened through a repeated focus on application and how sociological concepts relate to and manifest in the everyday world. Implications for online vs in-person learning will also be discussed.

4. Building Equity into Course Designs: Evidence from Large Intro to Sociology Courses
Presenters: Mitchell McIvor, University of Toronto; Patricia Roach, University of Toronto

University students are diverse in gender, race, sexual orientation, nationality, first-language spoken, disability status, family financial and education levels, high school attended, and many other factors that can influence academic performance. Relatedly, students are diversely affected by circumstances and obligations outside the classroom that can create challenges for performance, like working multiple jobs or working long hours, commuting times, balancing classes and extra-curricular activities including caregiving, or having personal struggles that make performance in a conventional assessment framework more difficult. Endeavoring to ensure that

statuses outside of student control do not impede academic success is a necessary step towards creating equitable classrooms and communities. Further, grades and GPA are essential for getting into professional or graduate programs, and for other activities like applying for or maintaining scholarships, which makes ensuring equitable assessments critical. This presentation discusses an attempt to build equity into course structures by offering multiple opportunities to re-do and replace paper and test grades, offering multiple times in the semester to submit work, and offering the flexibility to choose assessments best suited to a student's goals, schedule, and preferences. To assess the effectiveness of these design features, quantitative and qualitative data were collected on two large Introduction to Sociology courses (one in Fall 2021, and one in Spring 2022) in which these features were introduced in the second course. The effect that these features had on student performance, feelings of stress, and feelings of belonging were assessed within and across ascribed statuses.

(THE5A) The Sociology of Morality I

Date: Friday, May 20 Time (ET): 1:00 PM - 2:30 PM

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.

Organizer and Chair: Robert Nonomura, Western University

Presentations:

1. Igniting Change: What's Emotion Got to Do with It?
Presenter: Ladan Adhami-Dorrani, York University

The modern age and the modern world or what we call modernity has pronounced the deep-seated view of emotion as a marginalized concept in relation to the concept of reason that has stood at the center of our social and political existence representing the truth. It is the phallogocentric stance of reason that has led to the prioritization of reason at the expense of emotion. Igniting change needs to overcome such dichotomous worldview of either/or mentality. To overcome emotional alienation and apathetic engulfment requires deconstructing the mainstream philosophical knowledge making and bringing reason and emotion together. This paper draws on a series of texts including Genevieve Lloyod's The Man of Reason: "Male" and "Female" in Western Philosophy, Catherine Lutz's Unnatural Emotions: Everyday Sentiments on a Micronesian Atoll and their Challenge to Western Theory, and Jacques Derrida's The Politics of Friendship and many other texts. This paper adopts a postmodern and

interpretive critical analysis in arguing that to ignite change is to overcome a dichotomous mentality and embrace emotion in providing a platform for empathy to prevail.

2. The Don Cherry Incident: On Divergent Views, Moral Trajectories, and Social Change
Presenter: Patrick Bondy, Ryle Seminary

In a Remembrance Day special of the popular sportscast Hockey Night in Canada, then-commentator Don Cherry called on "those people" in "Mississaugua" and "downtown Toronto" to "wear a poppy". He sparked a firestorm which led to his dismissal and a whirl of opinions about hockey, Canada, the meaning of words and the nature of inclusion. In discussing this incident with hockey players, parents, and fans as part of ethnographic research conducted from November 2019-March 2020, I discovered two divergent interpretations of the 'Don Cherry incident': either that it was a poor choice of words, or that it was offensive. Such differences derived not only from different gendered and racialized subject positions, but also different intellectual assumptions about morality, change, and time. I focus especially on the viewpoint that Cherry made a poor choice of words, reflecting on the role that the moral trajectories of nostalgia and constancy (the idea that nothing fundamental changes) plays. I close by suggesting that sociologists interested in social change can learn from people who rely on moral trajectories other than progressive, positive change. Calls for social change may in fact be more effective when it is intelligible from the trajectory not only of progress (positive change over time) but also constancy and nostalgia. These findings are produced in conversation with sociological and anthropological literature on race, ethnicity, morality, cultural change, and sport.

3. Logics and Moral Conflict: The Case of the Campus Free Speech Debate
Presenter: Julia Goldman-Hasbun, Unversity of British Columbia

This paper aims to examine the role of logics in shaping attitudes and behaviours around moralized social issues. Using the empirical case of the campus free speech debate, I investigate how students at universities across Canada and the U.S. justify their attitudes and behaviours related to speech on campus. I interview 40 students at four campuses (two in conservative regions and two in liberal regions): the University of Alberta, the University of Alabama, the University of British Columbia, and the University of Massachusetts. I find that university students adopt a range of logics that can be placed along two axes: principle-focused vs. consequence-focused and absolutism vs. non-absolutism. Through conversations about students' experiences in early life and on campus, I find that various cultural factors (e.g., national understandings of freedom, exposure to media) and lived experiences shape participants' logics. These logics are conceptually distinct from ideology or moral beliefs. Importantly, these logics hold empirical assumptions about how speech works (e.g., how it spreads, how it shapes behaviour) and moral assumptions about how it should be dealt with. Drawing on research from cultural and cognitive sociology, I argue that the concept of logics can be used to better understand moral conflict by unpacking the empirical and moral assumptions that underlie these logics and how these are culturally transmitted. In doing so, research on moral conflict may be better positioned to understand why some social problems become moralized and what could be done to reduce polarization around these moralized issues.

(VLS5) Workplace Violence and Victimization

Date: Friday, May 20 Time (ET): 1:00 PM - 2:30 PM

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.

Organizers: Hannah Scott, Ontario Tech University, D. Scharie Tavcer, Mount Royal University

Chair: Hannah Scott, Ontario Tech University

Presentations:

1. Anything for the Art: How Ideal Worker Norms Shape Sexual Harassment and Violence in Creative Industries

Presenter: Allyson Stokes, Memorial University

The ideal worker image has been shown to reinforce gender inequality in a wide range of employment contexts, including the arts and culture sector. Yet, little attention has been paid to how the ideal artist image, or the cultural discourse surrounding it, connects to sexual harassment and violence - one of the most prevalent forms of gender discrimination in the arts. Drawing on in-depth interviews with 38 Canadian actors, I examine how three elements of the ideal artistic worker support the existence of sexual harassment: 1) the construction of artistic work as a labour of love, 2) the framing of creative genius as requiring total autonomy and artistic output as requiring the elimination of constraint, and 3) the gendered ideals surrounding networking and self-promotion. This paper contributes to theories of gendered organizations, cultural work, and sexual harassment by establishing the ways in which cultural ideals, norms, and values of art enable and excuse harassment.

2. Power and Control: An examination of workplace bullying in the education sector

Presenter: Amy Webster, Ontario Tech University

This project examined 206 cases using a mixed-methods workplace bullying online survey, specifically analyzing the results of those who reported workplace bullying in the education sector. Qualitative responses to eight survey questions were analyzed using a deductive coding process to determine whether respondents' experiences of workplace bullying in the education sector reflect tactics of power and control. Results indicated that perpetrators of workplace bullying use tactics that are present in the workplace bullying power and control wheel such as intimidation, emotional abuse, isolation, coercion and threats, minimizing denying and blaming, using co-workers using employer privilege, and economic abuse. The research supports the

workplace bullying power and control wheel (WBPCW) by Scott (2018), demonstrating that perpetrators of workplace bullying in the educator sector use power and control tactics when victimizing targets. We offer potential solutions to address workplace bullying tactics in the education sector by using the WBPCW to incite change and minimize the number of educators who are targets of bullying behaviour in the workplace.

3. "Why don't you just quit?": Examining the presumption of victim control over offenders' actions in abusive workplace situations.

Presenter: Hannah Scott, Ontario Tech University

This study examined qualitative responses to a mixed methods survey on workplace bullying, looking to understand how others in the target's support networks responded to them staying in an abusive situation. In particular, respondents often commented that remarks such as "why don't you just quit" reflected a lack of understanding by those who offered such advice, suggesting victims have control over their offenders' actions. These responses were compared literature examining victim blaming of targets of intimate partner violence (IPV), who have a long history of receiving similar advice. Overall, it was found that targets who chose to stay in abusive workplace situations and victims of IPV shared in common that leaving the abusive situation was not as easy as implied and that victims were often blamed, or made to feel guilty for, their victimization. Drawing from the IPV literature, implications of holding the victim accountable for the actions of the offender and placing blame on workers for the abuse they experience is discussed. This paper argues that by exploring the larger trends in victimization experience, changes in attitudes towards workplace abuse and how to address workplace victimization in a wider social context may be more effectively achieved.

(ANS4) Animals in Society Research Cluster Meeting

Date: Friday, May 20 Time (ET): 3:00 PM - 4:00 PM

This meeting is open to current members and those interested in learning more about our cluster activities. Attendees will have an opportunity to network with others working in this field of research and/or teaching. We welcome feedback on our current activities and encourage suggestions for future initiatives.

Chairs: Rochelle Stevenson, Thompson Rivers University; Sarah May Lindsay, McMaster University

(APS5) Applied and Community Engaged Sociology Cluster Meeting

Date: Friday, May 20 Time (ET): 3:00 PM - 4:00 PM

The Applied and Community Engaged Sociology Research Cluster invites you to join us for an informal cluster meeting. We welcome anyone who practices or is interested in applied and community-engaged sociology, including academics, undergraduate/graduate students, and independent researchers with an applied focus, as well as people working in government, NGOs, health agencies, school boards, and consulting firms. At this meeting, we will discuss the current state of the cluster, our goals and vision moving forward, and invite ideas on how to expand.

Chairs: Rachael Barton-Bridges, University of Victoria; Ashley Berard, University of Victoria

(CHS3) Comparative and Historial Sociology Research Cluster Meeting

Date: Friday, May 20 Time (ET): 3:00 PM - 4:00 PM

The Comparative and Historical Sociology Research Cluster (CHSRC) welcomes comparative, historical, and comparative-historical researchers to the annual research cluster meeting. This cluster seeks to increase communication and networking among scholars in an effort to build a stronger research community among comparative and historical researchers in Canada.

Chair: Guillaume Durou, University of Alberta, Faculté Saint-Jean

(DEV6) Sociology of Development Research Cluster Meeting

Date: Friday, May 20 Time (ET): 3:00 PM - 4:00 PM

This meeting is open to current members and those interested in learning more about our cluster activities. Attendees will have an opportunity to network with others working in this field of research and/or teaching. We welcome feedback on our current activities and encourage suggestions for future initiatives.

Chair: Liam Swiss, Memorial University

(FEM9) Drawing on Doucet: Methodological Invitation and Relation in the work of Andrea Doucet

Date: Friday, May 20 Time (ET): 3:00 PM - 4:30 PM

This roundtable session will feature a dialogue inspired by the methodological insights, innovations and contributions of Andrea Doucet. Participants in this session will speak to engaging with Doucet's scholarship and working with her as a mentor, scholar, and/or collaborator. Themes discussed will include, but are not limited to, accounts of thoughtful and considered mentorship, building feminist classrooms and encouraging collaborative knowledge, reflections on positionality and relationality through collaborative research, and the importance of wide reflexivity. We welcome active participants and listeners and will provide ample opportunities for others to join in the conversation, following an initial moderated discussion.

Moderators: Judith Taylor, University of Toronto; Lisa Smith, Douglas College

Panelists:

Agnieszka Doll, Dalhousie Univeristy
Eva Jewell, Toronto Metropolitan University
Youngcho Lee, University of Cambridge
Lisa Smith, Douglas College

Special Guest: Andrea Doucet, Brock University

(SCL7) Sociology of Culture Research Cluster Meeting

Date: Friday, May 20 Time (ET): 3:00 PM - 4:00 PM

This meeting is open to current members and those interested in learning more about our cluster activities. Attendees will have an opportunity to network with others working in this field of research and/or teaching. We welcome feedback on our current activities and encourage suggestions for future initiatives.

Chairs: Allyson Stokes, Memorial University; Saara Liinamaa, University of Guelph

(SMH6) Sociology of Mental Health Research Cluster Meeting

Date: Friday, May 20 Time (ET): 3:00 PM - 4:00 PM

This meeting is open to current members and those interested in learning more about our cluster activities. Attendees will have an opportunity to network with others working in this field of research and/or teaching. We welcome feedback on our current activities and encourage suggestions for future initiatives.

Chairs: Marisa Young, McMaster University; Jinette Comeau, King's University College, Western University

(TEA3) Teaching and Learning Cluster Meeting

Date: Friday, May 20 Time (ET): 3:00 PM - 4:00 PM

We welcome all sociologists who are interested in teaching sociology from first year through graduate school. As more and more post-secondary institutions across Canada are creating faculty positions focused on teaching, this cluster will provide this growing body of sociologists an opportunity to share ideas and promote common interests. This meeting is open to current members and those interested in learning more about our cluster activities. Attendees will have an opportunity to network with others working in this field of research and/or teaching. We welcome feedback on our current activities and encourage suggestions for future initiatives.

Chair: Silvia Bartolic, University of British Columbia

(THE5B) The Sociology of Morality II

Date: Friday, May 20 Time (ET): 3:00 PM - 4:30 PM

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.

Organizer and Chair: Robert Nonomura, Western University

Presentations:

1. Talk About Pandemic Shaming: Mediating/Mediated Moral Life in Exceptional Times
Presenter: Tara Milbrandt, Univeristy of Alberta - Augustana Faculty

The COVID-19 pandemic has been a time of magnified morality, among so many other things. It has brought our late-modern interdependencies to vivid recognition in Canada and around the world. Concerns over viral contagion have created new contexts in which the most mundane of actions can be seen to carry significant moral weight. Along with continuous and necessary individual sacrifices demanded of people during such exceptional times (large and small) the ubiquitous slogan that 'We are all in this together' has created a potent environment for public scrutiny and digital media shaming of perceived violations of public health rules to occur. Through a Durkheimian-inspired sociological imagination, in this presentation I consider and assess the conflicting visions of late-modern individualism, morality and civic life underpinning the talk about pandemic-related shaming in Canada. I draw materials primarily from mainstream news media representations and citizen commentary during the first three waves of the COVID-19 pandemic in Alberta. Using multi-modal discourse analysis, I identify and analyze the complex ways in which different perceived transgressions of pandemic restrictions were visualized and problematized in these representations. I conclude by considering what these representations and the surrounding talk about pandemic shaming reveals about moral life, individualism, and the social bond in late modern times.

2. On the Genealogy of Morals in the Americas : the Case of the Conflict of Interpretations Surrounding the Concept of Reconciliaiton
Presenter: Jean-Philippe Desmarais, Université du Québec à Montréal and École des hautes études en sciences sociales

From the perspective of a ricœurian, hermeneutical sociology and from the conceptual framework of the "public sphere" provided by the cultural sociologist Jeffrey C. Alexander, this presentation aims to acknowledge and theorize a fragment of the process of becoming of

moralities and societies in the Americas (in a transnational perspective) as socio-cultural and political controversies whose object is the issue of reconciliation with the Indigenous peoples. With the goal of critically historicizing the contemporary so-called "Era of Reconciliation" in Canada, this genealogy begins by acknowledging the first hegemonic representation of reconciliation, post-1492, that was inform by ecclesiastical imperialism : to convert all the American pagans. The meaning of reconciliation in this precise sense is theologically informed and corresponds, from the stand point of our contemporary finitude, with a form of spiritual colonialism that is now morally condemn as a central part of the genocidal "dispositif". I will argue that this theologically informed reconciliation is, on top of that, the juridical foundation of the "doctrine of discovery" with the papal bull (known as, "of donation") Inter caetera (1493). I will argue that the historical dialectics of reconciliation (sociogenesis), within this hermeneutical and genealogical stand point, starts with the (ontogenesis) work of Bartolomé de las Casas (1484-1566). After presenting my reconstruction of four different interpretations of reconciliation in his oeuvre (methodologically, with four main texts, from the period of 1514 to 1566) and schematizing their antagonistic meanings (as a conflict of interpretation inside his own dynamic oeuvre), I will conclude this presentation by addressing the two dimensions of the concept of "conflict of interpretations" : 1) the dialectic between the positive meaning of society and its counterpart, that is, the social criticism, and 2) the performative becoming of this conflict of interpretation in the drama of socio-political life.

(SCS2) CSA Student Concerns Subcommittee – Speed Meeting Social Event

Date: Friday, May 20 Time (ET): 5:00 PM - 6:30 PM

Our Conference concludes with this event to connect students with faculty across Canada. Pre-registration was required.

Organizer and Chair: Nicole Malette, University of British Columbia