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## Real Life Sociology: A Canadian Approach

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# REAL LIFE SOCIOLOGY A CANADIAN APPROACH

A RESEARCH PROJECT COMPLETED BY KRISTEN LONGDO AND ANABEL QUAN-HAASE

## MY STORY

My name is Kristen Longdo. I am a recent graduate from Western University. I received a degree in Criminology and Sociology. I was extremely lucky, and am extremely grateful to have received a grant through Head and Heart to complete Indigenous research through the summer of 2019. I worked alongside Professor Anabel Quan-Haase, who teaches in the department of Sociology at Western University. Together, we have edited her previously written textbook *Real Life Sociology: A Canadian Approach*, a textbook used in the first year course *Introduction to Sociology*, to implement more Indigenous content into each chapter.



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## MOTIVE

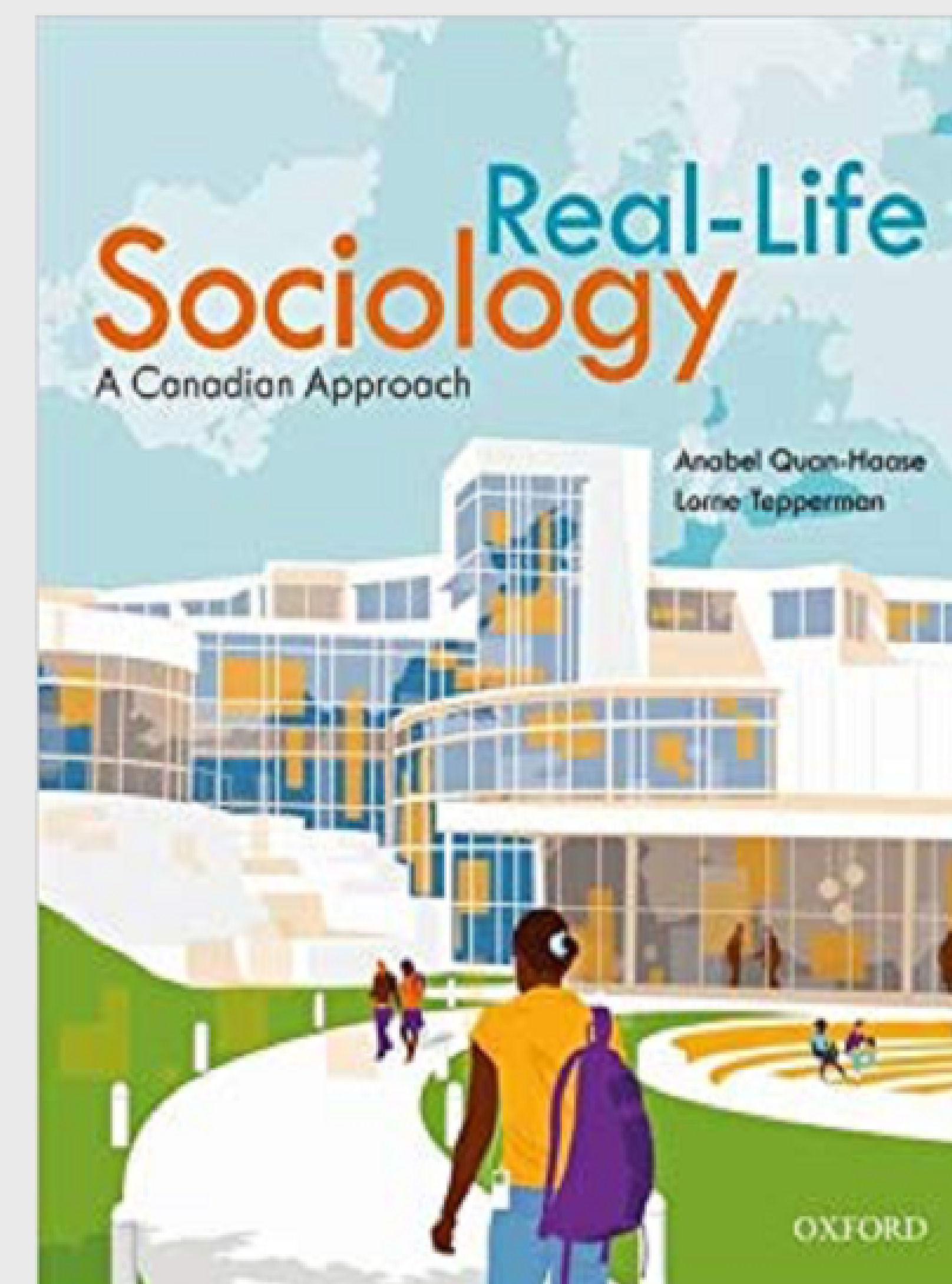
Our motive with modifying the content in this textbook is to give first-year or new students a chance to learn about Canada's history. Ideally, implementing such content into this textbooks will make future students not only aware of what their fellow brothers and sisters have endured, but how they continue to suffer. We can not change the past, but we can shape the future. Young scholars are the future and they have the strength in their voices to influence change in society.

## TOPICS COVERED

- Missing and Murdered Indigenous Women Inquiry
- Residential Schools
- Indigenous Ways of Knowing
- Storytelling
- Intergenerational Trauma
- Dudley George/Ipperwash Protests
- Crime/Incarceration
- Economic Inequality
- Racism/Discrimination
- Socialization

## EDITED CHAPTERS

- Chapter 2: Measuring the Real World Sociologically**
- Chapter 4: Making infants into Social Beings through Socialization**
- Chapter 6: Economic Inequality and Class Exploitation**
- Chapter 7: Gender Inequality and Gender Domination**
- Chapter 8: Racialization and the Construction of Social Marginality**
- Chapter 9: Understanding Global Inequality**
- Chapter 14: Mass and Social Media in a Global Age**
- Chapter 16: Social Movements and Collective Action**



## METHODS

We used journal articles, news articles, books/textbooks, StatsCan, MMIW inquiry and other sources to collect the most up-to-date data we can, as well as to collect historical data on events which have shaped Indigenous peoples lives/experiences today (i.e. residential schools)

## CONCLUSIONS

Our hope is to give Indigenous people a voice to the continuous, ongoing issues they face at the hands of history and colonization. We want to accurately represent Indigenous traditions, culture, teachings and ways of knowing, as well as their history of suffering and cultural discrimination that they continue to face today. If we, through this textbook re-write, can influence even one scholar to consider furthering their course selection to Indigenous Studies – we have done our job.