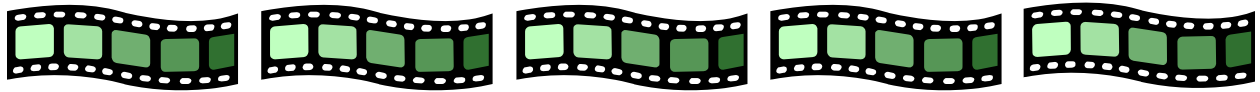


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Documentary Films for Teaching Psychology



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Dear Colleague:

The purpose of this resource is to provide you with an annotated listing of documentary films for teaching psychology courses. Documentary film is a powerful medium for psychology course instruction, providing examples of concepts, issues, and theoretical principles, embedded in the real-world human experience. Documentaries are also excellent tools for presenting complex concepts that do not lend themselves readily to description or explanation.

This resource is not in any way intended to be a comprehensive listing of all documentaries that contain content relevant to the teaching of psychology. The number of documentary films produced in the past decade has increased exponentially. At present there is no entity that tracks the number of documentaries produced each year, nor is there an entity that maintains a master list of all documentaries produced within the United States, let alone, internationally. In preparing this resource I screened over 1,000 films. The films included in this resource were selected using the following criteria: **thematic compatibility** (the content of the film reflect topics of interest within the divisions of the APA and subject matter covered in psychology courses); **contemporary content** (the content of the film reflects contemporary issues, themes, and theoretical perspectives); **length** (the running time of the entire film or segments of the film are compatible with typical course meeting schedules); and **availability** (the film is readily available in **DVD** format through libraries, distributors, retail, and/or rental outlets).

This resource does not include material exclusively available on VHS tape. Many colleges and universities across the country are phasing out VHS technology and libraries are purging VHS materials from their collections (Russell, 2010). In screening films for this resource I found that the majority of films that I borrowed through interlibrary loan that were in VHS format were highly degraded with picture and sound issues that would be too distracting for classroom use.

Please take a few moments to review “*How to Navigate this Resource.*” It will provide you with information on how to navigate the document using Adobe Reader. In addition, I have provided some background on the documentary film genre and pedagogical strategies for using documentary films (see “*Documentary Film and Pedagogy*”), and “*Tips for Using Documentaries as Teaching Tools,*” which you may also find helpful.

I hope that you will find this resource as a useful tool for teaching your courses. I would appreciate any feedback about this resource that you would like to share with me, and I am always interested in hearing about new documentaries.

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Los Angeles
November, 2010
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Documentary Film and Pedagogy

Documentary Film

Documentary films are a distinct genre, set apart from narrative fiction (feature films) and avant-garde films by five major characteristics: subjects; purposes, viewpoints, or approaches; forms; production methods and techniques; and audience response (Ellis & McLane, 2005). Documentaries are about specific, factual material and generally explore matters of public, rather than private concern. These films document sociocultural phenomena in order to educate or raise the consciousness of the audience's understanding and interest in the people, events, places, institutions, and/or problems they highlight. For the most part, these films are unscripted – their content is limited to what the filmmaker can actually observe and capture on film. These films are about “real people” and are shot in the “real world.” Finally, the intent of documentary film is not only to provide viewers with an aesthetic experience, but to impact or influence the attitudes of their audiences, and perhaps even inspire them to action (Ellis & McLane, 2005).

It is important to note that most documentary filmmakers are trained as *filmmakers* or come to the genre from some other closely related discipline such as journalism or communications. They are not, as a group, trained in psychology – most, would consider themselves to be artists. So while many documentary films contain content and information relevant to psychology, the films are not, for the most part, created with psychological principles in mind. Documentary films are similar to naturalistic observation or ethnography in that the filmmakers “document” what they see and experience. Because these films document real-life experiences of their subjects, some themes are difficult to capture. For example, there are a limited number of films that depict vulnerable populations (individuals with psychiatric disorders, abused and neglected children, prisoners, refugees, etc.) because issues of consent and exploitation often come into play. Despite some of the limitations of the genre, these films are still valuable resources for the teaching of psychology.

Pedagogy

As noted in the introduction to this resource, documentary films are a powerful tool for instruction in psychology. They can expose students to aspects of the human experience that may be unfamiliar or provide examples of concepts that are difficult to explain or describe. Below you will find various pedagogical approaches for the use of documentary films in teaching psychology courses.

- **Use of Clips to Reinforce Concepts or Provide Examples**

This is one of the easiest ways to use documentaries in teaching. Clips (typically under five minutes in length) can serve as brief examples of complex concepts and reinforce what has been covered in readings and lecture. For example, students in an abnormal psychology or psychopathology course may read and hear about clinical symptoms such as pressured speech and flight of ideas. Using a brief clip of an individual demonstrating these symptoms can serve to strengthen your coverage of this material in class and reinforce students' understanding of the concepts. This can be done in two ways. If students have already read material that describes the concepts, you may want to show the clip, prior to discussing the concepts in class, and use it as an opportunity to assess if students understood the reading

and recognize the concepts (or in some cases if they did the reading at all). Another approach is to present and define the concepts and then show the clip as an example. Either way, the use of the clip provides a real-life example of the concepts in order to supplement the reading and lecture.

Although this is a highly effective use of documentary material, it is important not to over do it in any one class. You don't want to find yourself in a circumstance where you need to cue up multiple DVDs for one class session. Students will lose interest and you will lose a lot of class time.

- **Use of Segments or an Entire Film to Lay a Foundation for Unfamiliar Content**

Students often lack experience with or exposure to a range of topics and issues presented in psychology courses. For example, many students enrolled in developmental psychology courses have had little exposure to infants. Using documentary segments [up to 20 minutes in length] of infants interacting with their caregivers and the environment around them, can lay a foundation for students, ensuring that at minimum, all students in the class have some exposure infant behavior. This can also serve to reinforce what is covered in lecture and readings, especially if you refer back the film in your class examples.

You may find that you teach courses on topics that your students are likely to have little knowledge or understanding about, such as the psychology of homelessness. In this example, showing an entire film that depicts the experiences of homeless people, how they meet their basic needs, and the impact that homelessness has on their physical and psychological well-being would serve students well in orienting them to key issues that will be addressed in your course. The raw realism that a documentary can bring to this issue (and many others) can serve to connect your students to real-world human challenges in a way that dramatic films cannot.

- **Use of Clips or Segments to Introduce Difficult or Controversial Issues**

Psychology courses often address issues of diversity or controversial subjects (e.g., ageism, racism, gay marriage). Using documentary film to introduce these topics can inform students less familiar with the issues and provide material for discussion and further exploration. This can be achieved without putting students who represent marginalized groups or perspectives in the position of educating their peers by using themselves or their opinions as examples. This approach also provides you with the opportunity to introduce issues or perspectives that are not represented in your class.

It is important when screening any film that depicts emotionally or socioculturally charged material that you ensure that you provide adequate class time for students to discuss what they have seen. It is equally important for you to have enough time to contextualize what students have seen with respect to the course content. In the following section on *“Tips for Using Documentaries as Teaching Tools,”* you will find additional information about how to most effectively use documentaries in your classroom and beyond.

Further Reading on the Use of Film in the Psychology Classroom

Feature Films (Fiction)

- Anderson, D. D. (1992). Using feature films as tools for analysis in a psychology and law course. *Teaching of Psychology, 19*, 155-157.
- Bolt, M. (1976). Using films based on literature in teaching psychology. *Teaching of Psychology, 3*, 189-190.
- Boyatzis, C. J. (1994). Using feature films to teach social development. *Teaching of Psychology, 21*, 99-101.
- Conner, D. B. (1996). From Monty Python to Total Recall: A feature film activity for the cognitive psychology course. *Teaching of Psychology, 23*, 33-35.
- Dorris, W., & Ducey, R. (1978). Social psychology and sex roles in films. *Teaching of Psychology, 5*, 168-169.
- Fleming, M. Z., Piedmont, R. L., & Hiam, C. M. (1990). Images of madness: Feature films in teaching psychology. *Teaching of Psychology, 17*, 185-187.
- Green, R. (2003, July). Teaching psychology through film, video. *Observer, 16*. Retrieved from <http://www.psychologicalscience.org/index.php/publications/observer/2003/july-03/teaching-psychology-through-film-video.html>
- Gross Davis, B. (1993). *Tools for teaching*. San Francisco: Jossey Bass.

Documentary Film

- Lim, R. F., Diamond, R. J., Chang, J. B., Primm, A. B., & Lu, F. G. (2008). Using non-feature films to teach diversity, cultural competence, and the DSM-IV-TR outline for cultural formulation. *Academic Psychiatry, 32*, 291-298.
- Roskos-Ewoldsen, D. R. & Roskos-Ewoldsen, B. (2001). Using video clips to teach social psychology. *Teaching of Psychology, 28*, 212-215.
- Simpson, K. E. (2008). Classic and modern propaganda in documentary film: Teaching the psychology of persuasion. *Teaching of Psychology, 35*, 103-108.

Tips for Using Documentaries as Teaching Tools

- **Preview films before you show them in class or assign them to your students.** While documentary filmmakers attempt to “document” issues, they often have a “point of view” and some might argue that their films have a particular slant. It is therefore important for you to be familiar with the film to ensure that what it depicts is in line with what you hope to teach. In addition, familiarity with the film allows you to be selective about what you show in class. Some films can be quite long. Showing selected segments of a film can help you to articulate your point or demonstrate a key concept without taking up too much precious class time.



Some films contain graphic content, and as an instructor you must determine if the content is appropriate for your students and academic institution. Films in this resource containing graphic depictions of violence, sexual content, explicit language, etc. are identified with the symbol above.

- **Review “Scene Selections” provided on the DVD.** All of the films listed in this resource contain “Scene Selections” that can be accessed from the “Main Menu” on the DVD. The “Scene Selections” break up the film into smaller thematic segments (typically 5 to 10 minutes in length) that make it easier to navigate the film and are ideal for classroom viewing.
- **Test classroom equipment before you show the film.** There is nothing more frustrating for students than to watch you fumble around with audio-visual equipment – not to mention how anxiety provoking it will be for you! Be sure that the equipment works – test the image, sound, etc.
- **View the film with your class.** Watching the film while your students are watching it allows you to observe their reactions to the film and to answer questions if they arise. Documentaries often reference historical events or concepts that may not be familiar to your students. This also gives you the opportunity to pause the film in order to add your own commentary.



This document contains films that stream on-line. In situations where you will show only segments of an entire film, it can be helpful for students to have the opportunity to view the entire film on their own. Although it is most desirable to watch films with your students, you may want to consider assigning films to watch on-line as homework. This is most effective when you provide students with some background information about what they will be watching and why. Providing a list of guiding questions as students watch can be quite helpful as well. This approach, complemented with some time to discuss the film in class, can be an effective alternative to using class time to view a film.

Where to Obtain Documentary Films

- Your College or University Library

Your college or university library is one of the best sources for obtaining documentary films. These libraries often maintain large collections of documentary films on DVD. Many college and university libraries also maintain facilities for viewing films that have been placed on reserve for classes.

Interlibrary Loan: Colleges and universities often participate in large networks of academic libraries that loan materials to each other. While this can be a highly effective vehicle for acquiring hard to find films, it is important to note that the availability can be unpredictable and you may not be able to obtain the desired film when you want to show it.

- Your local public library

Public libraries often maintain large collections of documentary films on DVD, particularly films produced by PBS. Public libraries in major metropolitan areas are excellent sources for films about their own metropolitan areas and may have hard to find films as part of their permanent collections.

- Public Broadcasting System (PBS) Online www.pbs.org, for purchase www.shoppbs.org

This site is the gateway to all PBS documentary series. PBS now produces five documentary film series exploring the human condition including: American Experience (a history series that features people and events that shaped U.S. History, past and present), *FRONTLINE* (public affairs films exploring critical issues of our times), *Independent Lens* and *P.O.V* (both featuring independent films), and *Wide Angle* (international current affairs). Many of the films in these series are available for viewing online (follow links to each series through A-Z program listings on the pbs.org homepage) and many videos are available for purchase through www.shoppbs.org.

- Home Box Office (HBO) Documentaries www.hbo.com/docs

HBO produces a wide range of award-winning documentary films. The films frequently re-air on HBO networks and through their OnDemand service through cable television and satellite providers. The HBO.com website also has a “shop” feature where many of their films are available for purchase on DVD.

- Amazon.com www.amazon.com

Amazon.com maintains a large collection of documentary films, available at discount prices. Amazon typically carries all PBS documentaries available on DVD.

- Netflix www.netflix.com

Netflix, the online DVD rental subscription service, maintains a large collection of documentary films, many of which are available to stream on-line at no additional charge to subscribers.

▪ Film distributors

The following companies distribute documentary films for educational/institutional use.

- Berkeley Media LLC www.berkeleymedia.com
- California Newsreel www.newsreel.org
- Documentary Education Resources www.der.org
- Docurama www.docurama.com
- Fanlight Productions www.fanlight.com
- Films for the Humanities and Sciences www.films.com
- First Run Features www.firstrunfeatures.com
- IndieFlix www.indieflix.com
- New Day Films www.newday.com

How to Navigate this Resource

This document is searchable using Adobe Reader. You may obtain the most recent version (free of charge) using this link:

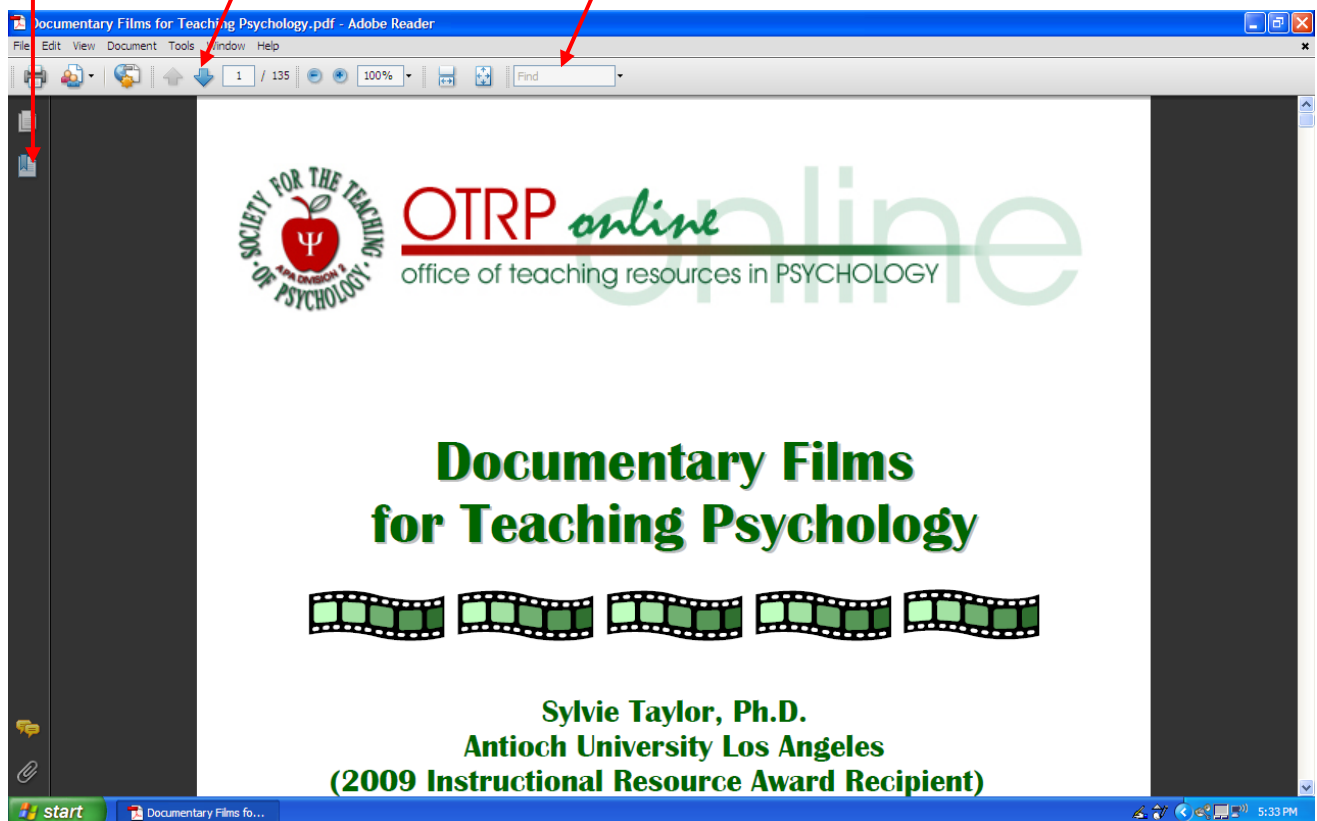


When you open the document in Adobe Reader the Resource will appear as seen below. Key navigation features are identified below.

Bookmarks allow you to move to different sections of the document

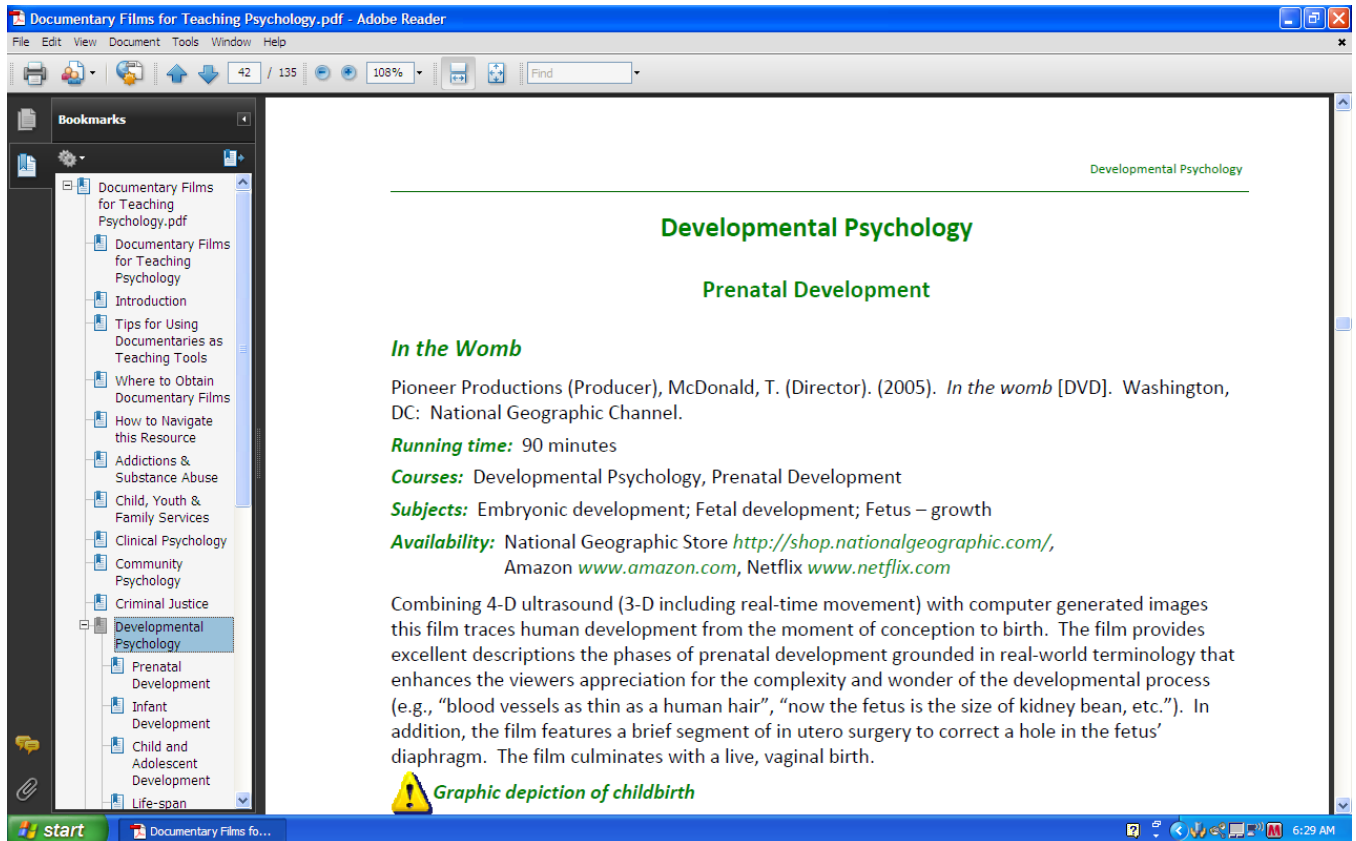
Arrows allow you to move through the document, page by page.

Find helps you locate text in the document



Bookmarks

Using the bookmark feature allows you to navigate to different sections of the document. Clicking on any of the bookmarks will take you to the first page of that section. Using bookmarks along with the arrows allows you to browse through each page within a given section.

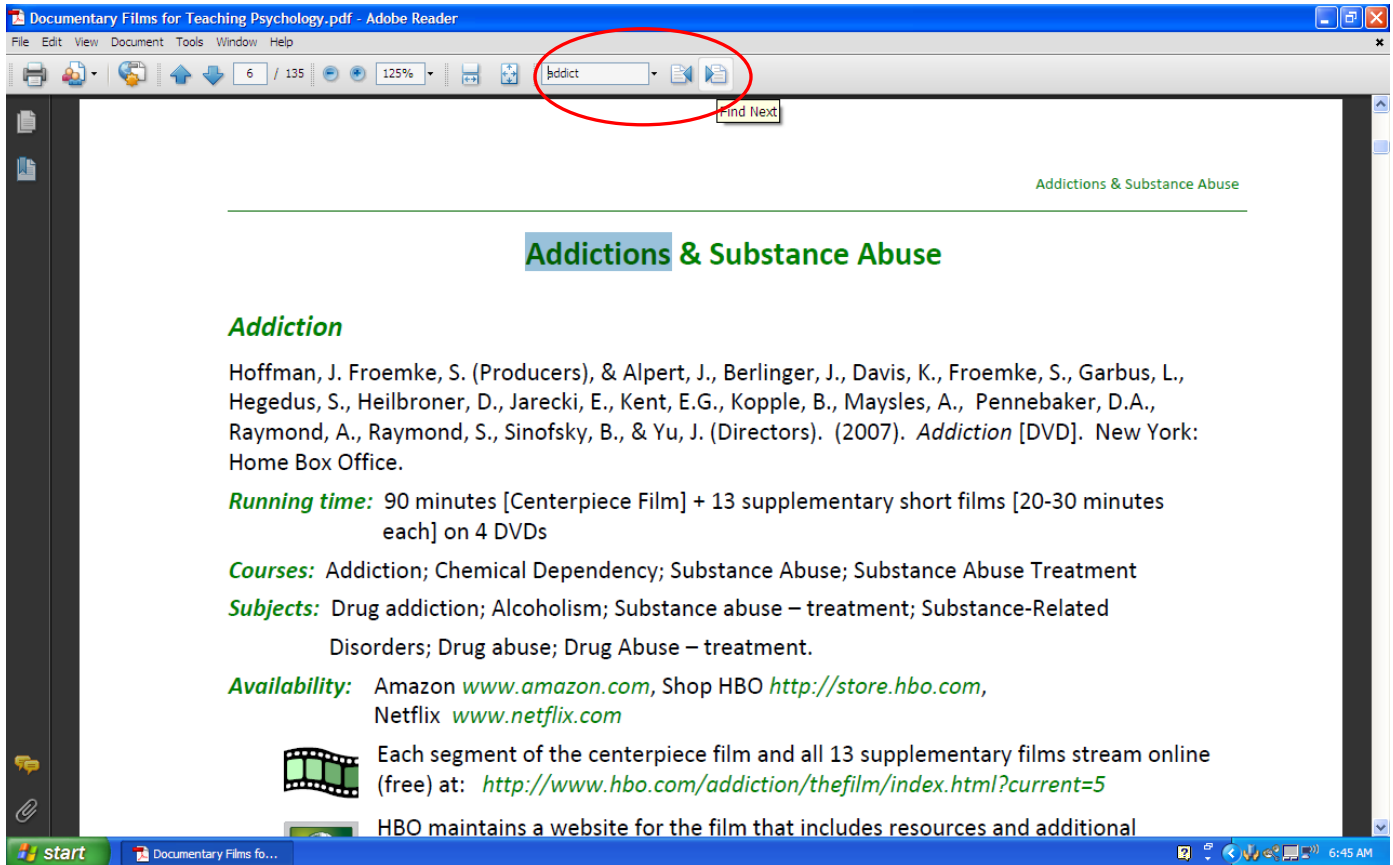


Entries for each film include the following information:

- *Film Title*
- *APA Reference*
- *Running time:* The length of the entire film from beginning to end. DVDs include “scene selections (usually 5 to 10 minute segments) that are ideal for classroom use.
- *Courses:* suggested courses for which the film would be most useful.
- *Subjects:* These entries are library cataloging terms. They have been included to assist you in finding resources that address similar subject matter (additional films, print material, etc.).
- *Availability:* A list of non-library sources for obtaining the film.

Find

"Find" will locate any text pattern. For example, the Find text "addict" will locate that text pattern in "addiction" and "addicted" as well as the word "addict." Each occurrence of the text string will be highlighted and you may use the "Find" arrows to move from one to another.



Documentary Films for Teaching Psychology.pdf - Adobe Reader

File Edit View Document Tools Window Help

6 / 135 125%

addict Find Next

Addictions & Substance Abuse

Addictions & Substance Abuse

Addiction

Hoffman, J. Froemke, S. (Producers), & Alpert, J., Berlinger, J., Davis, K., Froemke, S., Garbus, L., Hegedus, S., Heilbroner, D., Jarecki, E., Kent, E.G., Kopple, B., Maysles, A., Pennebaker, D.A., Raymond, A., Raymond, S., Sinofsky, B., & Yu, J. (Directors). (2007). *Addiction* [DVD]. New York: Home Box Office.

Running time: 90 minutes [Centerpiece Film] + 13 supplementary short films [20-30 minutes each] on 4 DVDs

Courses: Addiction; Chemical Dependency; Substance Abuse; Substance Abuse Treatment

Subjects: Drug addiction; Alcoholism; Substance abuse – treatment; Substance-Related Disorders; Drug abuse; Drug Abuse – treatment.

Availability: Amazon www.amazon.com, Shop HBO <http://store.hbo.com>, Netflix www.netflix.com

Each segment of the centerpiece film and all 13 supplementary films stream online (free) at: <http://www.hbo.com/addiction/thefilm/index.html?current=5>

HBO maintains a website for the film that includes resources and additional

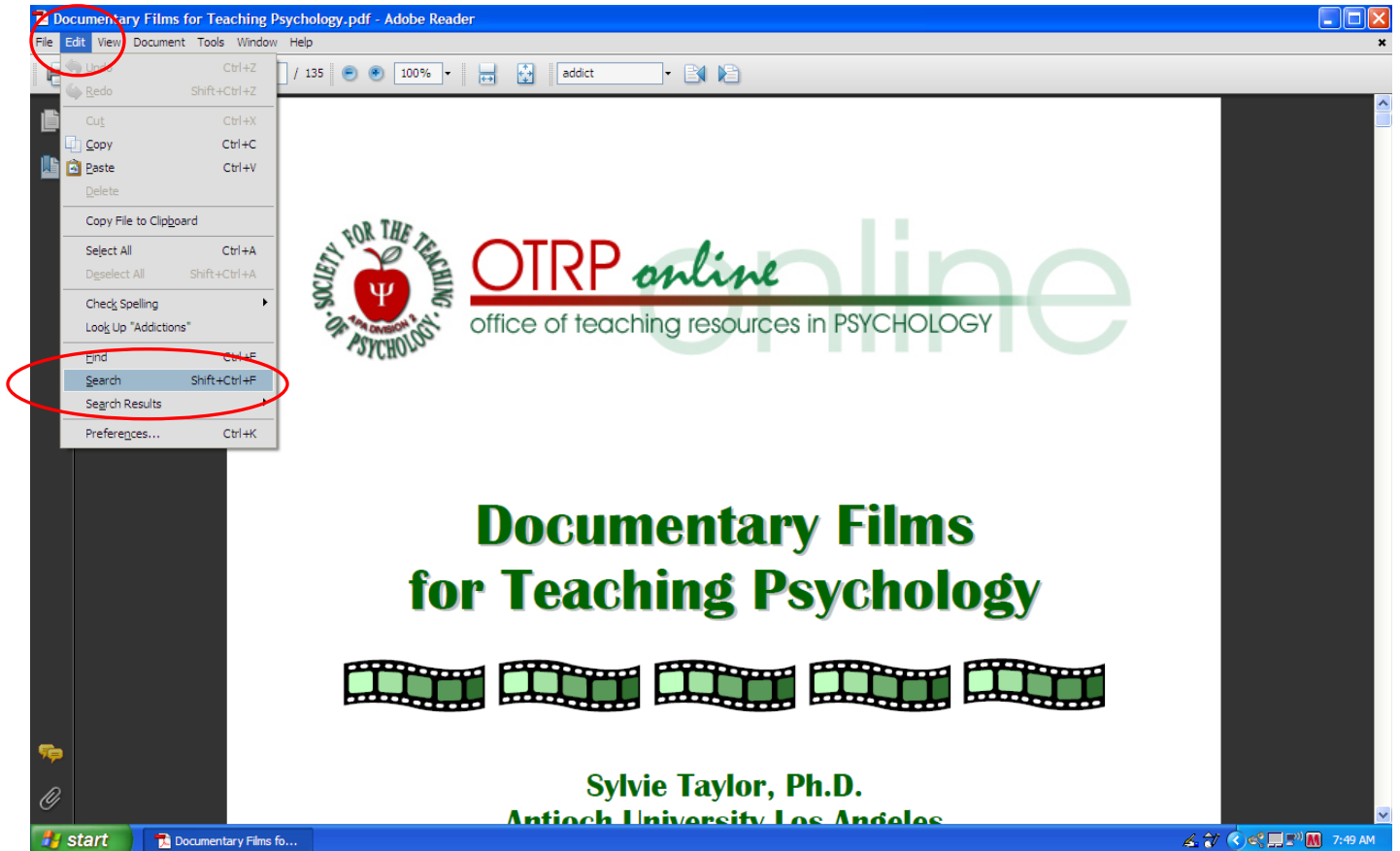
start Documentary Films fo...

6:45 AM

Search

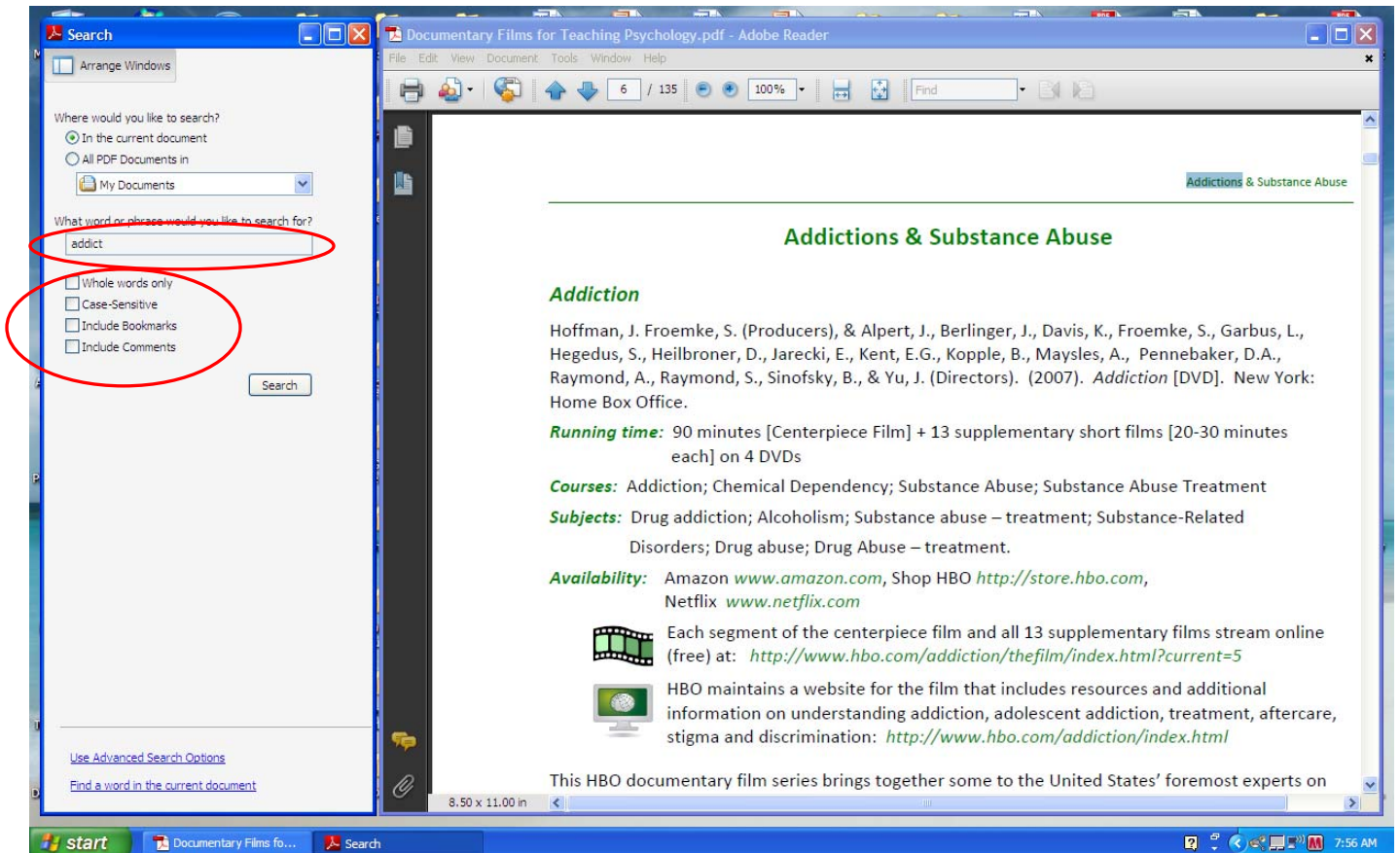
The "Search" (Query) function can locate text across the entire document.

To access the "Search" feature, go to "Edit" and select "Search".



Search

"Search" is much faster than "Find" and offers more powerful matching options. When you select the "Search" feature a new dialog box will open and gives you several options for refining your search.



Search

When you select your search, the dialog box will display hyperlinks within the document that you can use to refine your search.

The screenshot shows a Windows desktop with two windows. On the left is the Windows Search dialog box, and on the right is the Adobe Reader window displaying a PDF document titled 'Documentary Films for Teaching Psychology.pdf'.

Search Dialog Box:

- Looking For: **addict in the current document**
- Results: **1 documents with 101 instances**
- Search results list (circled in red):
 - Addictions & Substance Abuse Addictions
 - Addiction Hoffman, J. Froemke, S. (Produ...
 - Addiction [DVD]. New York: Home Box Off...
 - Courses: **Addiction**; Chemical Dependency
 - Drug **addiction**; Alcoholism; Substanc...
 - com/**addiction**/thefilm/index.html?current...
 - understanding **addiction**, adolescent addic...
 - adolescent **addiction**, treatment, aftercare
 - com/**addiction**/index.html This HBO docum...
 - of **addiction** and treatment approaches inf...
 - former **addicts**, their family members, and
 - adolescent **addiction**; the use of brain ima...
 - understand **addiction**; drug treatment for
 - addiction** and treatment; and the challeng...
 - in **addiction** research and treatment: What...
 - is **Addiction?** [20 minutes] Dr. Nora D. Volk...
 - about **addiction** with addicts and their fam...
 - with **addicts** and their family members Dr...

Adobe Reader Window:

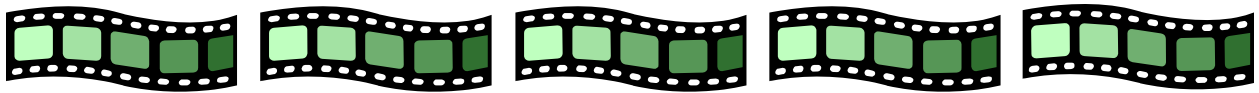
- Document: **Documentary Films for Teaching Psychology.pdf**
- Page: 6 / 135
- Search results displayed on the page:
 - Addictions & Substance Abuse**
 - Addiction**
 - Hoffman, J. Froemke, S. (Producers), & Alpert, J., Berlinger, J., Davis, K., Froemke, S., Garbus, L., Hegedus, S., Heilbroner, D., Jarecki, E., Kent, E.G., Kopple, B., Maysles, A., Pennebaker, D.A., Raymond, A., Raymond, S., Sinofsky, B., & Yu, J. (Directors). (2007). *Addiction* [DVD]. New York: Home Box Office.
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 - Availability:** Amazon www.amazon.com, Shop HBO <http://store.hbo.com>, Netflix www.netflix.com
 - Each segment of the centerpiece film and all 13 supplementary films stream online (free) at: <http://www.hbo.com/addiction/thefilm/index.html?current=5>
 - HBO maintains a website for the film that includes resources and additional information on understanding addiction, adolescent addiction, treatment, aftercare, stigma and discrimination: <http://www.hbo.com/addiction/index.html>

Hyperlinks within Document

All hyperlinks within this document are active. If you place your pointer over any of the links a box will open and ask if you would like to go to that page. If you select “allow,” a new window will access your internet browser and take you to the webpage.

The screenshot shows the Adobe Reader interface with a PDF document titled "Documentary Films for Teaching Psychology.pdf". The document content includes a section titled "Community Psychology" with a sub-section "A Day's Work, A Day's Pay". A security warning dialog box is overlaid on the document, asking for permission to connect to the URL <http://newday.iriseducation.org>. The dialog box has "Allow" and "Block" buttons. The document text below the dialog box describes a film available for online streaming at New Day Digital, with the URL <http://newday.iriseducation.org> highlighted in green. The Windows taskbar at the bottom shows the start button and the time 8:21 AM.

The Films



Addictions & Substance Abuse

Addiction

Hoffman, J., Froemke, S. (Producers), & Alpert, J., Berlinger, J., Davis, K., Froemke, S., Garbus, L., Hegedus, S., . . . & Yu, J. (Directors). (2007). *Addiction* [DVD]. New York: Home Box Office.

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HBO maintains a website for the film that includes resources and additional information on understanding addiction, adolescent addiction, treatment, aftercare, stigma and discrimination: <http://www.hbo.com/addiction/index.html>

This HBO documentary film series brings together some to the United States' foremost experts on substance abuse and addiction with 16 of the county's most talented documentary film makers. The film emphasizes the biology and physiology of addiction and treatment approaches informed by this knowledge base. The scope of the problem of substance abuse is highlighted through juxtapositions of statistical data on the prevalence of the problem and personal stories of the direct toll on individuals, families, and communities. Through interviews with current and former addicts, their family members, and treatment professionals, the film explores the difficulties faced by individuals seeking treatment and the challenges faced by individuals struggling to remain alcohol and drug free. The film features segments filmed in a hospital emergency room where half of all visits involve drugs and alcohol; a mother's struggle to get her 23 year-old daughter into treatment for opiate addiction; brain research on drug cues and relapse; adolescent addiction; the use of brain imaging to understand addiction; drug treatment for opiate use; drug treatment for alcoholism; workplace addiction and treatment; and the challenges of obtaining treatment with limited or no insurance coverage.

Thirteen (13) supplementary shorts films explore specific issues in addiction research and treatment:

What is Addiction? [20 minutes]

Dr. Nora D. Volkow, Director of National Institute on Drug Abuse (NIDA), conducts an informal discussion about addiction with addicts and their family members. Dr. Volkow focuses on addiction as a "brain disease", using brain imaging to illustrate how the brain is structurally altered by prolonged exposure to drugs and alcohol. She also discusses genetic, environmental and behavior factors that increase individual vulnerability to addiction. Addicts participating in the group share their struggles with addiction.

Understanding Relapse [22 minutes]

This short explores factors that lead to relapse. Experts describe the impact that repeated drug use has on the brain's "stop" system, making it difficult for addicts to resist triggers to use drugs. Cognitive Behavioral Therapy (CBT) is identified as an effective approach to strengthening the brain's "stop" system.

The Search for Treatment: A Challenging Journey [21 minutes]

In this short addiction experts discuss factors that should be considered in selecting an appropriate treatment options for an addict. They emphasize evidence-based treatment models – ultimately recommending treatment that combines medication and behavioral therapy.

The Adolescent Addict [26 minutes]

This film emphasizes the vulnerability of the adolescent brain to alcohol and drug addiction and the challenges presented by co-occurring psychiatric disorders such as depression and anxiety. The film profiles two treatment modalities: Multi-Systemic Therapy provided on an outpatient basis and The Phoenix Academy (a long-term residential treatment program). This film also provides interviews with parents' struggles to address and cope with their addicted children.

An Interview with Nora D. Volkow, M.D. [25 minutes]

In this short film, Dr. Nora Volkow, Director of the National Institute on Drug Abuse, emphasizes that addiction is a chronic disease of the brain characterized by relapse. She discusses a variety of issues including adolescent addiction, the effectiveness of combining medication and behavioral therapies in treatment, the social stigma of addiction, and the brain's ability to recover from addiction.

An Interview with Mark L. Willenbring, M.D. [22 minutes]

Dr. Mark L. Willenbring, Director of Treatment and Recovery Research at the National Institute on Alcohol Abuse and Addiction (NIAAA), discusses genetic and psychiatric factors that lead to alcoholism. In the interview he addresses the social stigma of alcoholism and the important treatment. Dr. Willenbring describes the characteristics of effective treatment programs, how individuals can find such programs, and identifies support groups (12-step programs) for addicts and their loved ones. In addition, he discusses a number of newly FDA-approved medications that can reduce relapse.

An Interview with Michael L. Dennis, Ph.D. [22 minutes]

Dr. Michael Dennis, Senior Researcher at Chestnut Health Systems and an expert in the treatment of adolescent addicts, discusses the vulnerability of the adolescent brain to addiction and the prevalence of comorbidity among adolescent addicts. He emphasizes the importance of early identification and treatment of both addictions and co-occurring psychiatric disorders in young people.

An Interview with Kathleen T. Brady, M.D., Ph.D. [19 minutes]

Dr. Kathleen Brady, Professor of Psychiatry at the Medical School of the University South Carolina discusses the role of co-occurring psychiatric disorders (depression, anxiety) and trauma on addiction and relapse. She emphasizes the importance of treatment that addresses both addiction and psychiatric disorders simultaneously.

Getting an Addict into Treatment: The CRAFT Approach [18 minutes]

Dr. Robert Meyers discusses his CRAFT approach to helping families get their addicted loved ones into treatment. Community Reinforcement and Family Training (CRAFT) helps family members to change the ways that they interact with their addicted loved ones, supporting them to get into treatment.

Treating Stimulant Addiction: The CBT Approach [23 minutes]

This film documents the effectiveness of Cognitive Behavioral Therapy (CBT) for the treatment of stimulant addiction (e.g., methamphetamine and cocaine). The MATRIX Institute on Addictions in San Bernardino, CA is profiled for its integration of individual and family therapy, recovery skills groups, mutual support and 12-step groups, and drug testing as effective comprehensive treatment of stimulant abuse.

Opiate Addiction: Understanding Replacement Therapy [19 minutes]

In this film, Scott Farnum, of Acadia Hospital in Bangor, Maine, discusses the hospital's model program for the treatment of opiate addiction. His talk emphasizes the effects of opioids on brain and the role of replacement medications in treatment, recovery, and relapse prevention.

South Boston Drug Court [20 minutes]

This film profiles the South Boston Drug Court and its approach to supervising treatment of non-violent drug offenders. Rather than serve time in jail, the courts mandates offenders into comprehensive treatment, which has been demonstrated to reduce relapses and re-arrests.

A Mother's Desperation [24 minutes]

This film provides features the struggles of a mother seeking treatment for her addicted daughter. The film provides additional detail to the story introduced in the centerpiece film, providing insights into the emotional turmoil experienced by family members of addicts.

Close to Home: Moyers on Addiction

Originally produced for PBS, this 5-part series explores drug and alcohol addiction in the United States. Hosted by Bill Moyers, each episode in the series focuses on a different aspect of addiction and recovery, with insights provided by addicts and the people who support them in achieving and maintaining sobriety.

Portrait of Addiction

Schatz, A. (Producer/Director). (1998). *Close to home: Portrait of addiction* [DVD]. Princeton, NJ: Films for the Humanities & Sciences.

Running time: 57 minutes

Courses: Addiction; Chemical Dependency; Substance Abuse

Subjects: Substance-Related Disorders – Personal narratives; Substance abuse – Psychological aspects; Substance abuse – Physiological aspects

Availability: Films for the Humanities and Sciences www.films.com

This film features a group of nine men and women recovering from alcohol and/or drug addiction. The subjects of this film come from diverse backgrounds sociocultural backgrounds and occupations, illustrating that substance abuse and addiction can impact anyone in our society.

The Hijacked Brain

Schatz, A. (Producer/Director). (1998). *Close to home: The hijacked brain* [DVD]. Princeton, NJ: Films for the Humanities & Sciences.

Running time: 57 minutes

Courses: Addiction; Chemical Dependency; Substance Abuse

Subjects: Substance abuse – Physiological aspects; Drugs – Physiological aspects

Availability: Films for the Humanities and Sciences www.films.com

This film explores scientific efforts to understand the impact of drug use on the brain and the influence of genetics on substance abuse and addiction. Moyers visits a brain scanning laboratory a views images of a cocaine user's brain as the drug begins to take effect. The film also features geneticist whose work attempts to identify genetic factors that lead to alcoholism.

Changing Lives

Schatz, A. (Producer/Director). (1998). *Close to home: Changing lives* [DVD]. Princeton, NJ: Films for the Humanities & Sciences.

Running time: 81 minutes

Courses: Addiction; Chemical Dependency; Substance Abuse

Subjects: Substance abuse; Substance abuse – Treatment; Alcoholics – Rehabilitation

Availability: Films for the Humanities and Sciences www.films.com

This program explores various approaches to the treatment of drug and alcohol abuse. Moyers travels to Ridgeview Institute near Atlanta to interview recovering addicts and to observe a group therapy session. Moyers also visits Project SAFE, treatment program low-income addicted mothers and their children.

The Next Generation

Schatz, A. (Producer/Director). (1998). *Close to home: The next generation* [DVD]. Princeton, NJ: Films for the Humanities & Sciences.

Running time: 57 minutes

Courses: Addiction; Chemical Dependency; Substance Abuse

Subjects: Substance abuse – Prevention; Drug abuse – Prevention; Youth – Drug use – Prevention

Availability: Films for the Humanities and Sciences www.films.com

This program explores efforts to prevent drug and alcohol use. The program features innovative prevention programs that target children and youth. One of the programs featured teaches parents addicted to heroin how to strengthen their relationships with their children. A Florida program carefully monitors youth at risk for addiction and provides counseling and support for students who have begun to experiment with drugs and alcohol. A program focusing on nicotine addiction and smoking cessation in youth is also presented. The film includes interviews with young people, counselors, and school officials.

The Politics of Addiction

Schatz, A. (Producer/Director). (1998). *Close to home: The politics of addiction* [DVD]. Princeton, NJ: Films for the Humanities & Sciences.

Running time: 57 minutes

Courses: Addiction; Chemical Dependency; Substance Abuse

Subjects: Drug abuse – Government policy – Arizona; Drug abuse – Government policy – United States; Drug addicts – Rehabilitation

Availability: Films for the Humanities and Sciences www.films.com

This program explores public policy initiatives, offering insights into how government officials at the state and federal levels use substance abuse research to inform public policy initiatives that emphasize treatment over incarceration for non-violent drug offenders.

Cracked Not Broken

Powers, T. (Producer), & Perrier, P. (Director). (2005). *Cracked not broken* [DVD]. Toronto, Canada: Blatant Exposure Films and Open Door.

Running time: 45 minutes

Courses: Addiction; Chemical Dependency; Substance Abuse

Subjects: Women drug addicts – Case studies; Compulsive behavior; Substance abuse

Availability: Film website <http://www.crackednotbroken.com/index.php>

This film focuses on Lisa, a bright, articulate, and vivacious 37 year-old woman, addicted to crack cocaine. Filmed almost entirely in the Toronto hotel room where she lives and engages in prostitution to support her costly drug habit, Lisa is filmed and interviewed by the husband of one of her oldest friends. Raised in an upper middle-class family, with all of the privileges and opportunities that come this status (the right schools, friends, etc.), Lisa now finds herself estranged from her only child, cut off from friends and family, struggling to mend her life. The film provides powerful insights into the chaotic and often brutal life of an addict.



Graphic depiction of drug usage, strong language, violence, adult situation

Dope Sick Love

Alpert, J. (Producer), & Conte, F., Renaud, B., & Renaud, C. (Directors). (2004). *Dope sick love* [DVD]. New York: Downtown Community Television Center.

Running time: 89 minutes

Courses: Addiction; Chemical Dependency; Substance Abuse

Subjects: Drug addicts – New York (State) – New York

Availability: DCTV <http://www.dctvny.org/documentaries/dope-sick-love>

This film explores the lives of two New York City drug addicted couples for 18 months as they navigate their addictions and relationships. The film makers follow Matt & Tracy and Sebastian & Michelle through alleys, the corridors and elevators of buildings, and public toilets to smoke and shoot crack. The film, which is based on raw, largely un-edited footage, without music or narration, brilliantly captures the harsh realities of addiction and the lengths to which addicts will go (hustling, stealing, prostitution) to score their next fix. In contrast, the film also provides a moving portrait of the fundamental human need for love and companionship – even in the most brutal of circumstances.



Graphic depiction of drug usage, strong language, violence, adult situations

Foo-foo Dust

Levy, G., & Johnson, E. (Producers/Directors). (2003). *Foo-foo dust*. Harriman, NY: New Day Films.

Running time: 37 minutes

Courses: Addiction; Chemical Dependency; Substance Abuse; Family Dynamics

Subjects: Cocaine related disorders; Crack cocaine; Mother-child relations

Availability: New Day Films <http://www.newday.com>



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

This film focuses on Stephanie, a prostitute in her 50s who has been on long-term methadone maintenance, but smokes crack cocaine for recreation, and her 22 year-old heroin addicted son Tony. They live in a one room in a hotel in San Francisco's Tenderloin district. The film beautifully juxtaposes the harshness of their hand-to-mouth existence with the intense emotional bond of mother and son.



Graphic depiction of drug usage, adult situations, strong language

Messing with Heads: Marijuana and Mental Illness

Belsham, B., & Australian Broadcasting Corporation (Producers). (2005). *Messing with heads: Marijuana and mental illness*. Princeton, NJ: Films for the Humanities & Sciences.

Running time: 45 minutes

Courses: Addiction; Chemical Dependency; Substance Abuse

Subjects: Marijuana abuse; Mental illness; Brain – drug effects

Availability: Films for the Humanities and Sciences www.films.com

Originally produced for Australian television, this film explores the relationship between marijuana use and mental illness (paranoid psychosis and schizophrenia) among young people. Modern day use of marijuana is much more chronic and addictive. The film presents evidence that marijuana today is much stronger than it was in the past, with higher concentrations of THC, the main chemical that encourages the release of dopamine. Interspersed with interviews and case studies of young people with histories of early, chronic use of marijuana, the film focuses on research that demonstrates that marijuana can damage the teenage brain, increasing vulnerability to bipolar disorder, schizophrenia and psychosis.

Meth

Ahlberg, T. (Producer/Director). (2006). *Meth* [DVD]. New York: Babalu Pictures.

Running time: 79 minutes

Courses: Addiction; Chemical Dependency; Substance Abuse

Subjects: Methamphetamine; Methamphetamine abuse; Drug abuse; Gay men – Drug use

Availability: Amazon www.amazon.com, Netflix www.netflix.com

This film explores the use of methamphetamine (“Meth”) among gay men. Twelve gay men from across the United States (California, Florida, Illinois, Texas, etc.) are interviewed, describing their own experiences using the drug and providing insights into its appeal within the gay community. The men interviewed for this film provide graphic descriptions of the euphoria and sense of power experienced the first time they used the drug, as well as the ways in which the drug took over their lives, leading to addiction and devastating personal losses (e.g., family, friends, partners, jobs, savings, homes, etc.). In addition, the men provide graphic descriptions of their own behavior while under the influence of methamphetamine.



Graphic depiction of drug usage, descriptions of sexual situations, strong language

The Meth Epidemic

Byker, C. (Producer/Director). (2006). *The meth epidemic* [DVD]. Alexandria, VA: PBS Video.

Running time: 60 minutes

Courses: Addiction; Chemical Dependency; Substance Abuse

Subjects: Methamphetamine; Methamphetamine abuse; Drug abuse – Social aspects

Availability: Shop PBS www.shoppbs.org, Amazon www.amazon.com, Netflix www.netflix.com



The full program is available for online viewing (free) at:
<http://www.pbs.org/wgbh/pages/frontline/meth/>



Frontline maintains a website for the film that includes resources and additional information on epidemic of meth use:
<http://www.pbs.org/wgbh/pages/frontline/meth/>

This episode of PBS' *Frontline* explores the growing epidemic of methamphetamine use in the United States and drug's destructive impact on individuals, families and communities. The film traces the history of the drug's emergence, legislative attempts to control the availability of pseudoephedrine, the key ingredient of methamphetamine that is found in countless over-the-counter cold remedies, and the growing role of Mexican drug cartels in the drug's proliferation. In the film's exploration of the drug's impact, mug shots taken over a period of years depict the physical deterioration of methamphetamine addicts.

Methadonia

Home Box Office (Producer), & Negroponete, M. (Director). (2005). *Methadonia* [DVD]. New York: First Run Features.

Running time: 88 minutes + two bonus shorts: *Addiction to Methadone 101* and *Follow Ups*

Courses: Addiction; Chemical Dependency; Substance Abuse

Subjects: Methadone maintenance – United States – case studies; Heroin abuse – Treatment – United States – case studies; Heroin abuse – United States – case studies

Availability: First Run Features <http://firstrunfeatures.com/index.html>, Amazon www.amazon.com, Netflix www.netflix.com

“Methadonia” is described as “the borderland between high and straight,” for heroin addicts on methadone maintenance. Filmed over 18 months on Manhattan’s Lower East Side, the film chronicles the challenges faced by eight addicts, struggling to eventually become drug free, while they augment the effects of methadone with tranquilizers such as Valium and Xanax. Viewers of this gritty, intimate portrait of chronic addiction, will witness firsthand how difficult it is for addicts to recover. The film also sheds light on the inherent flaws of methadone maintenance as a treatment option for heroin addiction.



Graphic depiction of drug usage, strong language

Rehab

Home Box Office (Producer), & Okazaki, S. (Director). (2005). *Rehab*. Princeton, NJ: Films for the Humanities & Sciences.

Running time: 87 minutes

Courses: Addiction; Chemical Dependency; Substance Abuse

Subjects: Rehabilitation; Drug addicts – rehabilitation; Alcoholics -- rehabilitation

Availability: Films for the Humanities and Sciences www.films.com

This film follows five young addicts through 30 days of drug rehabilitation and their struggles to remain drug free in the months that follow. Featured in the film are: Brannon, a 23-year-old heroin addict who experimented with alcohol and drugs for more than a decade and whose alcoholic father died in the last year; Tiffani, a 21-year-old heroin addict who was once a Girl Scout; Anitra, a 20-year-old methamphetamine addict who has struggled to meet her father's high expectations; Josh, a 20-year-old cocaine addict who has been warned that his next drug offense may land him in jail; and Ally, a 22-year-old who "met" heroin as an art student in San Francisco. Through candid interviews with each subject, heart wrenching individual and family counseling sessions, and intimate glimpses into each subject’s life after rehab, the film offers a rare look at the challenges recovering addicts face to remain clean and sober.



Graphic depiction of drug usage, strong language

A Revolving Door

Braverman, C. (Producer), & Braverman, M. (Director). (2006). *A revolving door* [DVD]. Harriman, NY: New Day Films.

Running time: 39 minutes + bonus material, chapters, internet web links for help sources, alternate audio track for younger audiences.

Courses: Addiction; Chemical Dependency; Substance Abuse

Subjects: Drug abuse – treatment, Drug addicts – rehabilitation; Drug addicts – family Relationships; Mental illness – treatment, Mental illness – family relationships

Availability: New Day Films <http://www.newday.com>, Braverman Productions, Inc. <http://www.arevolvingdoor.com/order.html>



Film available for online streaming (fees apply) at New Day Digital <http://newday.iriseducation.org>

This film chronicles the experiences of Tommy Lennon, a young man in his 30's who has battled mental illness (bipolar disorder) and substance abuse for over a decade – “a revolving door” of addiction, mania, delusions, homelessness, psychiatric hospitalizations, and jail. Featured in the film are members of Tommy's loving and dedicated family, their struggles to understand him, and their frustration in attempts to access care from systems that have repeatedly failed Tommy.

Child, Youth & Family Services

Aging Out

Weisberg, R., & Roth, V. (Producers/Directors). (2004). *Aging out* [DVD]. New York: Docurama.

Running time: 90 minutes

Courses: Child and Adolescent Development; Human Services

Subjects: Foster children – California – Los Angeles; Foster children – New York

Availability: Docurama www.docurama.com, Amazon www.amazon.com, Netflix www.netflix.com



PBS maintains a website for the film that includes resources and additional information about the film's participants and the foster care system:

<http://www.pbs.org/wnet/agingout/index-hi.html>

“Aging Out” refers to the time when young people in the foster care system must exit and live on their own for the first time. For many young people this is a daunting experience, as they are often ill-prepared for independent living – with little or no financial resources, limited life skills, inconsistent academic histories, and no family to fall back on. The film, which originally aired on PBS, focuses on three young people as they begin to live independently: David, who was abandoned by his mother when he was six weeks old and has lived his life in more than 20 foster care, mental health, and juvenile justice facilities in the Los Angeles area; Risa, who was abused and molested as a child, has lived in more than a dozen foster care homes in the Los Angeles area; and Daniella who spent five years in 10 different group homes in New York City after reporting her abusive father to child welfare authorities when she was 15. The film follows these young people as they struggle to support themselves, relying on the resilience they developed while “in the system.” The film includes interviews with foster parents, foster care agency and group home directors, and child welfare case managers. *Aging Out* sheds light on the vicissitudes of the public systems (foster care, family courts, juvenile justice, and mental health) that are charged with the welfare of young people taken into their care and the significant role that community organizations and caring individuals can play in supporting these young people.

Girlhood

Garbus, L., Kennedy, R. (Producers) & Garbus, L. (Director). (2003). *Girlhood* [DVD]. New York: Moxie Firecracker.

Running time: 82 minutes

Courses: Developmental Psychology, Juvenile Delinquency, Juvenile Justice

Subjects: Female juvenile delinquents; Juvenile delinquents – rehabilitation; Juvenile justice – Maryland

Availability: Amazon www.amazon.com, Netflix www.netflix.com

Girlhood follows two girls incarcerated at the Waxter Juvenile Facility, home to Maryland's most violent juvenile offenders, for a period of three years. Shanae was gang-raped by five boys when she was ten and dealt with the trauma of this event by self-medicating with drugs and alcohol. At age 11 she was convicted of stabbing a friend to death. Megan, abandoned by her heroin addicted mother, ran away from ten different foster homes before she was arrested for attacking another foster child with a box cutter. The film follows the girls as they struggle for redemption and to rebuild their fragile lives. For Shanae, with the unwavering support of her family, the outcome is promising – she graduates from high school fourth in her class, and manages to cope effectively with continued adversity. Megan on the other hand continues to struggle to build a relationship with the mother who abandoned her and to eke out an existence on the streets of East Baltimore.

Juvenile Justice

Tobias, J., & Bar-On, L. R. (Producers/Directors). (2001). *Juvenile Justice* [DVD]. Alexandria, VA: PBS Video.

Running time: 90 minutes

Courses: Adolescent Development, Juvenile Delinquency, Juvenile Justice

Subjects: Juvenile justice, administration of – United States – Evaluation; Juvenile delinquents – United States

Availability: Shop PBS www.shoppbs.com

With unprecedented access to juvenile court proceedings (which are usually closed to the public and rarely seen on television), this film, originally produced by PBS' *Frontline*, follows four juvenile offenders through the California juvenile courts. Filmed over a period of 15 months, the film follows four young men: Manny, 17, charged with the attempted murder of a pregnant woman and her family; José, a 15-year-old Latino gang member sentenced to Juvenile Hall for his role in the beating death of another teen; Shawn, a middle-class white teen who pleaded guilty to the attempted murder of his father; and Marquese, an African-American teen who has seven theft-related felonies on his record. Two of the young men are tried in juvenile court and two are tried as adults. Featured are interviews with judges, prosecutors, case workers, the young men, the families of the young men, and some of their victims. This film raises important questions about the juvenile justice system, the differential treatment of youth as a function of social class, ethnicity and family background, whether youth should be tried as adults, and if rehabilitation is a possible.

Take it From Me

Abt, E. (Producer/Director). (2001). *Take it from me* [DVD]. New York: Pureland Pictures.

Running time: 75 minutes

Courses: Family Studies, Child Development, Human Services

Subjects: Personal Responsibility and Work Opportunity Reconciliation Act of 1996; Welfare recipients – New York – Biography; Public welfare –New York – Case studies

Availability: Pureland Pictures www.purelandpictures.com

Take it From Me explores the impact of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 and its five-year limit on public assistance. The film profiles four women who struggle to find economic stability for their families: Abby is a 19-year-old mother of three who can't get an apartment of her own because she lives with her parents, who are welfare recipients; Teresa who lives with her teenage son (both of whom may have untreated psychological/psychiatric problems) and has difficulty finding work; Iyoka, who has a community college education, and her husband Louis, who never finished school, struggle to hold onto their marriage and the one job they are able to get between them while caring for their young daughter; and Valentina, a 20-year welfare recipient and single mother in recovery from substance abuse, who relies on her local church to supplement her income as a dishwasher. The film presents the harsh realities of the welfare system and the vulnerability of families who have become dependent on the meager support provided. The stakes for each of these women is very high – Abby's two older children are taken into foster care (because she cannot provide housing for them) where her oldest son is physically abused in the foster home. A powerful film that raises important social policy questions about how to support some of our county's most vulnerable citizens – poor women and children.

Clinical Psychology

The Alzheimer's Project

Hoffman, J. (Producer). (2007). *The Alzheimer's project* [DVD]. New York: Home Box Office.

Running time: 533 minutes [4 core films]] + 15 supplementary short films [20-30 minutes each] on 3 DVDs

Courses: Clinical Psychology; Family Studies; Aging

Subjects: Alzheimer's disease; Biomedical research; Caregivers – psychology

Availability: Amazon www.amazon.com, Shop HBO <http://store.hbo.com>, Netflix www.netflix.com



Each core film and all 15 supplementary films stream online (free) at: <http://www.hbo.com/alzheimers/the-films.html>



HBO maintains a website for the film that includes resources and additional information on understanding Alzheimer's disease, its treatment, and resources for caregivers: <http://www.hbo.com/alzheimers/index.html>

This HBO documentary film series brings together some of the United States' foremost experts on Alzheimer's disease to explore the debilitating effects of the disease on both those with Alzheimer's and on their families. This project centers around four core films that address the scientific advances in Alzheimer's research, the course of the disease, and its impact on loved ones.

The Core Films:

The Memory Loss Tapes [85 minutes]

The first of the core films, *The Memory Loss Tapes* explores the lives of seven people living with Alzheimer's disease. Each individual featured is at a different stage of the disease, providing insights into the progression of the disease. Interviews with family members and caregivers are also included.

Momentum in Science [120 minutes in two parts]

This state-of-the-art-science film visits the clinics and laboratories of 25 leading physicians and scientists working to develop innovative treatments to delay the deterioration of the disease while others strive to find a cure.

Grandpa, Do You Know Who I Am? with Maria Shriver [30 minutes]

This film features five children aged 6 -15 who are coping with a grandparent diagnosed with Alzheimer's. The film provides insights into how children of different ages understand and cope with the physical and cognitive deterioration of a grandparent.

Caregivers [48 minutes]

This film focuses on adult caregivers – the spouses, adult children, and extended family members – of Alzheimer's patients. The film provides insights into the sacrifices that these people often make to ensure that their loved ones are well cared for with dignity and respect.

Fifteen (15) supplementary shorts films explore specific issues in Alzheimer's research and treatment:

Understanding and Attacking Alzheimer's [12 minutes]

This film explores the toxic beta-amyloid protein which is associated with cognitive decline in Alzheimer's disease. The possibilities of a vaccine are also explored.

How Far We Have Come in Alzheimer's Research [15 minutes]

This film provides an overview of advances in Alzheimer's research over the past 30 years.

Identifying Mild Cognitive Impairment [20 minutes]

This film documents the evaluation of two patients at the Mayo Clinic, emphasizing the importance of distinguishing between the different types of dementias that can occur in old age.

The Role of Genetics in Alzheimer's [14 minutes]

This film explores the genetics of Alzheimer's and hereditary factors associated with the disease.

Advances in Brain Imaging [13 minutes]

This film provides an overview of advances in brain imaging technologies and how they help scientists to understand memory loss and cognitive declines associated with Alzheimer's.

Looking into the Future of Alzheimer's [10 minutes]

In this film, the Director to the National Institute on Aging, Richard J. Hodes, discusses the urgency for advances in Alzheimer's research as our population ages.

The Connection Between Insulin and Alzheimer's [22 minutes]

This film explores the links between unhealthy insulin levels and Alzheimer's disease.

Inflammation, the Immune System, and Alzheimer's [30 minutes]

This film describes how inflammation and immune system function may be involved in the etiology of Alzheimer's.

The Benefit of Diet and Exercise in Alzheimer's [17 minutes]

This film explores the role of healthy lifestyle choices (diet and exercise) and their role in Alzheimer's prevention.

Cognitive Reserve: What the Religious Orders Study is Revealing about Alzheimer's [22 minutes]

This film reviews the findings of a study on the Sisters of the Blessed Virgin Mary in Dubuque, Iowa, and how personality traits may influence brain function.

Searching for an Alzheimer's Cure: The Story of Flurizan [31 minutes]

This film explores the results of recent drug trials in Alzheimer's treatment.

The Pulse of Drug Development [16 minutes]

This film explores progress in the development of drugs to treat Alzheimer's and the evaluation of herbal remedies.

The DeMoe Family: Early-Onset Alzheimer's Genetics [26 minutes]

This film profiles members of the DeMoe family in which five of the six siblings have a genetic mutation associated with early-onset Alzheimer's. This short film explores the psychological and emotional toll this has had on the family.

The Nanney/Felts Family: Late-Onset Alzheimer's Genetics [22 minutes]

This film profiles members of the Nanney/Felts family in order to better understand late-onset Alzheimer's.

The Quest for Biomarkers [17 minutes]

This film profiles scientist searching for genetic and biological markers to improve understanding of Alzheimer's and its progression.

Autism is a World

State of the Art (Producer), & Wurzburg, G. (Director). (2004). *Autism is a world*. [DVD]. New York: CNN Productions.

Running time: 40 minutes

Courses: Clinical Psychology; Abnormal Psychology;

Subjects: Autistic disorders – Personal narratives; Autism – Case studies

Availability: Amazon www.amazon.com

Autism is a World takes the viewer into the experience of Sue Rubin, a 26 year-old woman with autism. Diagnosed with autism as a young child, Sue was not communicative until she was trained to use a facilitated communication device when she was 13. Once presumed mentally retarded and uncommunicative, Sue began to communicate and share her experiences with others. She was able to attend and complete high school, attends junior college, travels the country “lecturing” about autism and advocating for the needs of the disabled, and lives independently with the assistance of a team of aides. The narrations of the film, performed by an actress, are written by Sue, providing viewers of the film with unique insights into what it is like to have autism. Sue shares her experiences of isolation, social situations, her discomfort with unfamiliar settings, and need for routines.

Boy Interrupted

Perry, D. (Producer/Director). (2008). *Boy interrupted* [DVD]. New York: HBO Video.

Running time: 90 minutes

Courses: Clinical Psychology; Depression; Psychopathology; Lifespan Development

Subjects: Depression; Men's Health; Depression in men

Availability: Shop HBO <http://store.hbo.com>, Amazon www.amazon.com,
Netflix www.netflix.com

Boy Interrupted is a powerful film that in retrospect, chronicles the struggles of Evan Perry who was diagnosed with bipolar disorder as a child and committed suicide at age 15. This film is not so much about bipolar illness, it is about the impact that bipolar disorder and suicide have on the loved ones of the person with the disorder. The filmmaker, Evan's mother, gathered home movies, photographs, and a variety of different documents to tell the story of her son, Evan: his bipolar illness, his life, and his death, and their impact on those who loved him the most. She interviews his

siblings and friends, his doctors and his teachers, and in the process, she chronicles a harrowing and difficult journey that ends in a parent's worst nightmare.

Depression: Out of the Shadows

Garmon, L. (Producer/Director). (2008). *Depression: Out of the shadows* [DVD]. Alexandria, VA: PBS Video.

Running time: 90 minutes

Courses: Clinical Psychology; Depression; Psychopathology; Lifespan Development

Subjects: Depression; Men's Health; Depression in men

Availability: Shop PBS www.shoppbs.org, Amazon www.amazon.com, Netflix www.netflix.com



The full program is available for online viewing (free) at:

http://www.pbs.org/wgbh/takeonestep/depression/video-ch_01.html



PBS maintains a website for the film that includes resources and additional information on men and depression <http://www.mengetdepression.com/index.cfm>

This film, originally produced for PBS, explores the science, diagnosis, and treatment of depression. Taking a comprehensive approach, the film intersperses interviews with a diverse group of people diagnosed with depression and their family members, driving home the point that depression impacts people of all ages and from all ethnic and socioeconomic backgrounds. These narratives serve to demonstrate the all-encompassing nature of depression and its impact on relationships, the workplace, and the toll it takes on individuals who suffer from it. A number of experts provide commentary on scientific advancements in our understanding of depression and its treatment.

Diagnosis Bipolar: Five Families Search for Answers

Davis, K., & Heilbroner, D. (Producers/Directors). (2009). *Diagnosis bipolar: Five families search for answers* [DVD]. Hamilton, NJ: Films for the Humanities & Sciences.

Running time: 49 minutes

Courses: Child Clinical Psychology, Child Psychopathology, Abnormal Psychology

Subjects: Bipolar disorder—children

Availability: Films for the Humanities and Sciences www.films.com

Filmed over a period of five months, this film follows five families, three of whom have multiple children diagnosed with bipolar disorder. The children range in age from eight to 15 and experience a wide range of symptoms associated with the disorder including suicidality, hyper-sexuality, violent outbursts, mania, depression, and psychotic episodes. In addition to intimate interviews with the children and their families and footage shot in the families' homes, a number of experts are interviewed. The interviews with the parents underscore their strength as they make wrenching medical decisions, experience profound social isolation, and struggle to help their children manage a disorder that is poorly understood.

Dying to be Thin

McPhee, L. (Producer/Director). (2004). *Dying to be thin* [DVD]. Alexandria, VA: PBS Video.

Running time: 60 minutes

Courses: Clinical Psychology, Psychopathology, Eating Disorders

Subjects: Eating disorders in women; Body image; Anorexia Nervosa; Bulimia

Availability: Shop PBS www.shoppbs.org, Amazon www.amazon.com



The full program is available for online viewing (free) at:

<http://www.pbs.org/wgbh/nova/thin/>



NOVA maintains a website for the film that includes resources and additional information on eating disorders: <http://www.pbs.org/wgbh/nova/thin/>

This episode of PBS' *NOVA* explores eating disorders (anorexia and bulimia) among young women in the United States. The film provides footage of young women in individual and group treatment interspersed with interviews of young women (including models, dancers, and athletes) in recovery and experts discussing the etiology, course, and treatment of anorexia and bulimia. Also included in this film is a discussion of cultural influences that reinforce unrealistic ideals of thinness in women.

The Forgetting: A Portrait of Alzheimer's

Arledge, E. (Producer/Director). (2004). *The forgetting: A portrait of Alzheimer's* [DVD]. Alexandria, VA: PBS Video.

Running time: 90 minutes

Courses: Family Studies; Clinical Psychology

Subjects: Alzheimer's disease

Availability: Shop PBS www.shoppbs.org, Amazon www.amazon.com, Netflix www.netflix.com



The full program is available for online viewing (free) at:

<http://www.pbs.org/theforgetting/>



PBS maintains a website for the film that includes resources and additional information on Alzheimer's: <http://www.pbs.org/theforgetting/>

This film explores the impact of Alzheimer's disease on individuals diagnosed with the disease and their families. A scientific overview of the disease and how it progresses is included as well. Powerful profiles of families struggling to care for their loved ones are the cornerstone of this film, demonstrating how difficult it is for family members to come to terms with the cognitive and physical deterioration that characterizes Alzheimer's disease.

The Medicated Child

Gaviria, M. (Producer/Director). (2008). *The medicated child* [DVD]. Alexandria, VA: PBS Video.

Running time: 90 minutes

Courses: Family Studies; Clinical Psychology

Subjects: Pediatric psychopharmacology; Attention-deficit hyperactivity disorder – treatment; Attention-deficit hyperactivity disorder – diagnosis

Availability: Shop PBS www.shoppbs.org, Amazon www.amazon.com, Netflix www.netflix.com



The full program is available for online viewing (free) at:

<http://www.pbs.org/wgbh/pages/frontline/medicatedchild/>



PBS maintains a website for the film that includes resources and additional information: <http://www.pbs.org/wgbh/pages/frontline/medicatedchild/>

This film explores the proliferation of early psychiatric diagnosis in young children and the controversies surrounding the use of psychotropic medications to treat them, despite the fact that many of these powerful drugs have not been tested on children. The film profiles several children that have been diagnosed with bipolar disorder and ADHD, chronicling the course of their treatment and the impact that the disorders have had on the functioning of their families. This film raises important questions about child psychiatry and features interviews with psychologists and psychiatrists on both sides of the debate.

Men Get Depression

Watts, G. (Producer/Director). (2008). *Men get depression* [DVD]. Alexandria, VA: PBS Video.

Running time: 60 minutes

Courses: Clinical Psychology; Depression; Psychopathology; Men; Adult Development

Subjects: Depression; Men's Health; Depression in men

Availability: Shop PBS www.shoppbs.org, Amazon www.amazon.com, Netflix www.netflix.com



PBS maintains a website for the film that includes resources and additional information on men and depression <http://www.mengetdepression.com/index.cfm>

This film, originally produced for PBS, explores depression in men. Featuring an ethnically and socioeconomically diverse group of ten men from their early 20's into their 70s discuss their personal experiences with depression, how they were diagnosed, and their personal journeys in receiving treatment. Segments of the film focus on men in different age groups: 18-30, 30-55, and 55+, providing insights into developmental and sociocultural issues that may contribute to men's reluctance to seek treatment.

Thin

Cutler, R. J. (Producer), & Greenfield, L. (Director). (2006). *Thin* [DVD]. New York: HBO Video.

Running time: 102 minutes

Courses: Clinical Psychology, Psychopathology, Eating Disorders

Subjects: Anorexia Nervosa – therapy; Anorexia Nervosa; Residential treatment

Availability: Shop HBO <http://store.hbo.com/>, Amazon www.amazon.com,
Netflix www.netflix.com

This film follows four young women (ages 15-30) in residential treatment for anorexia nervosa at the Renfrew Center in Coconut Creek, Florida. With unprecedented access to their subjects, the filmmakers film the women in treatment, group therapy, during weight checks and at home after discharge. They also capture team meetings with social workers, psychologists, psychiatrists, psychiatric nurses and other Center staff as they discuss the progress of their patients. Viewers will gain insights into how difficult anorexia is to treat and the impact that it has on the women with the disorder and their families. In addition, the film provides insights into how difficult for these women to maintain the gains achieved in residential treatment when they return home.

Shadow Voices: Finding Hope in Mental Illness

Mennonite Media Productions (Producer). (2005). *Shadow voices: Finding hope in mental illness* [DVD]. Harrisonburg, VA: Mennonite Media.

Running time: 58 minutes

Courses: Clinical Psychology, Psychopathology

Subjects: Mental illness – Personal narratives; Mental illness – Treatment – History; Community mental health services

Availability: Amazon www.amazon.com, Netflix www.netflix.com

This film features a group of ten diverse individuals from across the United States who discuss their experiences with mental illness. The film provides insights into the ways in which these individuals and their families have navigated their way through medical, governmental, societal and spiritual issues. The film particularly emphasizes how places of worship and community organizations can provide support to people with psychiatric disorders and their families. Also featured in the film are mental health professionals, researchers, mental health education specialists and policy makers, who discuss support and the breaking down of discrimination targeted at individuals diagnosed with mental illness.

A Summer in the Cage

Selkow, B. (Producer/Director). (2007). *A summer in the cage* [DVD]. United States: Summer in the Cage Productions.

Running time: 58 minutes

Courses: Clinical Psychology, Psychopathology

Subjects: Mental illness – Personal narratives; Mental illness – Treatment – History; Community mental health services

Availability: Amazon www.amazon.com, Netflix www.netflix.com

A Summer in the Cage documents seven years in the life of Sam, a young man diagnosed with bipolar disorder. The film begins before Sam's diagnosis with bipolar disorder and follows him through his seven-year battle to repair the damage of delusional manic episodes, overcome paralyzing depressions, and escape the legacy of a bipolar father who committed suicide when Sam was eight. During the seven years of documenting this story, viewers have unprecedented access to the Sam's physical and psychological deterioration, with unique insights into how bipolar disorder manifests itself, and the impact that it has on individuals diagnosed with the disorder as well as those around them. The film also raised ethical questions about the filmmaking process in working with individuals with mental illness.



Graphic language and disturbing images

Community Psychology

A Day's Work, A Day's Pay

Skurnik, J., & Leichter, K. (Producers/Directors). (2002). *A day's work, a day's pay* [DVD]. Harriman, NY: New Day Films.

Running time: 57 minutes

Courses: Community Psychology; Poverty

Subjects: Public welfare – New York; Welfare recipients – Employment – New York

Availability: New Day Films www.newday.com



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

Profiles three New York City welfare recipients forced to participate in the city's Welfare Experience Program (WEP) developed during the Giuliani administration. Workers in the program were required to work full-time in menial jobs, performing the same duties as workers employed by the city, in order to receive their welfare benefits -- amounting to one-fourth of the pay received by city workers with no benefits. Noncompliance would result in a loss of welfare benefits. In addition, the program provided no child care for workers who were required to work full-time, nor did it support participants' academic pursuits. Each of the three individuals profiled gets involved in grassroots initiatives to achieve living wages and equity for WEP workers.

All for the Taking

McCullough, G. (Producer/Director). (2005). *All for the taking* [DVD]. Berkeley, CA: Berkeley Media.

Running time: 58 minutes

Courses: Community Psychology; Native Americans

Subjects: Urban renewal – Pennsylvania – Philadelphia; Eminent domain – Pennsylvania – Philadelphia; City planning – Pennsylvania – Philadelphia;

Availability: Berkeley Media www.berkeleymedia.com

All for the Taking is a powerful exploration of urban renewal and gentrification. In 2001, the City of Philadelphia approved the Neighborhood Transformation Initiative (NTI), a 1.6 billion dollar urban renewal project. The NTI gave the city the power to seize thousands of homes, mostly owned or rented by people of color, the elderly, and the poor, using eminent domain. The seized land created a land bank that the city used to entice developers to rebuild historic neighborhoods of Philadelphia. The film profiles a number of residents and housing activists as they fight the city to keep their homes and calls attention to the fact that eminent domain is most often used in communities where residents are the most vulnerable -- poorly informed about their rights and possessing limited resources to mount a fight to save their homes.

Brick City

Levin, M., & Benjamin, M. (Producers/Directors). (2009). *Brick city* [DVD]. New York: First Run Features.

Running time: 260 minutes (5 episodes) on 2 DVDs

Courses: Community Psychology

Subjects: Newark (NJ) – History – 21st century; Newark (NJ) – Social conditions – 21st century; Newark (NJ) – economic conditions – 21st century

Availability: First Run Features www.firstrunfeatures.com, Amazon www.amazon.com, Netflix www.netflix.com

Brick City, which originally aired on the Sundance Channel, is a five-episode documentary that chronicles the efforts of Newark, New Jersey residents and city officials to transform their community after nearly five decades of decline characterized by violence, poverty, and corruption. Each episode features ordinary citizens and city officials tackling the wide range of seemingly intractable issues that plague the community: adolescent pregnancy, gangs, underperforming schools, poor housing conditions, unemployment and underemployment, community violence etc. Prominently featured throughout the series is the city's charismatic young mayor, Corey Booker, as well as host of community residents, young and old, striving to make changes in their own lives and in the community.

Brownsville Black and White

Black, L., Broadman, R. (Producers), & Broadman, R. (Director). (2002). *Brownsville black and white* [DVD]. Berkeley, CA: Berkeley Media.

Running time: 56 minutes

Courses: Community Psychology; Native Americans

Subjects: Brownsville – New York – Race relations; Brownsville – New York – Social conditions

Availability: Berkeley Media www.berkeleymedia.com

Brownsville Black and White explores the complex history of residential segregation, white flight, school reform, and Black-Jewish alliances and rivalries in the Brownsville neighborhood of Brooklyn, New York. Brownsville, which has been called, "The First American Ghetto," by historians and members of the media, Brownsville is a community characterized by urban decay, crime, violence, chronic poverty and unemployment. Using archival footage and interviews with residents, the film presents an intimate portrait of a community struggling to face some of our most intractable social issues.

California and the American Dream

This four-part series explores the roles of community, culture and identity in shaping California. Arguably one of the most diverse regions of the world, California is at once a role model and cautionary tale for other parts of the United States and the world. California is at the forefront of the post 9-11 American agenda – from dramatic shifts in the demographics to new models of civic engagement, from the role of immigrants in neighborhood life to democracy through the initiative process, from Native American gaming and sovereignty to sustainable agriculture.

California's "Lost Tribes"

Riffe, J. (Producer/Director). (2005). *California's "lost" tribes* [DVD]. Berkeley, CA: Berkeley Media.

Running time: 56 minutes

Courses: Community Psychology; Native Americans

Subjects: Native Americans of North American – Gaming – California; Gaming on Indian reservations – Laws and legislation – California – History; Casinos – California

Availability: Berkeley Media www.berkeleymedia.com

California's "Lost" Tribes explores the controversial issue of tribal gaming and its development in California over the past 30 years. The film examines the historical underpinnings of tribal sovereignty and the impact of gaming on Indian self-determination, and the challenges that Native people face in insuring that their new-found prosperity will be sustained for future generations. The film also provides insights into the thinking and motivation of those who oppose the expansion of Indian gaming including home developers and organic farmers, who find themselves in competition with tribe over the development of what little rural land remains in the state.

The Price of Renewal

Espinosa, P. (Producer/Director). (2005). *The price of renewal* [DVD]. Berkeley, CA: Berkeley Media.

Running time: 56 minutes

Courses: Community Psychology

Subjects: Community development, Urban – California – San Diego; Neighborhood planning – California – San Diego; Urban renewal – California – San Diego

Availability: Berkeley Media www.berkeleymedia.com

The Price of Renewal focuses on the San Diego community of City Heights, known locally as the Ellis Island of San Diego, California, home to poor immigrants from Mexico, Central America, Southeast Asia and East Africa. Plagued by decades of urban decay and neglect, the community embarks on long-term redevelopment plan to revitalize the neighborhood. The film explores the complex issues of community development, public/private partnerships, philanthropy, civic engagement and the unintended consequences of gentrification on long-term residents of the community.

The New Los Angeles

Goldfarb, L. (Producer/Director). (2005). *The new Los Angeles* [DVD]. Berkeley, CA: Berkeley Media.

Running time: 56 minutes

Courses: Community Psychology

Subjects: Minorities – California – Los Angeles – Politics and government

Availability: Berkeley Media www.berkeleymedia.com

This film explores the turbulent history of the city of Los Angeles, described as the largest “majority – minority” city with the greatest discrepancy between rich and poor. The film traces the city’s ups and downs from the 1973 election of Tom Bradley, the first African American mayor of a major city without an African American majority, to the 2005 election of Antonio Villaraigosa, the first Latino mayor to be elected in 130 years. *The New Los Angeles* chronicles how the city addresses some of its most pressing issues: immigration, globalization, de-industrialization, economic inequality, and a shrinking middle class. The film also profiles the efforts of the city’s working poor, in coalition with community organizations, labor unions, and elected officials, to transform the environment in which they live and to make the city of Los Angeles more accountable to its residents.

Ripe for Change

Riffe, J., Omori, E. (Producers), & Omori, E. (Director). (2005). *Ripe for change* [DVD]. Berkeley, CA: Berkeley Media.

Running time: 56 minutes

Courses: Community Psychology

Subjects: Agriculture and state – California – History – 20th century; Food industry and trade – California – California – History – 20th century

Availability: Berkeley Media www.berkeleymedia.com

This film focuses on the debates that dominate the state of California around the issue of food and its production. Through interviews with farmers, well-known chefs, scientists and authors, *Ripe for Change* explores the social, environmental, and political issues around the increasing demand for “inexpensive” food. The film juxtaposes those who support large-scale agriculture, genetic engineering, and technology as the means to meet these goals, versus others who call for organic, sustainable, and locally focused style of farming that considers the impact of agriculture on the environment, on communities, and on workers.

Crips and Bloods: Made in America

Davis, B., Halstead, D., Murphy, S., Roxburgh, G., Warren, C. (Producers), & Peralta, S. (Director). (2009). *Crips and bloods: Made in America* [DVD]. New York: Docurama.

Running time: 93 minutes

Courses: Community Psychology; Social Psychology

Subjects: Gangs – California – Los Angeles; Youth and violence; Violence in men

Availability: Docurama films www.docurama.com Amazon www.amazon.com, Netflix www.netflix.com

Crips and Bloods: Made in America examines the social, psychological and sociopolitical factors that have given rise to two of the most infamous African American gangs, Los Angeles' Crips and Bloods. Through archival footage and present day interviews with current and former members of both gangs, gang intervention experts, writers, activists and academics the film traces the history of the rise of the gangs that in the past 30 years have resulted in over 15,000 murders in an ongoing cycle of gang violence that continues unabated in the Los Angeles community of South Los Angeles. The film provides insights into the functioning of the gangs characterized by turf wars and territorialism, the inter-gang hierarchy and family structure, the rules of behavior, the culture of guns, death and dishonor. In addition, the film analyzes the sociocultural factors that contribute to the persistence of the gangs in the community: persistent poverty, lack of educational and occupational opportunities, the erosion of identity that fuels the self-perpetuating legacy of black self-hatred, the disappearance of the African-American father and an almost pervasive prison culture in which one in four black men will be imprisoned at some point in his life.



Mature themes, graphic language and descriptions of violence

Every Mother's Son

Anderson, K., & Gold, T. (Producers/Directors). (2004). *Every mother's son* [DVD]. Harriman, NY: New Day Films.

Running time: 53 minutes

Courses: Community Psychology; Social Psychology

Subjects: Women political activists – New York; Mothers – New York; Police brutality – New York

Availability: New Day Films www.newday.com



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

Filmed over a period of seven years, *Every Mother's Son* chronicles the transformation of three women – from grieving mothers to activists. Inez Baez (whose son Anthony was killed in an illegal police choke-hold), Kadiatou Diallo (whose son Amadou was unarmed when he was shot 41 times by police), and Doris Busch Boskey (whose son Gary Busch was pepper-sprayed and shot to death while holding a small hammer) join forces to combat police brutality and to advocate to victims and their families. The women have inspired a grassroots movement in New York that is challenging the

militarization of law enforcement and the erosions of constitutional protections. When police kill someone under suspicious circumstances, the mothers assemble to help the family deal with its grief and to seek the truth and accountability. The mothers have also become advocates for police reforms, including better training and more citizen oversight, and have connected to a larger national movement against police brutality.

Farmingville

Sandoval, C., & Tambini, C. (Producers/Directors). (2004). *Farmingville* [DVD]. New York: Docurama.

Running time: 78 minutes

Courses: Community Psychology; Social Psychology

Subjects: Mexicans – New York – Farmingville; Immigrants – New York – Farmingville; Racism – New York – Farmingville

Availability: Docurama films www.docurama.com, Amazon www.amazon.com, Netflix www.netflix.com

Chronicles the challenges faced by the relatively homogeneous community of Farmingville (population 15,000), located on central Long Island, New York, as large numbers of undocumented Mexican day laborers move into the community. Many of the men easily find work in Suffolk County's thriving landscaping, construction, and restaurant low-wage industries. As the number of workers increases (to 1,500), long-time residents organize themselves to protest the influx of the workers into their community, lodging complaints about large numbers of men standing on street corners and extreme overcrowding in rental housing. As tensions in the community rise, verbal and physical intimidation toward the workers rises, culminating a brutal attack against two of the workers. The community becomes increasingly divided, as community residents on both sides organize around the issue. The filmmakers spent nearly a year in Farmingville, talking to all sides and filming the conflict as it unfolded in legal and political maneuverings, community organizing, vigilante action, and most tragically, violence.

Flag Wars

Bryant, L. G., & Poitras, L. (Producers/Directors). (2003). *Flag wars* [DVD]. Berkeley, CA: Berkeley Media.

Running time: 87 minutes

Courses: Community Psychology

Subjects: Gentrification – Ohio – Columbus – Case studies; Gentrification – Social aspects; Inner cities – Ohio -- Columbus

Availability: Berkeley Media www.berkeleymedia.com

Filed over a period of four years, *Flag Wars* chronicles the gentrification of a Columbus, Ohio neighborhood. The neighborhood, once a stable working and middle class Black community, now in decay and economically depressed, is being gentrified by predominantly White, gay homebuyers. The resulting conflicts are a case study of differences in perception. Where realtors and buyers see run-down homes, black residents see evidence of institutional racism that steered resources away from this community. What newer residents see as a beneficial effort to renovate and restore value, veteran residents see as an assault on their heritage and a threat to their ability to hold on to their homes. As the conflicts play themselves out, flags symbolizing the unity and solidarity of the dueling communities begin to appear throughout the neighborhood. Through interviews with newcomers and long-time residents, realtors and community officials, the film is a thoughtful case study of gentrification and its impact on a community.

Holding Ground: The Rebirth of Dudley Street

Mahan, L., & Lipman, M. (Producers/Directors). (1996). *Holding ground: The rebirth of Dudley Street* [DVD]. Harriman, NY: New Day Films.

Running time: 58 minutes

Courses: Community Psychology; Social Psychology

Subjects: Dudley Street Neighborhood Initiative; Community organization – Massachusetts – Boston; Urban renewal – Massachusetts – Boston.

Availability: New Day Films www.newday.com



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

Holding Ground features the work of residents of the multicultural (African-American, Latino, Cape Verdean, Haitian, Puerto Rican, and European-American) Boston area community of Roxbury, to revitalize their neighborhood. The neighborhood, long red-lined by banks, marginalized by the city, and plagued by illegal dumping, drug dealing in a community park, and a proliferation of abandoned lots created by the burning down houses. Residents formed the Dudley Street Neighborhood Initiative (DSNI) went on to gain national recognition as residents fought to close down illegal dumps, gain unprecedented control of land from City Hall and create a comprehensive plan to rebuild the fabric of their community. The film features interviews with residents, activists and city officials, interspersed with archival footage of community events and activities. This film

exemplifies the power of community mobilization to effect sustainable change when neighborhood residents create and implement their own agenda for change.

Homeless in Paradise

Braverman, C., Braverman, M. (Producers) & Braverman, M. (Director). (2006). *Homeless in paradise* [DVD]. Harriman, NY: New Day Films.

Running time: 50 minutes

Courses: Community Psychology; Social Psychology; Homelessness

Subjects: Homelessness – California – Santa Monica; Homeless persons – California – Santa Monica; Homeless persons – Services for – California – Santa Monica

Availability: New Day Films www.newday.com



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

Homeless in Paradise tackles the issue of homelessness through case studies of four individuals living on the streets of Santa Monica, California where an estimated 2 -- 5% of the city's population is homeless. As Rick, Donna, Simon, and Faye struggle with the mental illnesses and addictions that are contributors to their living on the streets, the city struggles with how to address the problem. While most cities in the United States budget less than \$1.00 per year per homeless person, Santa Monica budgets more than \$100.00 per homeless person, yet getting a handle on the problem continues to allude city officials and service providers. The film provides insights into factors that contribute to homelessness and the ways in which communities, social service agencies and providers attempt to address this growing, intractable social issue.

Homes & Hands: Community Land Trusts in Action

Chasnoff, D., Cohen, H. S. (Producers) & Cohen, H.S. (Director). (2006). *Homes & hands: Community land trusts in action* [DVD]. Harriman, NY: New Day Films.

Running time: 36 minutes

Courses: Community Psychology

Subjects: Land trusts – United States; Land use – United States; Housing – United States

Availability: New Day Films www.newday.com



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

This film features communities in North Carolina, New Mexico and Vermont where community land trusts have been used to assist low income residents to become homeowners. Buyers purchase homes on land owned by a community land trust (CLT) and enjoy the tax benefits of homeownership and the opportunity to build equity. In the event that a resident decides to move, they sell the home back to the trust. The end result is revitalization of a neighborhood without

gentrification, providing low income residents to continue living in their communities as those communities improve.

Living Broke in Boom Times: Lessons from the Movement to End Poverty

Yates, P., & Kinoy, P. (Producers/Directors). (2007). *Living broke in boom times: Lessons from the Movement to End Poverty* [DVD]. Harriman, NY: New Day Films.

Running time: 73 minutes

Courses: Community Psychology; Social Psychology

Subjects: Dudley Street Neighborhood Initiative; Community organization – Massachusetts – Boston; Urban renewal – Massachusetts – Boston.

Availability: New Day Films www.newday.com



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

Living Broke in Boom Times documents the decade-long movement of poor Americans to end poverty and achieve social and economic justice. The film condenses three full-length documentaries (*Takeover*, *Poverty Outlaw* and *Outriders*) into segments ideal for classroom use and includes new commentary from key figures who led the movement. In the *Takeover* (1990) groups of poor people across the country organize to take over abandoned Housing and Urban Development (HUD) houses for poor and homeless people and families in an effort to call attention to local government to the plight of these vulnerable individuals. *Poverty Outlaw* (1997) features the efforts of the Kensington Welfare Rights Union (Philadelphia), a multiethnic organization of poor women working to empower poor women within the city in support of their efforts to locate and secure affordable housing for themselves and their children. *Outriders* (1999) follows the Poor People's Economic Human Rights Campaign New Freedom Bus Tour as homeless and poor people ride a bus across the United States (some 10,000 miles) to document human rights violations (denial of food, shelter, living wages) against the poor. The tour ends as the group takes their findings to the United Nations, charging the United States government with crimes against humanity under the Universal Declaration of Human Rights. The film depicts outstanding examples the obstacles the organizers faced (fear, fragmentation, etc.). Cheri Honkala, Willie Baptist and Liz Theoharis discuss the strengths and weaknesses of the organizing, and the lessons learned from hard-won experience.

The Lost Children of Rockdale County

Goodman, R. D. & Goodman, B. (Producers/Directors). (1999). *The lost children of Rockdale County* [DVD]. Alexandria, VA: PBS Video.

Running time: 90 minutes

Courses: Community Psychology, Adolescent Development; Family Studies

Subjects: Teenagers – Sexual behavior – Georgia – Rockdale County; Teenagers – Drug use – Georgia – Rockdale County; Sexually transmitted diseases – Georgia – Rockdale County

Availability: Shop PBS www.shoppbs.org, Amazon www.amazon.com,
Netflix www.netflix.com

The Lost Children of Rockdale County, which originally aired on PBS' *Frontline* explores how a 1996 syphilis outbreak in a well-off Atlanta suburb affected over 200 teenagers and revealed their lives unknown to parents: group sex, binge drinking, drugs and violence. Some were as young as twelve and thirteen years old. Although the program begins with an enquiry into how and why the syphilis outbreak happened, it becomes in the end a wider, deeper examination of the world of teenagers emerges. The report interweaves frank conversations with the teens, parents of teens, as well as interviews with community leaders, educators, and medical professionals who investigated the syphilis outbreak. The film provides insights into the relative isolation of youth within a community that prides itself on meeting their meeting the needs of its children.



Graphic discussion of sexual activity

Madres Unidas: Parents Researching for Change

Dyrness, A. (Producer/Director). (2003). *Madres unidas: Parents researching for change* [DVD]. Berkeley, CA: Berkeley Media.

Running time: 58 minutes

Courses: Ethnic Studies; Minority Mental Health; Adult Development

Subjects: Small schools – California – Oakland; Education – Parent participation – California – Oakland; Education – Research – California – Oakland

Availability: Berkeley Media www.berkeleymedia.com

This film documents the efforts of five Latina immigrant mothers to start a small school in their Oakland, California neighborhood. As part of their work on the project, the mothers become engaged in participatory research, chronicling their process through data collection and videography. *Madres Unidas* highlights their participation in city-wide school reform efforts and community organizing around the issue. The film effectively highlights the personal transformation of the five mothers, as they work to create a school for their children and develop their skills as social activists and researchers. In documenting the process undertaken by the women, the film demonstrates how the experience of engaging in research was tremendously empowering and transforming for them and serves as a strong testament to the value of participatory research as a method that expands the possibilities for democratic participation and social change.

The New Heroes

Malone, M., & Grove, R. (Producers/Directors). (2005). *The new heroes* [DVD]. Portland, OR: Oregon Public Broadcasting.

Running time: 240 minutes (four 60 minute episodes) on two DVDs

Courses: Community Psychology

Subjects: Social entrepreneurs

Availability: Order from Oregon Public Broadcasting at:

<http://www.pbs.org/opb/thenewheroes/about/index.html>

The New Heroes tells the dramatic stories of 14 social entrepreneurs who are successfully alleviating poverty and illness, combating unemployment and violence, and bringing education, light, opportunity and freedom to poor and marginalized people around the world. The series consists of four episodes organized around the following themes:

Episode 1: Dreams of Sanctuary

"Dreams of Sanctuary" features three social entrepreneurs working to create new beginnings for some of the world's most desperate and destitute. Segments in this episode travel to Moses Zulu's home and school for AIDS orphans in Zambia and to Mimi Silbert's San Francisco-based Delancey Street foundation, which helps drug addicts, ex-convicts and homeless people turn their lives around. This episode also features the work of Kailash Satyarthi to end forced labor and child slavery in India through a network of child-friendly villages. Viewers witness a harrowing raid on a slave camp holding children.

Episode 2: Technology of Freedom

"Technology of Freedom" features the work of "compassionate capitalists," who have created self-sustaining businesses to maximize human benefit rather than profit. Segments in this episode profile Martin Fisher and Nick Moon, the founders of ApproTEC, who invented an economical water pump that benefits Africa's subsistence farmers, providing them with the opportunity to make a meaningful living. This episode also travels to Brazil where modern Brazilian cowboy, Fabio Rosa, battles government monopolies to bring electricity to remote regions in his country. Finally, this episode returns to India to meet Govindapa Vin Kataswami, known as Dr. V., who, working with social entrepreneur David Green, has applied the latest industrial techniques to make sight-saving surgery available for the poor.

Episode 3: Power of Enterprise

The third program in the series looks at how social entrepreneurs are working to break the cycle of poverty by empowering people to earn a living. Featured in this episode are Muhammad Yunus, "the banker to the poor," whose Grameen Bank has provided 4.7 billion dollars in loans to 4.4 million families in Bangladesh and inspired similar credit operations in a hundred countries. In the jungle city of Pucallpa, Peru, Albina Ruiz Rios has been working with local residents to form micro-enterprises to clean up garbage that is contaminating water and causing disease in poor neighborhoods. In this episode viewers also travel to the favelas of Rio de Janeiro, where Maria Teresa "Tete" Leal leads the Coopa-Roca sewing cooperative, a fair labor shop that creates high-fashion clothing sold around the world.

Episode 4: The Power of Knowledge

The final episode features social entrepreneurs creating educational opportunities for children in societies where education is not accessible for significant numbers of children. In Thailand Sompop Jantraka has started a school for young Thai girls with the goal of saving them from entering into or being sold into prostitution. In Egypt Dina Abdel Wahab who has started schools children with disabilities who are often neglected by Egypt's education system. And the program returns once more to India, this time to Calcutta, where Inderjit Khurana has set out to bring education to children who beg in the train stations by setting up a school right on the railway platforms.

Roots of Health

McCollough, G. (Producer/Director). (2009). *Roots of health* [DVD]. Berkeley, CA: Berkeley Media.

Running time: 58 minutes

Courses: Community Psychology; Native Americans

Subjects: World health – Social aspects; Equality – Health aspects; Control (Psychology) – Health aspects

Availability: Berkeley Media [www.berkeleymedia.com]

This film explores how people's health and well-being are primarily determined by where they live, their educational, economic, and social status, and the degree of control they have over their own lives. Following case studies in the UK, India, and the United States, the film demonstrates the dramatic inequities that exist worldwide and how poverty affects the health of individuals and communities around the world. The film effectively chronicles how community mobilization and activism can be used to overcome health disparities.

Third Ward Tx

Bless, N., Walker, N. (Producers), & Garrison, A. (Director). (2007). *Third Ward Tx* [DVD]. Harriman, NY: New Day Films.

Running time: 57 minutes

Courses: Community Psychology; Social Psychology

Subjects: Community development, Urban – Texas – Houston; City planning – Texas – Houston; Public art – Texas – Houston

Availability: New Day Films www.newday.com



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

This film features Houston's *Project Row Houses* (PRH), a neighborhood-based nonprofit art and cultural organization in Houston's Northern Third Ward, one of the city's oldest African-American communities. In 1993 a group of artists began displaying art on a series of blighted shotgun houses in the neighborhood. Over time the project grew encompass arts and culture, neighborhood

revitalization, low-income housing, education, historic preservation, and community service. In addition to art exhibitions sponsored by the PRH, their Young Mothers Residential Program (YMRP) is prominently featured. YMRP provides a “social safety net” for low-income young mothers between the ages of 18 and 26, including: a fully furnished row house with rent subsidy for one to two years; weekly workshops focusing on parenting and life skills; a program mentor (a professional woman who has volunteered to be available to a mother as a friend and advisor); counseling support services; and the structure to establish healthy environments for raising their children and community networks to sustain them when they exit the program.

Two Towns of Jasper

Williams, M., & Dow, W. (Producers/Directors) (2007). *Two towns of Jasper* [DVD]. Alexandria, VA: PBS Video.

Running time: 90 minutes

Courses: Community Psychology; Social Psychology

Subjects: Byrd, James; Murder – Texas – Jasper; African American men – Crimes against; Hate crimes – Texas – Jasper.

Availability: Shop PBS www.shoppbs.org, Documentary Educational Resources www.der.org

On June 7, 1998, three white men from Jasper, Texas, chained African-American James Byrd to a pick-up truck and dragged him for three miles on a country road until his body disintegrated. This film explores racial tensions in the community of Jasper over the course of the year when the three white men stood trial for the death of Mr. Byrd. Two film crews interviewed residents of the community: an all white crew interviewed white residents and an all black crew interviewed black residents. The emerging narratives provide powerful insights into the longstanding mutual distrust that exists between blacks and whites, and their diametrically opposed perspectives on race relations in the community.

A Village Called Versailles

Chiang, S. L. (Producer/Director). (2007). *A village called Versailles* [DVD]. Harriman, NY: New Day Films.

Running time: 67 minutes

Courses: Community Psychology; Social Psychology; Asian Americans

Subjects: Vietnamese Americans – Louisiana – New Orleans; New Orleans (LA) – Environmental conditions; New Orleans (LA) – Ethnic relations

Availability: New Day Films www.newday.com

This film chronicles the struggles of a working class Vietnamese American community to overcome tragedy and to effect meaningful social change. Versailles, a tight-knit neighborhood on the edge of New Orleans, is home to the densest ethnic Vietnamese population outside of Vietnam. In the aftermath of Hurricane Katrina, residents rebuild their homes — only to have them threatened by a

toxic landfill planned in their neighborhood. As the community fights back, it turns a devastating disaster into a catalyst for change and the creation of a better future.

When the Levees Broke

Lee, S. (Producer/ Director). (2006). *When the levees broke* [DVD]. New York: HBO Video.

Running time: 257 minutes (4 acts) on 3 DVDs

Courses: Community Psychology; Social Psychology

Subjects: Hurricane Katrina, 2005; Hurricane Katrina, 2005 – Social aspects; Hurricanes – Louisiana – New Orleans

Availability: HBO video <http://store.hbo.com>, Amazon www.amazon.com, Netflix www.netflix.com

When the Levees Broke is a powerful portrait of New Orleans in the aftermath of Hurricane Katrina. Incorporating archival footage, filmed as the city braced for what would be one of the most destructive hurricanes in the history of the gulf coast of the United States, along with interviews with residents, news reporters, city, state and federal officials, the film powerfully juxtaposes the devastation of the community and the resilience of its people. Nearly 100 people from all walks of life were interviewed for this film, which raises questions about the role that individuals, neighborhoods, city and state officials, the federal government, aid agencies and the U.S. military played both during and after the hurricane. The film also provides insights into the rich cultural heritage of the city and its role in the resilience manifested by ordinary citizens' commitment to rebuild and revitalize their city, despite government red tape, ineffective distribution of limited resources, and waning interest on the part of the American people as the months pass. In addition, issues of race, poverty, social class, and marginalization are recurrent themes in the film, as interviewees struggle to make sense of the poorly orchestrated response in the aftermath of this deadly natural disaster.

Criminal Justice

Concrete Steel & Paint

Burstein, C., & Heriza, T. (Producers/Directors). (2009). *Concrete steel & paint* [DVD]. Harriman, NY: New Day Films.

Running time: 55 minutes

Courses: Adult Development, Criminal Justice; Art

Subjects: Restorative justice – United States; Prisoners as artists – United States

Availability: New Day Films www.newday.com

This film chronicles a unique mural project that brings together inmates from Pennsylvania's Graterford State Prison and victims of crime. As they work together to design and create a mural about healing, their views of punishment, remorse and forgiveness collide. At times the tension and conflict is so great, the notion that restorative justice can be achieved seems impossible. But as the participants begin to work together, they are able to break down mutual barriers of mistrust and find the common purpose and eventually understanding. The mural they produce brilliantly captures the range of emotion, conflict, and reconciliation achieved through the participants work together.

Crips and Bloods: Made in America

Davis, B., Halstead, D., Murphy, S., Roxburgh, G., Warren, C. (Producers), & Peralta, S. (Director). (2009). *Crips and bloods: Made in America* [DVD]. New York: Docurama.

Running time: 93 minutes

Courses: Community Psychology; Social Psychology

Subjects: Gangs – California – Los Angeles; Youth and violence; Violence in men

Availability: Docurama films www.docurama.com, Amazon www.amazon.com, Netflix www.netflix.com

Crips and Bloods: Made in America examines the social, psychological and sociopolitical factors that have given rise to two of the most infamous African American gangs, Los Angeles' Crips and Bloods. Through archival footage and present day interviews with current and former members of both gangs, gang intervention experts, writers, activists and academics the film traces the history of the rise of the gangs that in the past 30 years have resulted in over 15,000 murders in an ongoing cycle of gang violence that continues unabated in the Los Angeles community of South Los Angeles. The film provides insights into the functioning of the gangs characterized by turf wars and territorialism, the inter-gang hierarchy and family structure, the rules of behavior, the culture of guns, death and dishonor. In addition, the film analyzes the sociocultural factors that contribute to the persistence of the gangs in the community: persistent poverty, lack of educational and occupational opportunities, the erosion of identity that fuels the self-perpetuating legacy of black self-hatred, the

disappearance of the African-American father and an almost pervasive prison culture in which one in four black men will be imprisoned at some point in his life.



Mature themes, graphic language and descriptions of violence

Every Mother's Son

Anderson, K., & Gold, T. (Producers/Directors). (2004). *Every mother's son* [DVD]. Harriman, NY: New Day Films.

Running time: 53 minutes

Courses: Community Psychology; Social Psychology

Subjects: Women political activists – New York; Mothers – New York; Police brutality – New York

Availability: New Day Films www.newday.com

Filmed over a period of seven years, *Every Mother's Son* chronicles the transformation of three women – from grieving mothers to activists. Inez Baez (whose son Anthony was killed in an illegal police choke-hold), Kadiatou Diallo (whose son Amadou was unarmed when he was shot 41 times by police), and Doris Busch Boskey (whose son Gary Busch was pepper-sprayed and shot to death while holding a small hammer) join forces to combat police brutality and to advocate to victims and their families. The women have inspired a grassroots movement in New York that is challenging the militarization of law enforcement and the erosions of constitutional protections. When police kill someone under suspicious circumstances, the mothers assemble to help the family deal with its grief and to seek the truth and accountability. The mothers have also become advocates for police reforms, including better training and more citizen oversight, and have connected to a larger national movement against police brutality.

The Execution of Wanda Jean

Garbus, L., Simon, C., Gaither, J. (Producers), & Garbus, L. (Director). (2005). *The execution of Wanda Jean* [DVD]. New York: Docurama.

Running time: 88 minutes

Courses: Social Psychology; Criminal Justice

Subjects: Women death row inmates – Oklahoma

Availability: Docurama films www.docurama.com, Amazon www.amazon.com, Netflix www.netflix.com

The Execution of Wanda Jean chronicles the battle of Wanda Jean Allen to overturn her 1989 death sentence imposed by the state of Oklahoma for shooting her lover, Gloria Leathers, outside an Oklahoma City Police station. The film finds her eleven years later, her execution date just months away. With chilling intimacy, the filmmakers follow Wanda Jean's final months on death row, as she and her legal team prepare for her clemency hearing, as she and her family, friends, and spiritual

advisors have their final visits. At her Clemency hearing, her attorneys argue that during her original trial, her defense failed to present crucial and potentially life-saving evidence: Wanda Jean had borderline mental retardation and brain damage. But the Oklahoma Pardon and Parole Board, which in its thirty-year history had never granted clemency, denies Wanda Jean's plea. The film chronicles Wanda Jean's final weeks as her legal team exhausts every option to save her life. Through Wanda Jean's story the film explores one of America's most controversial moral and political dilemmas – the death penalty – and the role that poverty, mental health, race, and sexuality play within the criminal justice system.

Girl Trouble

Leban, L., & Szajko, L. (Producers/Directors). (2006). *Girl trouble* [DVD]. Harriman, NY: New Day Films.

Running time: 74 and 57 minutes (DVD includes two versions of the film)

Courses: Developmental Psychology

Subjects: Female juvenile delinquents – California – San Francisco; Juvenile justice – Administration of – California – San Francisco; Juvenile courts – California – San Francisco

Availability: New Day Films <http://www.newday.com>



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

Filmed over a period of four years, *Girl Trouble* follows three teenage girls through San Francisco's juvenile justice system. Struggling with issues including poverty, domestic violence, drug addiction and homelessness in their lives, we are introduced to the girls after they have already had contact with the juvenile justice system; dealing drugs, cutting school, assaulting others. The girls all participate in programs offered by the Center for Young Women's Development, the nation's first employment, leadership, and advocacy program run entirely by and for girls who have been incarcerated and are trying to change their lives. The film follows them out of the Center and into the courts and their personal lives, learning of their personal stories, the challenges they face and how they negotiate a system that at the same time seeks to punish and rehabilitate those who come into contact with it. The film offers insights into our ineffective system of juvenile justice.

Girlhood

Garbus, L., Kennedy, R. (Producers), & Garbus, L. (Director). (2003). *Girlhood* [DVD]. New York: Moxie Firecracker.

Running time: 82 minutes

Courses: Developmental Psychology, Juvenile Delinquency, Juvenile Justice

Subjects: Female juvenile delinquents; Juvenile delinquents – rehabilitation; Juvenile justice – Maryland

Availability: Amazon www.amazon.com, Netflix www.netflix.com

Girlhood follows two girls incarcerated at the Waxter Juvenile Facility, home to Maryland's most violent juvenile offenders, for a period of three years. Shanae was gang-raped by five boys when she was ten and dealt with the trauma of this event by self-medicating with drugs and alcohol. At age 11 she was convicted of stabbing a friend to death. Megan, abandoned by her heroin addicted mother, ran away from ten different foster homes before she was arrested for attacking another foster child with a box cutter. The film follows the girls as they struggle for redemption and to rebuild their fragile lives. For Shanae, with the unwavering support of her family, the outcome is promising – she graduates from high school fourth in her class, and manages to cope effectively with continued adversity. Megan on the other hand continues to struggle to build a relationship with the mother who abandoned her and to eek out an existence on the streets of East Baltimore.

A Hard Straight

Toshima, G., Sablosky, L. (Producers), & Toshima, G. (Director). (2004). *A hard straight* [DVD]. Harriman, NY: New Day Films.

Running time: 74 minutes **Courses:** Adult Development; *Criminal Justice*

Courses: Social Psychology; Criminal Justice

Subjects: Ex-convicts; Parole – United States; Ex-convicts -- Psychology

Availability: New Day Films www.newday.com

A Hard Straight explores the challenges faced by individuals recently released from prison struggling to reconstruct their lives within the parameters of the laws. The film weaves the stories of three parolees: Regina, Aaron, and Richard. For Regina, convicted of receiving stolen property, life on the outside is fraught with conflict with her eldest daughter who has been raising Regina's younger children while her mother was in prison, and Regina's struggle to kick her methamphetamine addiction. Aaron, convicted of armed robbery, has been in and out of prison for years and now on the outside struggles with isolation and trying to find support from the parole system. Richard, a gang member and talented tattoo artist, has been convicted of two felonies – a third conviction would mean a life sentence. The film chronicles the challenges each of the film's subjects face as they struggle to go straight and highlights the personal and community resources necessary to support their respective journeys.

Juvenile Justice

Tobias, J., & Bar-On, L. R. (Producers/Directors). (2001). *Juvenile justice* [DVD]. Alexandria, VA: PBS Video.

Running time: 90 minutes

Courses: Adolescent Development, Juvenile Delinquency, Juvenile Justice

Subjects: Juvenile justice, administration of – United States – Evaluation; Juvenile delinquents – United States

Availability: Shop PBS www.shoppbs.com

With unprecedented access to juvenile court proceedings (which are usually closed to the public and rarely seen on television), this film, originally produced by PBS' *Frontline*, follows four juvenile offenders through the California juvenile courts. Filmed over a period of 15 months, the film follows four young men: Manny, 17, charged with the attempted murder of a pregnant woman and her family; José, a 15-year-old Latino gang member sentenced to Juvenile Hall for his role in the beating death of another teen; Shawn, a middle-class white teen who pleaded guilty to the attempted murder of his father; and Marquese, an African-American teen who has seven theft-related felonies on his record. Two of the young men are tried in juvenile court and two are tried as adults. Featured are interviews with judges, prosecutors, case workers, the young men, the families of the young men, and some of their victims. This film raises important questions about the juvenile justice system, the differential treatment of youth as a function of social class, ethnicity and family background, whether youth should be tried as adults, and if rehabilitation is a possible.

Murder on a Sunday Morning

Poncet, D. (Producer), & de Lestrade, J. X. (Director). (2003). *Murder on a Sunday morning* [DVD]. New York: Docurama.

Running time: 111 minutes

Courses: Social Psychology; Criminal Justice

Subjects: Trials (Murder) – Florida – Jacksonville; Homicide – Jacksonville, Florida – Case studies

Availability: Docurama films www.docurama.com Amazon www.amazon.com, Netflix www.netflix.com

This Academy Award winning film chronicles the trial of Brenton Butler, a 15 year-old African American boy accused of murdering a Caucasian woman in his Jacksonville, Florida community. Within two hours of the murder, Butler is arrested and identified by the woman's husband. Butler signs a confession. Everyone surrounding the case, prosecutors, journalists and members of the community are prepared to condemn Butler for the murder, with the exception of his family and his attorney. The trial raises important questions about eyewitness testimony, the coercion of confessions, and police ineptitude and corruption.

Developmental Psychology

Prenatal Development

In the Womb

Pioneer Productions (Producer), & McDonald, T. (Director). (2005). *In the womb* [DVD]. Washington, DC: National Geographic Channel.

Running time: 90 minutes [Scene Selections]

Courses: Developmental Psychology, Prenatal Development

Subjects: Embryonic development; Fetal development; Fetus – growth

Availability: National Geographic Store <http://shop.nationalgeographic.com/>, Amazon www.amazon.com, Netflix www.netflix.com

Combining 4-D ultrasound (3-D including real-time movement) with computer generated images this film traces human development from the moment of conception to birth. The film provides excellent descriptions the phases of prenatal development grounded in real-world terminology that enhances the viewers appreciation for the complexity and wonder of the developmental process (e.g., “blood vessels as thin as a human hair”, “now the fetus is the size of kidney bean, etc.”). In addition, the film features a brief segment of in utero surgery to correct a hole in the fetus’ diaphragm. The film culminates with a live, vaginal birth.



Graphic depiction of childbirth

In the Womb: Identical Twins

Pioneer Productions (Producer), & Townend, L. (Director). (2009). *In the womb: Identical twins* [DVD]. Washington, DC: National Geographic Channel.

Running time: 50 minutes

Courses: Developmental Psychology, Prenatal Development

Subjects: Embryonic development; Fetal development -- twins; Fetus – growth

Availability: National Geographic Store <http://shop.nationalgeographic.com/>, Amazon www.amazon.com, Netflix www.netflix.com

Combining 4-D ultrasound (3-D including real-time movement) with computer generated images this film traces human development from the moment of conception to birth. Highlighted in this film are the splitting of a single fertilized egg into identical twins, milestones of the development of the twins in utero, the development of skin color, and 4-D ultrasound images of twins interacting with each other in the womb. The film also explores how developmental abnormalities such as ambiguous genitalia and conjoined twins occur. Also featured are adult identical twins separated at birth, reunited after 40 years.



Graphic depiction of caesarean delivery

In the Womb: Multiples

Pioneer Productions (Producer), & Townend, L. (Director). (2007). *In the womb: Multiples* [DVD]. Washington, DC: National Geographic Channel.

Running time: 50 minutes

Courses: Developmental Psychology, Prenatal Development

Subjects: Pregnancy – Multiple; Embryonic development; Fetal development

Availability: National Geographic Store <http://shop.nationalgeographic.com/>, Amazon www.amazon.com, Netflix www.netflix.com

Combining 4-D ultrasound (3-D including real-time movement) with computer generated images this film traces the development of twins, triplets and quadruplets from the moment of conception to birth. The film highlights conception, factors leading to natural multiple births, and the health risks associated with multiples. 4-D ultrasound and computer generated images depict fetuses interacting with each other in the womb.



Graphic depiction of caesarean delivery

Life's Greatest Miracle

Cort, J. (Producer). (2001). *Life's greatest miracle*. [DVD]. Alexandria, VA: PBS Video.

Running time: 60 minutes

Courses: Developmental Psychology, Prenatal Development

Subjects: Human reproduction; Fetus – Growth

Availability: Shop PBS www.shoppbs.org, Amazon www.amazon.com, Netflix www.netflix.com



The full program is available for online viewing (free) at:
<http://www.pbs.org/wgbh/nova/miracle/>



NOVA maintains a website for the film that includes resources and additional information on prenatal development:
<http://www.pbs.org/wgbh/pages/frontline/livingold/>

This film, which originally aired on PBS's *NOVA* traces human development from the time of conception through birth. Combining computer generated imagery, thermal photography, in utero still and video photography, *Life's Greatest Miracle* describes and depicts the process of sexual arousal, conception, embryonic and fetal development in clear, concise language. Among the most striking images are sequences of sperm traveling toward the egg, the fertilized egg's journey through the fallopian tube, and the transformation of the egg into the blastocyst.



Graphic depiction of human sexual arousal (using thermal photography) and childbirth

Infant Development

Babies

Chabat, A. (Producer), & Balmes, T. (Director). (2010). *Babies*. Los Angeles: Focus Features.

Running time: 79 minutes

Courses: Developmental Psychology, Infant Development

Subjects: Infants –development

Availability: Amazon www.amazon.com, Netflix www.netflix.com

Babies follows the development of four infants born in different parts of the world from birth through their first year of life. Hattie is in San Francisco, Mari's in Tokyo, Baryarjargal lives out in the Mongolian steppes, and Ponijao is born in rural Namibia. Filmed very much in the style of a nature documentary, the film captures the babies in their “natural habitats” capturing their day to day experiences without narration or interpretation. The film beautifully captures universals of infant development (motor milestones, emergence of language, etc.) as well as the unique influence of cultural contexts on development.

The Baby Human

Spidell, K. (Producer), & Thalenberg, E. (Director). (2002). *The baby human*. [DVD]. Ontario, Canada: Discovery Health Channel.

Running time: 150 minutes

Courses: Developmental Psychology, Infant Development

Subjects: Infants – growth; child development; Child psychology

Availability: Amazon www.amazon.com, Netflix www.netflix.com

The Baby Human, originally produced as a short series airing on the Discovery Channel explores physical, cognitive and language development in infancy. Expertly narrated using non-technical descriptive English, this film combines naturalistic observations of infants along with laboratory experiments that demonstrate the various capabilities presented. The film consists of three major episodes, “To Walk,” “To Think,” and “To Talk.” Each of the major episodes progresses chronologically from birth to approximately 24 months in six subsections (which may be viewed as one continuous 35-40 minute episode or as discrete 5-10 minute segments, ideal for classroom viewing). Each episode contains the segments identified below:

To Walk: “The Stepping Pattern,” “Rolling and Reaching,” “Sitting and Crawling,” “Depth & Perception,” “Cruising,” and “Walking.”

To Think: “Face Recognition,” “Objects,” “Laws & Mathematics,” “Perception,” “Tools,” and “Understanding.”

To Talk: “Sounds,” “Interaction,” “Language,” “Gestures,” “Imitation,” and “The Language Explosion.”

The Baby Human 2

Spidell, K. (Producer), & Thalenberg, E. (Director). (2009). *The baby human 2*. [DVD]. Ontario, Canada: Discovery Health Channel.

Running time: 155 minutes

Courses: Developmental Psychology, Infant Development

Subjects: Concepts in infants; Cognition in infants; Infants – development

Availability: Amazon www.amazon.com, Netflix www.netflix.com

Continuing in the tradition of *The Baby Human*, this three episode film explores emotional, social, and relational development in infancy. Expertly narrated using non-technical descriptive English, this film combines naturalistic observations of infants along with laboratory experiments that demonstrate the various capabilities presented. This film consists of three major episodes, “To Feel,” “To Belong,” and “To Relate.” Each of the major episodes progresses chronologically from birth to approximately 24 months in six subsections (which may be viewed as one continuous 35-40 minute episode or as discrete 5-10 minute segments, ideal for classroom viewing). Each episode contains the segments identified below:

To Feel: “Facial Reactions,” “Stimulation,” “Temperament,” “Responses,” “Coping,” and “Self-Conscious Emotions.”

To Belong: “Attachment,” “Separation,” “Sense of Self,” “Gender,” “Pretending and Sharing,” and “Co-operation.”

To Relate: “Motion,” “Static Probabilities,” “Gazing,” “Understanding,” “Perspective,” and “Symbolism.”

Child and Adolescent Development

5 Girls

Finitzo, M. (Producer/Director). (2001). *5 girls* [DVD]. Chicago, IL: Katemquin Films.

Running time: 57 minutes

Courses: Developmental Psychology, Women's Studies

Subjects: Teenage girls – United States – Case studies; Teenage girls – Family relationships; Teenage girls – education.

Availability: Amazon www.amazon.com, Netflix www.netflix.com

Filmed over a period of three years, this film documents the experiences of five girls growing up in the diverse neighborhoods of Chicago. The film tracks the struggles and transformations that come into the lives of Corrie, Toby, Amber, Aisha, and Haibinh as they confront the challenges of growing up female in America. While revealing differences in race and class that provide distinct twists to each of their stories, the film also reveals that these young women have a some important qualities in common — resilience, self-awareness and a determination to be themselves.

Born into Brothels

Red Light Films, & HBO/Cinemax Documentary Films (Producers), Kauffman, R., & Briski, Z. (Directors). (2005). *Born into brothels*. New York: Thinkfilm.

Running time: 83 minutes

Courses: Developmental Psychology

Subjects: Children of prostitutes – India – Calcutta; Child photographers – India – Calcutta; Brothels – India – Calcutta

Availability: Amazon www.amazon.com, Netflix www.netflix.com

Born into Brothels illustrates the power of art as a vehicle for fostering resilience in young children. Zana Briski, a New York photographer, documenting life in Calcutta's brothels, taught children being raised in the brothels to use cameras and encouraged them to document their experiences on film. The film follows the transformation of the children as they view their surroundings through the lens of their cameras, capturing beauty and hope amid the squalor and danger of their everyday experiences. This film provides excellent examples resilience in children who have been largely forgotten or ignored.

Boys of Baraka

Loki Films, LLC (Producer), Ewing, H., & Grady, R. (Directors). (2006). *The boys of Baraka*. New York: ThinkFilm.

Running time: 84 minutes

Courses: Developmental Psychology, Males and Masculinity

Subjects: African American boys – Social conditions; Problem Youth – Education (Middle School)

Availability Amazon www.amazon.com, Netflix www.netflix.com

This film follows four African American 12 and 13 year-old boys, Devon, Montrey, Richard, and Romesh, from one the county's most poverty stricken inner-city communities in Baltimore. The future for these boys is bleak: 61% of African American males in the community do not complete high school and 50% are incarcerated or killed before reaching the age of 18. The boys are offered an opportunity to escape their overcrowded, low performing schools, community violence, and unstable home environments to attend Baraka School. The Baraka School is an experimental boarding school in rural Kenya, where the teacher-student ratio of one to five, a strict disciplinary program and a comprehensive curriculum form the core of the educational program, designed to break the cycle of violence for inner city youth. *The Boys of Baraka* follows the boys (and their families) for three years, both in Kenya and on visits home, as they transition from boys to young men.

Boys Will Be Men

Weidlinger, T. (Producer/Director). (2001). *Boys will be men* [DVD]. Oley, PA: Bullfrog Films.

Running time: 57 minutes

Courses: Developmental Psychology, Males and Masculinity

Subjects: Men – Psychology; Boys – Psychology; Masculinity

Availability: Bullfrog Films www.bullfrogfilms.com

Boys Will Be Men explores what it means to grow up male in the United States. The film emphasizes the emotional life of boys – often neglected in a culture that reinforces a “boy code” (a social message to boys that they need to be stoic, stand on their own two feet, and cut the apron strings) – long before they are emotionally ready to do so. The film visits a first grade classroom, where boys struggle to sit still and stay on task – which contributes to the reading achievement gap between young boys and girls. An outdoor wilderness program for troubled boys provides insights into the ways in which adolescent boys are often cut off emotionally, leading them to use aggression and violence as tools for problem-solving. Also featured is a three-day poetry workshop for adolescent males in which they perform their work for their teachers and parents. Over three days the boys become increasingly more articulate and outspoken about their experiences of the transition from boys to men. Featured in the film are psychologists William Pollack and Michael Thompson, who provide commentary about the emotional life of boys and its impact on their development.

Child Genius: A Longitudinal Look at Young Prodigies

In 2005, Britain's Channel 4 began a project to document the development of a group of highly gifted British child prodigies into their adulthood. This series explores the lives of these children, not only highlighting their early accomplishments and talents, but focusing on how their gifts impact the quality of their social and psychological lives. The series follows several of the same children over time, providing longer profiles of three children in each episode, as they navigate their relationships with their parents and peers, at school and with their unique talents.

Child Genius: The Early Years

Channel 4 (Producer), & Leveugle, L. (Producer/Director). (2008). *Child genius: The early years* [DVD]. Princeton, NJ: Films for the Humanities and Sciences.

Running time: 75 minutes

Courses: Developmental Psychology, Child Development

Subjects: Child prodigies – Great Britain – Case studies; Child development – Great Britain – Case studies; Talent in children– Great Britain – Case studies

Availability: Films for the Humanities and Sciences www.films.com

This film explores what it means to be a child prodigy and raises questions about what makes a child exceptional – is it merely IQ or other more difficult to define qualities? This episode features mathematically gifted three year-old Mikhail, who can multiply five-figure numbers and is the youngest member of Mensa; Michael, Britain's youngest published author who was reading Shakespeare and learning Mandarin Chinese at the age of five, and Aimee, a gifted pianist. The film explores how parents select schools for their children, support their talents and ensure that their children have opportunities to “be kids” through interaction with peers, etc. Special attention is paid to the difficulties these children often have in relating to their peers – and sometimes members of their own families.

Child Genius: Young and Gifted

Channel 4 (Producer), & Leveugle, L. (Producer/Director). (2008). *Child genius: Young and gifted* [DVD]. Princeton, NJ: Films for the Humanities and Sciences.

Running time: 49 minutes

Courses: Developmental Psychology, Child Development

Subjects: Child prodigies – Great Britain – Case studies; Child development – Great Britain – Case studies; Talent in children– Great Britain – Case studies

Availability: Films for the Humanities and Sciences www.films.com

This episode explores the stress and frustration that is often associated with being highly gifted – for both the gifted child and their family. Featured are Peter, and 11 year-old chess champion, Adam, who is preparing to attend a very prestigious boarding school, and Mikhail, a mathematically gifted child who now has developed a talent for spelling. This episode focuses on the education of gifted children and the choices that families must make to ensure that such children are in an appropriate educational environment. Also addressed in this episode is the

children's capacity to cope with the stress of high stakes competition (often a common experience for highly talented children) and their capacity to cope with disappointment.

Child Genius: At Thirteen

Channel 4 (Producer), & Leveugle, L. (Producer/Director). (2008). *Child genius: At thirteen* [DVD]. Princeton, NJ: Films for the Humanities and Sciences.

Running time: 48 minutes

Courses: Developmental Psychology, Child Development

Subjects: Child prodigies – Great Britain – Case studies; Child development – Great Britain – Case studies; Talent in children – Great Britain – Case studies

Availability: Films for the Humanities and Sciences www.films.com

This episode of the *Child Genius* series explores the unique experiences of gifted children as they enter adolescence. This episode features musically gifted Aimee, who has just won a prestigious music competition, but is experiencing severe conflict with her parents. Michael, is writing his fourth novel and is being homeschooled, a choice which is creating complications as he transitions into adolescence. For Dante, a thirteen year-old with an IQ of 170, controlling his temper has become cause for concern, prompting his parents to seek therapy to understand why his giftedness has created such strain in their family.

Child of Our Time

This series documents the development of a group of 25 British children from a range of social, geographical, and ethnic backgrounds born in the year 2000. The project, commissioned by the BBC and co-produced by The Open University, will follow the children until the age of 20, attempting to document the factors that influence the children's social, cognitive, physical, and emotional development. Hosted by Professor Robert Winston, each film in the series combines naturalistic observation of the children in their homes with their families, at school, and in their communities, and experiments and activities conducted by Dr. Winston. To date, 13 episodes are available.

Thanks for the Memories: How Children Remember [Child of Our Time]

BBC Education & Training & Open University (Producers). (2002). *Thanks for the memories: How children remember* [DVD]. Princeton, NJ: Films for the Humanities and Sciences.

Running time: 60 minutes

Courses: Developmental Psychology, Memory & Cognition

Subjects: Memory – Case studies; Nature and nurture – Longitudinal studies; Parenting – Great Britain – Longitudinal studies

Availability: Films for the Humanities and Sciences www.films.com

This film (part of the *Child of Our Time* series) explores the role of early memories on the development of young children. At age two, the children in this program have had a wide range of experiences, including premature birth and parental separation. The central question in this

episode is how do early memories influence children's current functioning? Of particular interest are the responses of children born prematurely, who spent several months after their birth in hospitalized in neonatal intensive care.

Power Struggles: Parents vs. Children [Child of Our Time]

BBC Education & Training & Open University (Producers). (2002). *Power struggles: Parents vs. children* [DVD]. Princeton, NJ: Films for the Humanities and Sciences.

Running time: 60 minutes

Courses: Developmental Psychology, Parenting

Subjects: Parent and child; Nature and nurture; Identity (psychology)

Availability: Films for the Humanities and Sciences www.films.com

This film (part of the *Child of Our Time* series) explores the inevitable power struggles between parents and their toddlers. Highlighting how toddlers strive to gain greater independence, the film also provides insights into the challenges this newfound desire presents to parents. This episode features triplet girls competing for attention, tantruming twins, and a disabled mother seeking to rein in her active son.

Identity Crisis: Self-Image in Childhood [Child of Our Time]

Lord, D., Chan, A. (Producers), & Chan, A. (Director). (2006). *Identity crisis: Self-image in childhood* [DVD]. Princeton, NJ: Films for the Humanities and Sciences.

Running time: 60 minutes

Courses: Developmental Psychology, Identity Development

Subjects: Identity (Psychology) in children – Great Britain; Self-perception in children; Personality in children

Availability: Films for the Humanities and Sciences www.films.com

This film (part of the *Child of Our Time* series) explores factors that influence identity development in young children. At age 5, the children provide insights into their own self-worth and future expectations that are closely aligned to their gender, skin color, socioeconomic status, national origin, family composition and the degree of connection to their parents. Naturalistic observations in the children's homes and interviews with their parents provide insights into how the children have developed their sense of self-worth and their prospects for the future. Studio experiments reveal how much these young children really know about the stratification of their society along gender, ethnic, and socioeconomic lines.

Zero to Hero: Shyness and Sociability in Children [Child of Our Time]

BBC Education & Training & Open University (Producers). (2004). *Zero to hero: Shyness and sociability in children* [DVD]. Princeton, NJ: Films for the Humanities and Sciences.

Running time: 60 minutes

Courses: Developmental Psychology, Social Development, Social Cognition

Subjects: Social skills in children – Great Britain – Case studies; Interpersonal relations in children; Child development – Great Britain – Case studies

Availability: Films for the Humanities and Sciences www.films.com

This film (part of the *Child of Our Time* series) explores the development of social skills among three year-old toddlers, many of whom are beginning preschool. This episode provides insights into how these young children determine who they like and who they dislike and how they navigate the process of making friends. Attention is also paid to the role that watching television and diet have on children's socialization.

Read My Lips: Learning Language [Child of Our Time]

BBC Education & Training & Open University (Producers). (2004). *Read my lips: Learning language* [DVD]. Princeton, NJ: Films for the Humanities and Sciences.

Running time: 60 minutes

Courses: Developmental Psychology, Language Development

Subjects: Interpersonal communication – Great Britain – Case studies; Language acquisition – Case studies; Child development – Great Britain – Case studies

Availability: Films for the Humanities and Sciences www.films.com

This film (part of the *Child of Our Time* series) explores language development and communication skills in young children. This episode focuses on how children learn to communicate effectively (both verbally and non-verbally), emphasizing factors that influence to range of vocabulary and fluency that exists across children at age three. Special attention is paid to children with limited language ability and how these children, and those around them compensate for these deficits.

Flesh and Blood: Sibling Rivalry [Child of Our Time]

BBC Education & Training & Open University (Producers). (2006). *Flesh and blood: Sibling rivalry* [DVD]. Princeton, NJ: Films for the Humanities and Sciences.

Running time: 60 minutes

Courses: Developmental Psychology; Family Studies

Subjects: Sibling relations – Great Britain – Case studies; Language acquisition – Case studies; Child development – Great Britain – Case studies

Availability: Films for the Humanities and Sciences www.films.com

This film (part of the *Child of Our Time* series) explores the significance of sibling relationships in the lives of young children and beyond. Featured in this episode are twins and siblings whose unstable living environment is negatively impacting their relationship. Also explored are the impact of birth order and the pros and cons of growing up as an only child. This episode presents recent theories that suggest that the relationships between siblings are of greater importance to development than relationships with parents.

Right and Wrong: Moral Development in Children [Child of Our Time]

BBC Education & Training & Open University (Producers). (2006). *Right and Wrong: Moral development in children* [DVD]. Princeton, NJ: Films for the Humanities and Sciences.

Running time: 60 minutes

Courses: Developmental Psychology; Moral Development

Subjects: Moral development; Identify (psychology); Socialization

Availability: Films for the Humanities and Sciences www.films.com

This film (part of the *Child of Our Time* series) explores the moral development in children. The film presents a group of five year-olds with a series of simple tests that assess their willingness to lie, cheat, and to destroy a photograph of sentimental value to someone else. This episode call into question the role that parents and the larger society play in children's assessment of right and wrong. Special attention is paid to social class as a mediating factor in moral development.

Recipe for Success: How Children Learn [Child of Our Time]

BBC Education & Training & Open University (Producers). (2006). *Recipe for success: How children learn* [DVD]. Princeton, NJ: Films for the Humanities and Sciences.

Running time: 60 minutes

Courses: Developmental Psychology

Subjects: Success in children – case studies; Nature and nurture – Longitudinal studies; Child development – Great Britain – Longitudinal studies

Availability: Films for the Humanities and Sciences www.films.com

This film (part of the *Child of Our Time* series) explores how children learn, focusing on seven styles (capacities): musical ability, logic, emotional understanding, creativity, narrative skill, spatial reasoning, and physical dexterity. This episode is highly entertaining, in that it provides a series of seven short activities that viewers can do while watching the program to test their own learning styles, as they watch the children and their parents participate in these activities as well. Special emphasis is placed on the influence of sociocultural environments, parenting, and motivation on children's ability to learn.

Will to Win: Helping Children Succeed [Child of Our Time]

BBC Education & Training & Open University (Producers). (2007). *Will to win: Helping children succeed* [DVD]. Princeton, NJ: Films for the Humanities and Sciences.

Running time: 60 minutes

Courses: Developmental Psychology

Subjects: Motivation (psychology) in children; Risk-taking (psychology); Resilience (personality trait) in children

Availability: Films for the Humanities and Sciences www.films.com

This film (part of the *Child of Our Time* series) explores factors that lead to resilience and build self-confidence, motivation, and assertiveness in young children. This episode focuses on a series of tests that assess the seven year-old children's capacities in these areas. Featured tests include the "Tower of Hanoi" (a building project involving planning and concentration), a series of puzzles designated with various levels of difficulty to assess children's confidence in their own capabilities, and a card game rigged to assess how children cope with losing.

Fitting in or Standing Out: Conformity in Children [Child of Our Time]

BBC Education & Training & Open University (Producers). (2007). *Fitting in or standing out: Conformity in children* [DVD]. Princeton, NJ: Films for the Humanities and Sciences.

Running time: 60 minutes

Courses: Developmental Psychology; Social Development; Social Cognition

Subjects: Interpersonal relations in children; Conformity; Influence (psychology)

Availability: Films for the Humanities and Sciences www.films.com

This film (part of the *Child of Our Time* series) explores how school, peers, and other social experiences outside the home influence children's behavior. Seven year-old children and their parents are given a series of tasks to identify what leads to conformity and comfort with nonconformity. The range of factors that influence conformity are identified: including gender, family composition, family dynamics, school, peers, siblings.

Killing Creativity: Are Schools or Parents to Blame? [Child of Our Time]

BBC Education & Training & Open University (Producers). (2007). *Killing creativity: Are schools or parents to blame?* [DVD]. Princeton, NJ: Films for the Humanities and Sciences.

Running time: 60 minutes

Courses: Developmental Psychology, Creativity

Subjects: Creative ability in children; Imagination in children; Children – Great Britain – Longitudinal studies

Availability: Films for the Humanities and Sciences www.films.com

This film (part of the *Child of Our Time* series) explores the impact of school, peers, and family on the development of creativity in children. The importance of creativity is discussed, despite the fact that it often fades as we grow older. At seven, the children in the film participate in a series of activities that test their natural creative tendencies. Ways in which adults can encourage originality, curiosity and the promote imagination are also presented.

Divide of the Sexes: Gender Roles in Childhood [Child of Our Time]

BBC Education & Training & Open University (Producers). (2008). *Divide of the sexes: Gender roles in childhood* [DVD]. Princeton, NJ: Films for the Humanities and Sciences.

Running time: 60 minutes

Courses: Developmental Psychology, Gender Studies

Subjects: Sex roles in children; Education – Sex differences; Child development – Great Britain – Case studies

Availability: Films for the Humanities and Sciences www.films.com

This film (part of the *Child of Our Time* series) explores gender roles in childhood, with special attention to the influence of media and celebrity culture on young children (the subjects of the

films are eight years old). In a revealing sequence, boys and girls are given the opportunity to “shop in a boutique,” set up with a wide range of clothing – the children then model their selections – revealing how much they are influenced by images in the popular media. Families in which the mothers are the primary breadwinners and those that have made a concerted effort to raise their children without gender stereotypes are featured. In addition, the film profiles children who conform to stereotypical gender roles.

Age of Stress: Children Under Pressure [Child of Our Time]

BBC Education & Training & Open University (Producers). (2008). *Age of stress: Children under pressure* [DVD]. Princeton, NJ: Films for the Humanities and Sciences.

Running time: 60 minutes

Courses: Developmental Psychology, Stress, Coping & Resilience

Subjects: Stress in children – case studies; Child development – Great Britain – Case studies; Child development – Great Britain – Longitudinal studies

Availability: Films for the Humanities and Sciences www.films.com

This film (part of the *Child of Our Time* series) explores the range of stressors facing modern-day children. Among the stressors addressed in this film are bullying, family turmoil, high-stakes academic testing (in Great Britain a child will take over 100 standardized tests before completing school), and increased homework. Featured are eight year-old children trying to live up to the standards set by their older siblings, children who are bullied, a child whose mother has been diagnosed with cancer and whose father is recovering from major surgery. Special attention is paid to the way in which the children adapt to the stressors they experience.

Children Underground

Belzberg, E. (Producer/Director). (2002). *Children underground*. New York: Docurama.

Running time: 104 minutes

Courses: Developmental Psychology

Subjects: Homeless children – Romania – Bucharest; Runaway children – Romania – Bucharest

Availability: Docurama <http://www.docurama.com>, Amazon www.amazon.com, Netflix www.netflix.com

Children Underground follows a “family” of five homeless children living in the subway tunnels and streets of Bucharest, Romania. The film follows the children for a year, depicting their day-to-day struggles for survival – including 10-year-old Ana, relentlessly maternal towards her younger brother Marian despite daily beatings from shopkeepers and other street-children, Mihai, an intelligent and motivated twelve-year-old who slashes at his arms and dreams of a better life, and their 16 year-old leader who keeps the group alive with a mixture of compassion and brutality. While the film depicts glimpses of the children’s resilience, it is a cautionary tale – calling attention to the plight of over 20,000 homeless Romanian children – victims of the fall of communism and the

failed policies of deposed Romanian dictator Nicolai Ceaucescu, who outlawed the use of contraceptives and encouraged his impoverished populace to have more children.

The Education of Shelby Knox

Cine Qua Non/InCite Pictures (Producer), Lipschutz, M., & Rosenblatt, R. (Directors). (2006). *The education of Shelby Knox*. New York: Docurama.

Running time: 76 minutes

Courses: Developmental Psychology, Adolescent Development

Subjects: Sex instruction – Texas – Lubbock – Case studies

Availability: Docurama <http://www.docurama.com>, Amazon www.amazon.com, Netflix www.netflix.com

The Education of Shelby Knox is a coming of age documentary set against the backdrop of abstinence-only sex education in the largely Christian community of Lubbock, Texas. Fifteen-year-old Shelby Knox is self-described "good Southern Baptist girl," who has pledged abstinence until marriage. When she learns that Lubbock has some of the highest rates of teen pregnancy and sexually transmitted diseases in Texas, and her county's high schools teach abstinence as the only safe sex, she becomes an advocate for comprehensive sex education, profoundly changing her political and spiritual views as she becomes more involved in the issue. The film follows her struggle to work with other youth in her community to bring comprehensive sex education into the schools, and to develop greater tolerance among adults in the community for the needs of the youth, including students struggling to form a gay-straight alliance in one of the high schools.

Going on 13

Guevara-Flanagan, K., & Valdez, D. (Producers/Directors). (2008). *Going on 13* [DVD]. Harriman, NY: New Day Films.

Running time: 33 minutes

Courses: Developmental Psychology

Subjects: Girls – California – San Francisco Bay Area; Teenage girls – California – San Francisco Bay Area; Puberty

Availability: New Day Films <http://www.newday.com>

This film chronicles the lives of four girls from California's San Francisco Bay Area as they transition from childhood to early adolescence. Featured in the film are Esmeralda, Mexican American, first to complete her daily schoolwork and also first in her class to have a "boyfriend" without her parents' knowledge; Ariana, African American, who transforms from a tomboy into one of the "popular girls" as her family struggles to leave the poverty of West Oakland; Rosie, mixed race Latina, who, at 9, is precocious and sunny, but grows into an alienated pre-teen who may have to repeat the 6th grade due to chronic truancy; and Isha, an immigrant from India, who despite her devotion to her traditional family, explores Internet teen chat-rooms with user names like "ghetto girl" and "cutie

pie”. Through interviews and documentation of their day-to-day lives, the film chronicles the girls’ growing sense of responsibility, their hopes for the future, their difficulties learning how to love themselves, and the escalating tug-of-war between who they want to become and who their parents think they should be. We hear the girls talk about themselves. They take us into their world, with the music, television, digital media and books that rarely reflect their own families’ economic or cultural backgrounds — providing context and contrast for the social and emotional challenges they face.

Growing Up Online

Dretzin, R., & Maggio, J. (Producers/Directors). (2008). *Growing up online* [DVD]. Alexandria, VA: PBS Video.

Running time: 60 minutes

Courses: Adolescent Development, Developmental Psychology

Subjects: Internet and teenagers; Online social networks; Teenagers – social networks

Availability: Shop PBS www.shoppbs.org, Amazon www.amazon.com, Netflix www.netflix.com



The full program is available for online viewing (free) at:
<http://www.pbs.org/wgbh/pages/frontline/kidsonline/>



Frontline maintains a website for the film that includes resources and additional information: <http://www.pbs.org/wgbh/pages/frontline/kidsonline/>

Produced for the PBS *Frontline* series, this film investigates teens and their cyber-existences. Through interviews with teens and their parents, both positive and negative aspects of growing up online are featured. For socially awkward youth, online communities can provide opportunities for connecting with other youth with similar interests – providing vital social networks for young people who might otherwise be socially marginalized. For other youth, cyber-bullying and the posting of personal information can have very negative, sometimes deadly consequences. As parents struggle to understand their children’s newfound method of communication and socialization, their children are active participants in its evolution. The film effectively portrays the challenges faced by families to manage their online social worlds.

In My Room: The Inner Lives of Teen Girls

Hall, B. (Producer/Director). (2007). *In my room: The inner lives of teen girls* [DVD]. Chicago, IL: Metta Productions.

Running time: 85 minutes

Courses: Adolescent Development, Developmental Psychology

Subjects: Teenage girls – United States – Case studies; Teenage girls – Family relationships; Teenage girls – education

Availability: Amazon www.amazon.com

Filmed over a period of three years, *In My room* explores the coming of age stories of three teenage girls, Ana, Sherri, and Rachel. Throughout the film, the girls are seen on video in their rooms sharing their perspectives and experiences, while their "outer lives" are represented exclusively through still photography and audio. The experiences of each of the girls are interwoven throughout the film, revealing many commonalities in their experiences and perspectives. This film provides powerful insights into how these young women navigate sexual pressure, taking on a parental role in the family, changing schools, friendships, loss, depression, body image issues, self-destructive patterns, parental separation and divorce, losing and gaining friends, and falling in and out of love.

Let's Get Real

Chasnoff, D., Cohen, H. S., Stillely, K. (Producers), & Chasnoff, D. (Director). (2004). *Let's get real* [DVD]. Harriman, NY: New Day Films.

Running time: 35 minutes

Courses: Developmental Psychology, Bullying

Subjects: Bullying in schools – United States; Bullying – United States

Availability: New Day Films <http://www.newday.com>



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

This short film takes the viewer into the world of middle school bullying. *Let's Get Real* features children who are the targets of bullies and the impact that bullying has on their day-to-day lives and their sense of self and safety. The film also profiles children who bully others, providing insights into why and how they pick their targets and the impact that engaging in these behaviors has on them. The film poignantly reveals that ethnic and racial differences, disabilities, religious differences, and perceived sexual orientation often play a role in bullying. Sexual harassment as a form of bullying is also explored. In addition, children who intervene when they witness bullying are also interviewed. Included on the DVD is a 35-minute uninterrupted version of the film, an instructional version that includes breaks for discussion, and a 135 page comprehensive curriculum guide.

Life at 1 and 3

This series documents the development of a group of 11 Australian children and their families from the time of the children's birth to the age of seven. Ten-thousand (10,000) children and their families are part of a Longitudinal Study of Australian Children (LSAC) managed by the Australian Institute of Family Studies. The goal of the study is to understand the impact of family relationships, finances, work, health and education on children's development.



The films are produced in conjunction with the Australian Broadcasting Corporation (Australia's national public broadcaster) which maintains a website about the series. The website contains film clips, profiles of the children and families in the program, lay public friendly descriptions of the science that underlies some of the topics addressed in the series, and information about LASAC. The website is located at: <http://www.abc.net.au/tv/life/>

Life at 1: New Experiences

Cummins, J. (Producer), & Marciniak, C. (Director). (2006). *Life at 1: New experiences* [DVD]. Princeton, NJ: Films for the Humanities and Sciences.

Running time: 54 minutes

Courses: Developmental Psychology, Personality Development

Subjects: Child development – Australia – Case studies; Child psychology – Australia – Case studies; Experience in children– Australia – Case studies

Availability: Films for the Humanities and Sciences www.films.com

This film explores how childcare, family size, playgroups, racism and premature birth influence the development of personality in the first year of life. The children are observed at home and in child care, interacting with family members and peers. Viewers then see the same children, participating in two classic experiments, "The Scary Robot" and the "Strange Situation," to assess the children's confidence in exploring new circumstances and their attachment to their primary caregivers.

Life at 1: Stress and its Impact

Cummins, J. (Producer), & Marciniak, C. (Director). (2006). *Life at 1: Stress and its impact*. [DVD]. Princeton, NJ: Films for the Humanities and Sciences.

Running time: 57 minutes

Courses: Developmental Psychology, Stress, Coping & Resilience

Subjects: Stress in children – Australia – Case studies; Child development – Australia – Case studies; Child mental health – Australia – Case studies

Availability: Films for the Humanities and Sciences www.films.com

This film explores the impact of stressors (small and large) on year-old children. Through naturalistic observation of children, the influence of attending child care, family tragedy, illness,

mother returning to work, parental job loss, and being raised by teen parents are explored. Experts provide insights into how parents and caring adults can help very young children cope with stressors.

Life at 3: Fighting Fat

Cummins, J. (Producer), & Marciniak, C. (Director). (2008). *Life at 3: Fighting fat*. [DVD]. Princeton, NJ: Films for the Humanities and Sciences.

Running time: 56 minutes

Courses: Developmental Psychology, Obesity

Subjects: Child development – Australia; Obesity in children – Australia; Parent and Child -- Australia

Availability: Films for the Humanities and Sciences www.films.com

Fighting Fat explores the dramatic increase of obesity in very young children (in Australia, one in four children is overweight). Through naturalist observation of children in their homes and communities, the film explores factors that contribute to overweight and obesity in children including: genetics, parenting, poverty, community (neighborhood), fitness, and parental messages about food.

Life at 3: Bad Behavior

Cummins, J. (Producer), & Marciniak, C. (Director). (2008). *Life at 3: Bad behavior*. [DVD]. Princeton, NJ: Films for the Humanities and Sciences.

Running time: 57 minutes

Courses: Developmental Psychology

Subjects: Child development – Australia; Self control in children – Australia; Behavior modification – Australia

Availability: Films for the Humanities and Sciences www.films.com

In this installment of the *Life at 1 and 3* series, factors contributing to behavior changes in children are explored. Through naturalistic observation and experiments, the role of tantrums, rules, freedom, and the impact of stressful life events on toddlers' behavior are considered. Also presented are ways in which adults can support children to develop the skills necessary to regulate their own behavior.

Lost Adventures of Childhood: The High Price of Hyper-Parenting

Harper, S. (Producer/Director). (2008). *Lost adventures of childhood: The high price of hyper-parenting* [DVD]. Princeton, NJ: Films for the Humanities and Sciences.

Running time: 46 minutes

Courses: Developmental Psychology, Parenting

Subjects: Play – Psychological aspects; Play -- Social aspects; Success in children

Availability: Films for the Humanities and Sciences www.films.com

An original production of CTV (Channel Canada), this film explores the effects of “hyper-parenting” on children’s social, emotional, and cognitive development. The producers of the film take the position that unstructured play in childhood has been replaced by play dates (play by appointment) and highly structured, supervised activities (lessons, sports, theme camps, tutoring, etc.) largely due to a culture of fear rooted in media reports about abductions, school shootings, law suits, and declining academic performance. The film features interviews with parents, camp counselors, children, and experts on play, who present scientific findings that suggest that the 21st century cloistering of children negatively impacts everything from literacy and creativity to social skills and mental health.

Raising Cain

Stern, P. (Producer/Director). (2005). *Raising Cain* [DVD]. Alexandria, VA: PBS Video.

Courses: Developmental Psychology, Males and Masculinity

Subjects: Boys – Psychology; Boys – United States; Emotions in children

Availability: Shop PBS www.shoppbs.org, Amazon www.amazon.com, Netflix www.netflix.com



The full program is available for online viewing (free) at:
<http://www.pbs.org/opb/raisingcain/>



PBS maintains a website for the film that includes resources and additional information the emotional life of boys: <http://www.pbs.org/opb/raisingcain/>

Originally produced for PBS and hosted by child psychologist Michael Thompson, Ph.D., co-author of the best-selling book *Raising Cain: Protecting the Emotional Lives of Boys*, this documentary explores the emotional development of American boys. The core premise of this film is that our boys are in trouble: they are performing more poorly in school, have difficulty expressing their emotions, and are the most violent boys among industrialized nations. The film features interviews with a wide range of experts (psychologists, social activists, researchers and educators) who provide insights into the inner lives of boys as well as interviews with and naturalistic observations of boys in a wide range of settings. Also featured are innovative programs that support the healthy development of boys and recommendations for parents and guardians raising boys.

Secret of the Wild Child

Garmon, L. (Producer/Director). (2006). *Secret of the wild child* [DVD]. Boston: WGBH Boston Video.

Courses: Developmental Psychology, Language Development

Subjects: Social isolation; Developmental disabilities – Rehabilitation – Case Studies

Availability: Shop PBS www.shoppbs.org, Amazon www.amazon.com, Netflix www.netflix.com

In the fall of 1970, social workers in Los Angeles took custody of a 13-year-old child who had spent much of her life chained to a potty chair in her bedroom, virtually isolated from human contact. She could not speak, walk, and was not responsive to other people. She was called "Genie." Her case attracted the attention of psychologists, eager to test the "critical period hypothesis" of language acquisition popularized by Eric Lenneberg. This film documents Genie's rehabilitation, providing unique insights how we develop language and other cognitive capacities. The film is also a cautionary tale about research ethics, as Genie's caretaker were not only responsible for her rehabilitation, but for the research about her case. The film originally aired on PBS' *NOVA* in 1994 and was digitized to DVD in 2007.

Very Young Girls

Schisgall, D., Alvarez, N., Swaminathan, P. (Producers/Directors) & Swinging T Productions, Showtime Networks, & Girls Educational & Mentoring Services (Producers). (2008). *Very young girls*. New York, N.Y: Girls Educational & Mentoring Services.

Courses: Developmental Psychology

Subjects: Child Prostitutes – New York; Sexually abused girls – Counseling of – New York

Availability: GEM Girls www.gems-girls.org/shop; Netflix www.netflix.com

Very Young Girls explores the commercial sexual exploitation of girls in New York City as they are sold on the streets by pimps, and treated as adult criminals by police. The film follows barely-adolescent girls in real time, documenting their struggles and triumphs as they seek to exit the commercial sex industry. Featured are candid interviews with the girls and footage shot by pimps, providing unique insights into how the cycle of exploitation begins for many women. The film also profiles GEMS (Girls Educational and Mentoring Services), a recovery agency founded and run by Rachel Lloyd, herself a survivor of sexual exploitation. GEMS is committed to ending commercial sexual exploitation and domestic trafficking of children by changing individual lives, transforming public perception, and revolutionizing the systems and policies that impact sexually exploited youth. *Very Young Girls* raises important questions about the way law enforcement, the media, and the larger society view sexual exploitation, street prostitution and domestic human trafficking.

Adult and Life-Span Development

Daughter from Danang

Dolgin, G. (Producer/Director) & Franco, V. (Director). (2003). *Daughter from Danang* [DVD]. Alexandria, VA: PBS Video.

Running time: 83 minutes

Courses: Developmental Psychology, Life-span Development

Subjects: Vietnam War, 1961-1975 – Children; Vietnam War, 1961-1975 – Aerial operations, American; Refugees – Vietnam

Availability: Shop PBS www.shoppbs.org, Amazon www.amazon.com, Netflix www.netflix.com

This film follows the journey of a young Amerasian woman, raised in Tennessee, as she returns to Vietnam to meet her biological mother and Vietnamese relatives. In 1975, shortly before the end of the war in Vietnam, Mai Thi Kim, a poor, young Vietnamese woman, sent her seven-year-old daughter to America as part of the controversial evacuation program, Operation Babylift. Although the parting was devastating to both mother and child, Kim believed her Amerasian daughter (born after a brief affair with an American Naval Officer) would be in danger if she remained in Vietnam. The little girl was adopted by a single woman, renamed Heidi and brought up in Tennessee, where she concealed her Asian past and became "100%" American. Twenty-two years later, Heidi tracked down her birth mother and visited Danang. The long-anticipated reunion that had raised many hopes and expectations for both Heidi and her birth mother, were quickly overtaken by tension and misunderstanding, as the cultural clashes between Heidi and her Vietnamese family surfaced. *Daughter from Danang* raises fundamental questions about identity development, family and culture: What shapes our sense of self? What defines our concept of family? And how do cultural expectations influence our choices? Since the film takes place against the backdrop of the Vietnam War it reveals how the trauma inflicted by that conflict continues to haunt and harm those who survived it.

Digital Nation: Life on the Virtual Frontier

Dretzin, R. (Producer/Director). (2010). *Digital nation: Life on the virtual frontier* [DVD]. Alexandria, VA: PBS Video.

Running time: 90 minutes

Courses: Adolescent Development, Developmental Psychology, Life-span Development

Subjects: Technology and children; Computers and children; Internet and children

Availability: Shop PBS www.shoppbs.org, Amazon www.amazon.com, Netflix www.netflix.com



The full program is available for online viewing (free) at:
<http://www.pbs.org/wgbh/pages/frontline/digitalnation/>



Frontline maintains a website for the film that includes resources and additional information: <http://www.pbs.org/wgbh/pages/frontline/digitalnation/>

Produced for the PBS *Frontline* series as a follow-up to *Growing Up Online*, this film explores what it means to live in a digital world. The film looks at how technology has influenced higher education and learning, the nature of “social interaction,” and how we wage war. The film makers visit the campus of MIT, where students are “connected” to technologies 24/7. Interviews with faculty and students reveal the challenges that this connectivity places on the classroom learning environment (with students texting and online during class) and the limited attention spans that seem to be a byproduct of the rapidly changing bursts of information that bombard students and faculty alike. The film also explores the impact of web-based virtual socialization through such multi-player games such as *Worlds of Warcraft* and *Second Life* where individuals create personas or “avatars” and interact with others online. In addition, the film looks at how game technologies are used to recruit and train our military. This film raised provocative questions about how our digital connectivity (to the web, our iPods, cell phones, online social networks, etc.) impacts our in vivo social relationships, capacity to learn and attend to non-digital media (books, newspapers, etc.).

Married in America 2

Married in America, Inc. (Producer), & Apted, M. (Director). (1999). *Married in America 2* [DVD]. New York: Docurama Films.

Running time: 132 minutes

Courses: Developmental Psychology, Life-span Development, Adult Development, Family Studies; Marriage

Subjects: Marriage – United States; Marriage customs and rites – United States

Availability: Docurama Films <http://www.docurama.com>, Amazon www.amazon.com, Netflix www.netflix.com

From award-winning director Michael Apted (see the *Up Series*), *Married in America 2* is the second film (unfortunately the first is not available on DVD), in an ongoing documentary about the challenges of marriage in the United States. In 2001, nine very different soon-to-be-married couples

were filmed discussing how they met, their views on sex, divorce, children, and their dreams for the future. APTED sought a cross-section of American marriages to reflect the changing nature of the institution: women making more money than their husbands, divorced people re-marrying and blending their families, interfaith and bi-racial couples, and same-sex couples. The film combines present-day interviews with clips from those shot prior to the couples' marriages and explores a wide range of issues faced in married life including: changes in jobs, moving, income disparities, the arrival of children, financial concerns, and finding the time for intimacy in increasingly busy lives.

Secret Life of Twins: Natural Similarities

Petterle, D. (Producer), & Williamson, H. (Director). (2009). *Secret life of twins: Natural similarities* [DVD]. Hamilton, NJ: Films for the Humanities and Sciences.

Running time: 52 minutes

Courses: Developmental Psychology, Lifespan Development

Subjects: Twins – Psychology; Twins – Physiology; Twins – Longitudinal studies

Availability: Films for the Humanities and Sciences www.films.com

This film, the first of a two-part series, originally produced for the BBC, examines the genetics, physiology, and psychology of identical twins. Featured in the film are pairs of twins who have participated in a study of 1,500 twin pairs conducted at London's St. Thomas' Hospital. The film highlights two decades of medical research on physical similarities in twins – down to the location of freckles and age spots that develop later in life. Also featured are similarities that exist between monozygotic twins reared apart (and later reunited), twins that have contracted the same illnesses at the same time, and the ways in which twins age.

Secret Life of Twins: Nurtured Differences

Williamson, H. (Producer/Director). (2009). *Secret life of twins: Nurtured differences* [DVD]. Hamilton, NJ: Films for the Humanities and Sciences.

Running time: 52 minutes

Courses: Developmental Psychology, Lifespan Development

Subjects: Twins – Psychology; Twins – Physiology; Twins – Longitudinal studies

Availability: Films for the Humanities and Sciences www.films.com

This film, the second of a two-part series, originally produced for the BBC, examines the role of environment on the development of differences between identical twins. Featured in the film are pairs of twins who have participated in a study of 1,500 twin pairs conducted at London's St. Thomas' Hospital. Among the themes covered in this episode are the ways in which twins are differentially impacted by uterine conditions and the environments in which they are subsequently raised. Case studies featured in this episode include slender and obese twin sisters, straight and gay twin brothers, and twin sisters who are aging very differently. Twin brothers, both physicians, discuss their differences and similarities.

The Up Series

The *Up Series* has followed the development of 14 (ten boys and four girls) British children since 1964 when they were seven years old. The children were selected from a variety of environments to represent the range of socioeconomic backgrounds in Britain at the time. Six of the children came from struggling working class families, four from privileged upper class families, and four from middle class families. The underlying assumption when filming began was that the social class and status of the children would account for differences in their developmental outcomes. The film maker has revisited the children every seven years (at age 14, 21, 28, 35, 42 and 49) to document their development over time. Each of the participants is interviewed for a period of two days (about 6 hours) at each filming interval and content for each film is selected from these interviews. Each installment includes present interviews along segments of prior interviews to provide biographical continuity to each film. It is important to note that it was never the original intent of the film's producers and director to follow these children over time – the original production was intended as a single episode for the British program *World in Action*.

The earlier films have been digitized to DVD but are only available in box sets (see below), while *42 Up* and *49 Up* are available individually on DVD as well (reference information is provided with film description). *56 Up* is expected to be released in late 2011 or early 2012.

Granada Television (Producer), & Apted, M. (Director). (2007). *The Up Series* [DVD box set]. New York: First Run Films.

[Includes: *Seven Up*, *7 Plus Seven*, *21 Up*, *28 Up*, *35 Up*, *42 Up*, and *49 Up* on six DVDs]

Running time: 710 minutes (each episode 30 – 135 minutes)

Courses: Developmental Psychology, Life-span Development

Subjects: Developmental psychology – England – Case studies; Child development – Great Britain – Case studies; Life cycle, human – Case studies

Availability: First Run Features <http://www.firstrunfeatures.com/>, Amazon www.amazon.com, Netflix www.netflix.com

Seven Up

Originally produced in 1964, the first film in the “Up Series” introduces the viewers to the 14 children who will participate in the film series. The children discuss their hopes and dreams for the future. We meet John, Charles and Andrew who attend the same private pre-preparatory school in London’s wealthy Kensington neighborhood, who can all state which prep schools and universities they plan to attend. Suzy, from a wealthy family, attends an exclusive boarding school. Jackie, Lynn and Sue all attend the same primary school in a working class section of London. Lynn aspires to work at Woolworth’s. Tony, who lives in London’s East End has aspirations of becoming a jockey when he grows up. Paul and Symon attend the same charity-based boarding school in London. Paul ended up at the school after his parents divorced and he was left in the care of his father. Symon, the only non-white child in the group is mixed race (his mother White and father Black), has never gotten to know his father. Nick lives on a small farm and attends a one-room school. Peter and Neil attend a middle class suburban school in

Liverpool and both want to become astronauts. Bruce, who is attending a prestigious boarding school wants to become a missionary.

7 Plus Seven

Originally produced for British television in 1970, the children, now 14 and entering adolescence reflect on the changes that have taken place in their lives since the first film. Tony, who still has ambitions of becoming a jockey, has taken a job as a stable boy, an important step toward his goal. Paul's parents have divorced and he now lives in Australia with his father and stepmother. Neil is floundering, and has abandoned his most recent ambition to become a tour bus guide. In their interviews each of the film's subjects reflects on their changing lives, school, friendships and family. This film provides solid insights into the hopes and dreams of adolescence – the fragility and resilience of this uncertain time in human development.

21 Up

Originally produced British television in 1977, this installment of the series finds many of the series participants, now 21, reflecting on their childhood ambitions and taking stock in their achievements, and non-achievements, thus far. For Charles, who did not matriculate at Oxford, he calls into question his earlier ambitions. Jackie and Lynn have both married, and Lynn is working as a librarian. Neil continues to flounder, and Tony has all but given up on becoming a jockey and is now working as a taxi cab driver. Suzy dropped out of school at 16 and lived in Paris for a time. She is cynical about life and the social expectations that she will marry and have children. This film provides a glimpse into the mixture of dreams and pragmatism that often characterizes young adulthood.

28 Up

Released in 1984, this installment of the series finds the series participants, now 28, firmly establishing their lives adults. Now well into their early adulthood, many of the participants have completed their educations, entered the workforce, married, and are having children of their own. Neil, who has struggled since adolescence, is now homeless and possibly struggling with mental illness. This film provides important insights into the impact that decisions at this age will have on the life trajectory of the series participants.

35 Up

This installment of the "Up Series", released in 1992 presents perhaps some of the most dramatic changes for the lives of the series participants, now 35 years of age. Several of the participants declined to be filmed and others expressed their ambivalence about their participation. In this film childhood friends Jackie, Lynn, and Sue are interviewed together, as are John, Andrew, and Charles. It is clear that the women have remained friends, while the men have drifted apart. Sue and Jackie have both divorced and Jackie is now raising a son she conceived in a brief relationship following her divorce, as a single mother. Lynn continues to work as a librarian. Bruce has completed his missionary work and finds himself unmarried and lonely. Perhaps the most compelling transformation is that of Neil, who is now receiving

treatment for his psychological concerns and involved in local theatre. Through the interviews, viewers hear of successes and regrets, as the series subjects approach middle age.

42 Up

Granada Television (Producer), & Apted, M. (Director). (1999). *42 up* [DVD]. New York: First Run Films.

Running time: 139 minutes

Courses: Developmental Psychology, Life-span Development, Adult Development

Subjects: Developmental psychology – England – Case studies; Adult development – Great Britain – Case studies; Life cycle, human – Case studies

Availability: First Run Features <http://www.firstrunfeatures.com/>, Amazon www.amazon.com, Netflix www.netflix.com

This installment of the “Up Series”, released in 1999, continues to document the life course of the series participants, now in middle age at 42. Tony, once an aspiring jokey, drives a cab, moonlights as an actor, and admits being unfaithful to his wife. Andrew is a partner in a law firm. Neil, who struggled for years with mental illness and homelessness has found stability and was elected as a Liberal Democratic representative to the Hackney Council in London. Bruce, who has been working as a teacher, met a fellow teacher, and they are now happily married. Through the interviews we once again view the participant’s challenges in meeting their expectations for themselves and reconciling their own life choices as they enter the second half of their lives.

49 Up

Granada Television (Producer), & Apted, M. (Director). (2006). *49 up* [DVD]. New York: First Run Films.

Running time: 134 minutes

Courses: Developmental Psychology, Life-span Development, Adult Development

Subjects: Developmental psychology – England – Case studies; Adult development – Great Britain – Case studies; Life cycle, human – Case studies

Availability: First Run Features <http://www.firstrunfeatures.com/>, Shop PBS www.shoppbs.org, Amazon www.amazon.com, Netflix www.netflix.com

The most recent installment of the “Up Series”, released in 2006, continues to document the life course of the series participants as they approach 50. In this film we learn how Tony and his wife, now grandparents, worked to deal with his infidelity to save their marriage. Paul, happily married with children prepares to send his daughter to college, a first in his family. We find Jackie living on public assistance in Scotland and suffering from rheumatoid arthritis, while Lynn, a lifelong librarian, struggles with the news that her job might be eliminated and concerns on how she will care for herself and her two children. The film provides updates in the lives of several other participants, painting an honest picture of development into late adulthood.

Aging

Almost Home

Lichtenstein, B., & Gildehaus, L. (Producers/Directors). (2006). *Almost home* [DVD]. San Francisco, CA : Independent Television Service

Running time: 90 minutes

Courses: Lifespan Development, Adult Development, Aging

Subjects: Nursing homes; Nursing home patients

Availability: University of Wisconsin-Milwaukee, Center on Age and Community
<http://cac.obiki.org/products.html>

Filmed on location at the Saint John's on the Lake nursing home in Milwaukee, Wisconsin, this film explores quality of life among nursing home residents, their families and the staff of the facility. The Director of the facility is working hard to shift the culture of the home, from a sterile, hospital-like environment, to one that is more like "home." Also featured in the film are elderly couples coping with the impact of Alzheimers and Parkinson's Disease, adult children struggling to care for their aging while raising their own children, and poorly compensated staff who work tirelessly to provide compassionate care to residents of the home. This film raises important questions about the importance of community, connection, and how the culture of nursing home facilities can be transformed to provide home-like care and environments.

Eager for Your Kisses: Love and Sex at 95

Cane, L. (Producer/Director). (2005). *Eager for your kisses: Love and sex at 95* [DVD]. Harriman, NY: New Day Films.

Running time: 35 minutes

Courses: Lifespan Development, Adult Development, Aging, Human Sexuality

Subjects: Older men – Sexual behavior; Love in old age

Availability: New Day Films <http://www.newday.com>

This film focuses on 95 year-old singer/songwriter and music teacher, Bill Cane. Determined to keep love and sex in his life after mourning the death of his wife of 50 years, Bill sought out a new companion by putting an ad in the personals and going ballroom dancing. Soon, Bill's life was revitalized, full of music, romances, and sex. As a result he began to compose and perform music again – even compiling two CDs and creating an MP3 web site. The film features interviews with Bill and women that he dated, providing insights into the role of companionship, romance and sex, to vitality and meaning in old age.

Kicking High...In the Golden Years

Gurievtch, G. (Producer/Director). (1988). *Kicking high . . . in the golden years* [DVD]. Harriman, NY: New Day Films.

Running time: 58 minutes

Courses: Lifespan Development, Adult Development, Aging

Subjects: Older African Americans; Older people – Recreation

Availability: New Day Films <http://www.newday.com>

This film profiles six middle class African American senior citizens who are members of “The Marquees,” an amateur performance group from Queens, New York. Filmed in their homes, with their families and in the community, and during rehearsals for an upcoming performance, the film provides an intimate and uplifting portrait of aging. The participants reflect on their life experiences, share wisdom gained over the years, and discuss how they approach the challenges they face as they age. This film provides a portrait of healthy aging characterized by independence, engagement with family, friends and the community.

Living Old

Navasky, M., & O'Connor, K. (Producers/Directors). (2006). *Living old* [DVD]. Alexandria, VA: PBS Video.

Running time: 60 minutes

Courses: Lifespan Development, Adult Development, Aging

Subjects: Older people – United States; Older people – Care – United States; Older People – Medical Care – United States

Availability: Shop PBS www.shoppbs.org, Amazon www.amazon.com, Netflix www.netflix.com



The full program is available for online viewing (free) at: <http://www.pbs.org/wgbh/pages/frontline/livingold/>



Frontline maintains a website for the film that includes resources and additional information on aging: <http://www.pbs.org/wgbh/pages/frontline/livingold/>

This episode of PBS' *Frontline* explores the consequences of increased longevity. Advances in medicine have led to significant numbers of elderly people living longer and longer lives. The very old (people over the age of 85) are one of the fastest growing segments of our population, yet our society is ill prepared to meet the needs of this population. The film profiles eight older adults between the ages of 83 and 100, some living independently, others with their adult children and some in nursing homes. The film effectively highlights the decisions and challenges faced by these aging adults and their families. While this population continues to grow, the need for geriatric care is rising, while the number of caregivers is actually decreasing. The film also draws attention to inadequacies of our health care system to meet the health needs of this population.

Stages

Meerkat Media Collective (Producer/Director). (2009). *Stages* [DVD]. Harriman, NY: New Day Films.

Running time: 82 minutes

Courses: Lifespan Development, Adult Development, Aging, Older Latina Women, Inner City Youth

Subjects: Older Hispanic Americans; Older people

Availability: New Day Films <http://www.newday.com>

Filmed in New York City's oldest community center, *Stages* brings together a group of older Puerto Rican women and inner city youth to create an original play based on their life experiences. Themes of immigration, aging and coming of age blend to create an intimate portrait of the lives of the film's subjects and the impact that their storytelling has on each member of the play's cast. The film provides an excellent example of the transformational power of intergenerational storytelling.

Still Doing It: The Intimate Lives of Women Over 65

Fishel, D., Holtzberg, D. (Producers), & Fishel, D. (Director). (2004). *Still doing it: The intimate lives of women over 65* [DVD]. Harriman, NY: New Day Films.

Running time: 54 minutes

Courses: Lifespan Development, Adult Development, Psychology of Women; Human Sexuality

Subjects: Older women – sexual behavior; Love in old age

Availability: New Day Films <http://www.newday.com>



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

This film profiles a diverse group (partnered, single, straight, gay, black and white) of nine older women (ages 67-87) who share how they feel about themselves, sex and love in later life. The women profiled provide honest, often humorous reflections on their personal histories, aging and sexuality. Archival footage, music and still photographs from the 1940s through the women's movement and the sexual revolution provide insights into the broader history that served as the backdrop to these women's lives. The film also illustrates the reality that while many older women are still reluctant to speak about their personal lives there is a new vanguard of women over 65 who came into their own later in life and have taken that strong sense of themselves and their sexuality into their older age.

Sunset Story

Gabbert, L., Libresco, C., Wurmfeld, E. H. (Producers), & Gabbert, L. (Director). (2005). *Sunset story* [DVD]. Burbank, CA: Capital Entertainment.

Running time: 75 minutes

Courses: Lifespan Development, Adult Development, Aging

Subjects: Older women; Women political activists; Women radicals; Retirement communities

Availability: Amazon www.amazon.com, Netflix www.netflix.com

This film focuses on Irja (81) and Lucille (95), residents of Sunset Hall, a Los Angeles "retirement home for free-thinking elderly," that integrates aging with progressive activism, giving residents the opportunity to engage daily with causes they hold dear. Lucille and Irja challenge stereotypes of doddering "old ladies." Sharp-witted, up-to-date, and often provocative, the two are not afraid to weigh in with opinions on men, sex, gender roles, and social attitudes toward the elderly. They operate as a classic comic team, with Irja playing the "straight man," the eternal idealist and Lucille, the irreverent skeptic, cracking ironic dry jokes. Lucille needs help in order to walk, so she braces herself against the back of Irja's wheelchair, and simultaneously propels Irja's chair forward. The film follows Irja and Lucille for a period of several months as they venture out for manicures, political protests and meals at their favorite deli. Then, when Lucille receives a terminal cancer diagnosis, Irja must confront the possibility of losing her lifeline. This film is a bittersweet portrait of aging that powerfully juxtaposes the vitality and frailty of advanced age.

To You Sweetheart, Aloha

Chiang, S .L., & Coats, M. (Producers/Directors). (2006). *To you sweetheart, aloha* [DVD]. Harriman, NY: New Day Films.

Running time: 54 minutes

Courses: Lifespan Development, Adult Development, Psychology of Women; Human Sexuality

Subjects: Older women – sexual behavior; Love in old age

Availability: New Day Films <http://www.newday.com>



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

This film chronicles the 94th year in the life of Honolulu-born 'ukulele master Bill Tapia. Bill is a charismatic musician, dapper dresser, consummate showman and storyteller, seeking his fountain of youth. While mourning the death of his wife and only daughter, Bill finds his muse in a 26-year-old Alyssa, with whom he shares a passion for Hawaiian music and culture. Their relationship helps Bill reconnect to his past and rebuild a future in his music. This film is a complex and often turbulent portrait of an elderly artist clinging to his youthful spirit despite losing the battle against an aged body and learning to create a new life for himself at 94.

Young@Heart

George, S. (Producer), & Walker, S. (Director). (2008). *Young@Heart* [DVD]. Beverly Hills, CA: 20th Century Fox Home Entertainment.

Running time: 107 minutes

Courses: Lifespan Development, Adult Development, Aging

Subjects: Choruses (mixed voices); Older people – United States

Availability: Amazon www.amazon.com, Netflix www.netflix.com

The Young@Heart Chorus, based in North Hampton, Massachusetts, consists of 22 members whose average age is 81. The chorus, directed by Bob Cilman, performs contemporary songs made popular by such artists as James Brown, the Pointer Sisters, Coldplay, and more. The film, which focuses on the chorus' preparation for a concert in their own community, taps into the vitality of older adults and the importance of purpose and social relationships as we age. The film also provides unique insights into the frailty of old age as members of the chorus face their own mortality when they lose two of their members, prepare for the retirement of another, and struggle with health issues.

Disability

Best Boy/Best Man

Wohl, I. (Producer/Director). (2004). *Best boy/Best man*. [DVD]. New York: Docurama.

Running time: 191 minutes (*Best Boy* 111 minutes, *Best Man* 80 minutes) on two DVDs

Courses: Disability Studies; Family Studies; Adult Development

Subjects: People with mental disabilities – United States

Availability: Docurama Films www.docurama.com, Amazon www.amazon.com, Netflix www.netflix.com

Best Boy, the 1980 Academy Award winner for Best Documentary, follows Philly Wohl, a cheerful 52 year old mentally retarded man who still lives with his aging parents. When the filmmaker inquires what will happen to Philly when his parents die, the family begins to help Philly to become more independent. The film chronicles Philly's challenges and triumphs toward greater independence and engagement in the community.

Best Man, follows up with Philly, 20 years after the original film. Now 70 years old, Philly lives in a group home, has a group of caring friends, attends classes, and is preparing for his Bar Mitzvah. Together, both films are a testament to the resilience of the human spirit and the power of inclusion and independence as keys to quality of life for people with disabilities at any age.

Blindsided

Coleman, D. (Producer) & Osteen, T. (Director/Producer) (2006). *Blindsided* [DVD]. United States: Talking Tabs.

Running time: 65 minutes

Courses: Family Studies; Disability Studies

Subjects: Blind children – Family relationships

Availability: Blindsided www.blindsidedthemovie.com

This powerful film chronicles the experiences of the Hara family when they learn that their 12-year-old son Jared is going blind. Diagnosed with a rare genetic eye disease that will render him blind, Jared throws himself into music as his outlet. His mother struggles to cope with the guilt she experiences, learning that she was the carrier for this genetic trait. His sister, faces the possibility that she too may develop the disease. Perhaps most poignant in this film Jared's father's reaction, which is to blame his wife for destroying his family, leading to downward spiral of depression and isolation from his family and his son. It is Jared, whose joy for living and love of music that brings the fractured family back together. Also featured is Jared's close friendship with Ali, who stand by Jared throughout his adaptation to blindness and family difficulties. This film provides insights into the range of psychological reactions to disability and capacity for individual and family resilience in the face of a life altering diagnosis.

Body and Soul: Kathy and Diana

Elliott, A. (Producer/Director). (2007). *Body and soul: Kathy and Diana* [DVD]. Harriman, NY: New Day Films.

Running time: 40 minutes

Courses: Disability Studies

Subjects: Down Syndrome – Patients – United States – Biography; Cerebral palsy – United States – Biography; Women with disabilities – United States – Biography

Availability: New Day Films www.newday.com



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

Body and Soul: Kathy and Diana profiles Kathy Braun and Kathy Conour, disability rights advocates and political activists. Diana has Down Syndrome and Kathy has cerebral palsy, for 37 years they have lived together, forging a symbiotic relationship that has allowed them to remain active in their community and to live independently. These two dynamic women have established themselves as tireless lobbyists and activists in the disability movement, serve on a number of boards, and are regularly lobby in Washington, D.C. and in their home state of Illinois.

The Collector of Bedford Street

Elliott, A. (Producer/Director). (2003). *The collector of Bedford Street* [DVD]. Harriman, NY: New Day Films.

Running time: 34 minutes

Courses: Disability Studies

Subjects: People with disabilities – United States – Biography;

Availability: New Day Films www.newday.com



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

The Collector of Bedford Street is an Academy Award winning documentary short film that profiles Larry Selman, a developmentally disabled community activist who raises thousands of dollars each year for charity. When Larry's elderly uncle who has served as his caregiver, is no longer able to care for him, the film maker rallies residents of neighborhood to set up a trust for their beloved neighbor, to ensure that he can continue to live independently. The film explores his family history and somewhat awkward romance with a developmentally disabled woman, providing a warm, albeit imperfect portrait of a community inclusive of its residents with disabilities.

Disability and Sexuality: Exploring the Intimacy Option

Campredon, S. & Chaye, F. (Producers) (2008). *Disability and sexuality: Exploring the intimacy option* [DVD]. Hamilton, NJ: Films for the Humanities & Sciences.

Running time: 52 minutes

Courses: Human Sexuality, Disability Studies

Subjects: People with disabilities – Sexual behavior; Sex therapy; People with disabilities – Services for

Availability: Films for the Humanities and Sciences www.films.com

Filmed in Europe, this film challenges the commonly held notion that individuals with physical disabilities do not desire physical intimacy. The film includes interviews with individuals with paraplegia, quadriplegia, neuromuscular disorders, and other conditions as well as their partners and advocates. In addition to the constraints these individuals experience as a result of their disabilities, the residential and medical facilities that serve them are often ill-prepared or resistant to recognizing the need for physical intimacy and sexual expression in these individuals. Also included in the film are profiles of organizations that advocate for people with disabilities to have loving experiences. Film includes subtitles.



Mature themes and clinically explicit language

Freedom Machines

Stobie, J. (Producer/Director). (2005). *Freedom machines* [DVD]. Harriman, NY: New Day Films.

Running time: 78 minutes

Courses: Disability Studies

Subjects: People with disabilities – Rehabilitation -- United States; Rehabilitation – Technology

Availability: New Day Films www.newday.com



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

Freedom Machines takes a new look at disability through the lens of assistive technology. The experiences of a group of people with disabilities let us re-examine ideas about ability and disability grounded in our culture and attitudes. Engineers, designers and users challenge barriers inherent in our built environments, and reveal the gap between the promises of the 1990 Americans with Disabilities Act and everyday reality for 54 million Americans with disabilities. Whether mainstream technology or extraordinary inventions such as stair-climbing wheelchairs, this film reveals both the power and limitations of technology to change lives. It also raises challenging questions about the costs of such technologies, the fact that they are cost prohibitive to most people who could benefit from them, and that as a society we have yet to make the commitment necessary to ensure that

people with disabilities would have access to state of the art technologies that would enhance their quality of life.

The Gillian Film

Hershfield, J. (Producer/Director). (2006). *The Gillian film* [DVD]. Harriman, NY: New Day Films.

Running time: 44 minutes

Courses: Disability Studies

Subjects: Developmentally disabled – Biography; Children with mental disabilities – family relationships

Availability: New Day Films www.newday.com

This film follows Gillian Fink, a developmentally disabled young woman as she prepares to leave home and live independently. For Gillian's mother her daughter's impending departure is bittersweet, and the film effectively captures her mixed feelings – having raised Gillian to be independent, but her concerns about how she will do on her own. This film provides an excellent portrait of the importance of social inclusion and independent living for people with disabilities.

Hear and Now

Brodsky, I.T. (Producer/Director). (2007). *Hear and now* [DVD]. New York: HBO Video.

Running time: 85 minutes

Courses: Disability Studies; Family Studies; Adult Development

Subjects: Older deaf people – Rehabilitation – United States

Availability: Shop HBO <http://store.hbo.com>, Amazon www.amazon.com, Netflix www.netflix.com

Hear and Now chronicles the experiences of Paul and Sally Taylor as they decide to undergo cochlear implant surgery at the age of 65. The filmmaker, their daughter who is hearing, takes the viewer on a retrospective of the family's history, interviewing her parents and siblings and reminiscing about family life in a household with deaf parents and hearing children. The second half of the film documents her parents' surgeries, recovery and new experiences as they hear sound for the first time. The film provides insights into how much hearing people take sound for granted and the challenges Paul and Sally experience as they work to sort out the meaning of all of the things they hear.

The Key of G

Sablosky, L., Arnold, R. (Producers) & Arnold, R. (Director). (2007). *The key of G* [DVD]. Harriman, NY: New Day Films.

Running time: 59 minutes

Courses: Disability Studies

Subjects: People with disabilities – California – San Francisco – Biography; People with disabilities – Home care – California – San Francisco

Availability: New Day Films www.newday.com



Film available for online streaming (fees apply) at New Day Digital

<http://newday.iriseducation.org>

The Key of G tells the story of Gannet, a 22-year-old man born with Mowat-Wilson syndrome (a genetic condition which results in a myriad of physical and developmental disabilities with symptoms resembling autism), as he prepares to move out of his mother's home. The film begins with G still living at home with his mother, Amy. G has just turned 22 and Amy has come to the realization that her son is ready to move out. G's condition prevents him from moving to a traditional group home, so Amy seeks an alternative family for him, one that will outlive her. Avoiding the conventional care model of paid professionals expected to keep an emotional distance from their clients, Amy finds three young artists who will become not just paid caregivers and roommates for G, but true friends. Together they pull together funding from an array of state programs, and attempt to create an independent and sustainable household. In the end, *The Key of G* is the caregivers' story as much as it is Gannet's. As they come to rely on him as a friend, they realize that they are building something better than just an independent life for G: They are building a community of interdependence that benefits them all. The film provides a model of how someone with serious disabilities can be integrated into the community and live a truly full life, and it challenges conventional notions about independence, empathy, and disability.

King Gimp

Friesen, T. (Producer) & Klein, B. S. (Director) (2006). *King gimp* [DVD]. Baltimore, MD: Video Press.

Running time: 39 minutes

Courses: Disability Studies

Subjects: Artists with disabilities; People with disabilities

Availability: Video Press http://www.videopress.org/King_Gimp.html

Winner of the 1999 Academy Award for Documentary Short, *King Gimp*, chronicles the experiences of Dan Keplinger, from the age of 13 through completion of college. Dan was born with cerebral palsy and at the time that the film began shooting, he was unable to walk, talk, or use his hands. A gifted artist, Dan paints with brushes attached to head gear. The film poignantly captures Dan's struggles and triumphs as he gains greater independence, develops the ability to communicate, and emerges as an accomplished artist.

Shameless: The Art of Disability

Hadary, S. H., Whiteford, W. A. (Producers) & Whiteford, W.A. (Director). (1999). *Shameless: The art of disability* [DVD]. Princeton, NJ: Films for the Humanities & Sciences.

Running time: 49 minutes

Courses: Human Sexuality, Disability Studies

Subjects: Artists with disabilities; People with disabilities

Availability: Films for the Humanities and Sciences www.films.com

This film explores the lives and experiences of five artists with physical disabilities: a painter, a writer, an actor, a theater director, and a filmmaker. The film chronicles highly charged discussions about their art and their personal goals – demonstrating that each of these individuals is an artist at heart – not the disabled person that others would stereotypically see.

Sound and Fury

Weisberg, R. (Producer) & Aronson, J. (Director). (2001). *Sound and fury* [DVD]. New York: Docurama.

Running time: 80 minutes

Courses: Developmental Psychology, Family Studies; Deafness

Subjects: Deaf children – Family relationships; Deaf parents; Children of deaf parents

Availability: Docurama Films www.docurama.com, Amazon www.amazon.com, Netflix www.netflix.com

Sound and Fury chronicles the heart-wrenching conflict that erupts in the Artinian family over cochlear implants. The Artinian family has hearing and deaf members across three generations. For the hearing members of the family, the possibility that their deaf family members, especially the children, would have the opportunity to hear is a simple decision to make. For deaf members of the family, the decision is fraught with fear and trepidation – potentially threatening their connection to the deaf community and perhaps each other. This film provides an intimate look at the controversy over cochlear implants that has fractured many families and created a firestorm within the deaf community. [See follow-up film, *Sound and Fury: 6 Years Later* below]

Sound and Fury: 6 Years Later

Aronson, J. (Producer/Director). (2006). *Sound and fury: 6 years later* [DVD]. New York: Aronson Film Associates.

Running time: 29 minutes

Courses: Developmental Psychology, Family Studies; Deafness

Subjects: Deaf children – Family relationships; Deaf parents; Children of deaf parents

Availability: Aronson Film Associates <http://soundandfuryfilm.com>

This film follows up on the Artinian family six years after the original *Sound and Fury*. Much has changed for the family, as a number of the deaf family members have received cochlear implants. For one of the children, Heather, the implants have opened up a new world for her, and she is effectively straddling the hearing and deaf worlds with enthusiasm and interest. For her parents, who initially resisted the idea, they are delighting in her ability to more fully engage in school and relationships with peers. Viewers also learn of the family reconciliation that mended fractures observed in the first film.

Twisted

Chiten, L. (Producer/Director). (2006). *Twisted* [DVD]. New York: Blind Dog Films

Running time: 54 minutes

Courses: Disability Studies

Subjects: Dystonia – Personal narratives; Dystonia – Treatment; Brain stimulation

Availability: Blind Dog Films www.blinddogfilms.com

Twisted features a group of adults suffering from dystonia, a neurological disorder that forces the body to twist into abnormal, often painful, movements or postures. The film chronicles the challenges they face in dealing with day-to-day activities and their adaptations to this poorly understood disorder which often evokes negative responses from other people. For several of the film's subjects the disorder threatens their livelihood and personal relationships. The film effectively examines themes of control, loss and isolation that can impact individuals challenged by disability.

Eating Disorders

Dying to be Thin

McPhee, L. (Producer/Director). (2004). *Dying to be thin* [DVD]. Alexandria, VA: PBS Video.

Running time: 90 minutes

Courses: Clinical Psychology, Psychopathology, Eating Disorders

Subjects: Eating disorders in women; Body image; Anorexia Nervosa; Bulimia

Availability: Shop PBS www.shoppbs.org, Amazon www.amazon.com



The full program is available for online viewing (free) at:
<http://www.pbs.org/wgbh/nova/thin/>



NOVA maintains a website for the film that includes resources and additional information on eating disorders: <http://www.pbs.org/wgbh/nova/thin/>

This episode of PBS' *NOVA* explores eating disorders (anorexia and bulimia) among young women in the United States. The film provides footage of young women in individual and group treatment interspersed with interviews of young women (including models, dancers, and athletes) in recovery and experts discussing the etiology, course, and treatment of anorexia and bulimia. Also included in this film is a discussion of cultural influences that reinforce unrealistic ideals of thinness in women.

Fat: What No One is Telling You

Spain, T. (Producer/Director). (2006). *Fat: What no one is telling you*. Alexandria, VA: PBS Video.

Running time: 90 minutes

Courses: Eating Disorders

Subjects: Obesity; Obesity – Psychological aspects; Obesity – Social aspects

Availability: Shop PBS www.shoppbs.org, Amazon www.amazon.com, Netflix www.netflix.com



The full program is available for online viewing (free) at:
<http://www.pbs.org/wgbh/takeonestep/fat/index.html>

This film, originally produced for PBS, explores the physiological, psychological, social, and cultural factors that contribute to the epidemic of obesity in the United States (66% of American adults are overweight or obese). The film reviews scientific knowledge about metabolism, hunger, eating, and how we respond to food psychologically. In addition, the proliferation of oversized food portions and food advertising are explored as factors contributing to unhealthy diets and overeating. The film profiles three individuals struggling with their own weight issues and two professionals, a public health educator and a physician, who work to combat obesity.

Fear of Fat: Eight Stories of Eating and Weight

Feesley, L. (Producer/Director). (2006). *Fear of fat: Eight stories of eating and weight* [DVD]. Princeton, NJ: Films for the Humanities and Sciences.

Running time: 60 minutes

Courses: Eating Disorders

Subjects: Eating disorders; Bulimia; Anorexia nervosa

Availability: Films for the Humanities and Sciences www.films.com

This film introduces eight adolescents and young adults (seven females and one male) who provide a frank, intimate look into their struggles with food, body weight and self-image. In casual conversational style, the subjects of this film describe feelings of deep hurt, anger, alienation and hopelessness that lead them to extremes such as consuming 15,000 to 18,000 calories a day, starvation dieting, and attempted suicide. Their narrative offer powerful insights into their all-consuming “nightmarish” drive for unattainable physical perfection that ultimately leads to self-loathing and as one of the film participants describes, “psychological torture.” The film also raises questions about society’s unhealthy emphasis on thinness the toll it exacts on those most vulnerable to these messages.

Killer at Large: Why Obesity is America's Greatest Threat

Pate, E., Young, B., Greenstreet, S. (Producers), & Greenstreet, S. (Director). (2008). *Killer at large: Why obesity is America’s greatest threat*. New York: Disinformation Company.

Running time: 102 minutes

Courses: Eating Disorders

Subjects: Obesity – United States; Nutrition – United States; Food Habits – United States

Availability: Official film site <http://www.killeratlarge.com/>, a free (pay 6.95 shipping) 20-minute version of the film is available to educators at <http://www.killeratlarge.com/> Amazon www.amazon.com, Netflix www.netflix.com

This film explores the epidemic of obesity in the States, which according to the Centers for Disease Control leads to the death of at least 110, 000 Americans annually and plays a role in one-third of all cancer deaths. While this issue has received a great deal of media attention, little has been done to effectively combat what former Surgeon General Richard Carmona calls the “terror within.” The film explores obesity from personal, medical, political and cultural perspectives – investigating contributing factors such as school lunches and vending machines, our toxic food environment, and the role of food lobbyists on influencing public policy. In addition to interviews with individuals battling obesity, the film features interviews with Former President Clinton, Ralph Nader, Senators Tom Harkin and Sam Brownback, Arnold Schwarzenegger, former Surgeon General Richard Carmona and a number of bestselling authors and experts.

Supersize Me

Surlock, M. (Producer/Director). (2004). *Supersize me* [DVD]. New York: Kathbur Pictures.

Running time: 102 minutes

Courses: Clinical Psychology, Psychopathology, Eating Disorders

Subjects: Anorexia Nervosa – therapy; Anorexia Nervosa; Residential treatment

Availability: Shop HBO <http://store.hbo.com/>, Amazon www.amazon.com, Netflix www.netflix.com

This film chronicles the physical and psychological changes in Morgan Spurlock when he undertakes a 30 day all-McDonald's diet. At 32, Spurlock is considered to be of above average health prior to the diet according to a cardiologist, gastroenterologist, general practitioner (who track his progress for the 30 days), as well as a nutritionist and personal trainer. At the beginning of the film, Spurlock weighs 185.5 pounds for his 6'2" frame. Within five days of his "McDiet" Spurlock gains 10 pounds, by the end of the 30 days he is experiencing heart palpitations, feels lethargic and depressed, has gained almost 25 pounds, and is showing signs of liver and heart disease (which the cardiologist informs him may not be reversible, even if he loses the weight). All three of the physicians are taken aback by the rapid physical decline that Spurlock demonstrates in the 30 days. This film raises important questions about the fast food industry and the problem of obesity in the United States.

Thin

Cutler, R. J. (Producer) & Greenfield, L. (Director). (2006). *Thin* [DVD]. New York: HBO Video.

Running time: 102 minutes

Courses: Clinical Psychology, Psychopathology, Eating Disorders

Subjects: Anorexia Nervosa – therapy; Anorexia Nervosa; Residential treatment

Availability: Shop HBO <http://store.hbo.com/>, Amazon www.amazon.com, Netflix www.netflix.com

This film follows four young women (ages 15-30) in residential treatment for anorexia nervosa at the Renfrew Center in Coconut Creek, Florida. With unprecedented access to their subjects, the filmmakers film the women in treatment, group therapy, during weight checks and at home after discharge. They also capture team meetings with social workers, psychologists, psychiatrists, psychiatric nurses and other Center staff as they discuss the progress of their patients. Viewers will gain insights into how difficult anorexia is to treat and the impact that it has on the women with the disorder and their families. In addition, the film provides insights into how difficult for these women to maintain the gains achieved in residential treatment when they return home.

Ethnic Minorities, Diversity, and Multicultural Issues

African Americans

Black Is . . . Black Ain't

Riggs, M. T., Atkinson, N. (Producers) & Riggs, M. T. (Director). (1995). *Black is . . . black ain't* [DVD]. New York: Docurama.

Running time: 87 minutes

Courses: Ethnic Studies; Minority Mental Health; Lifespan Development

Subjects: African Americans – Race identity; African Americans – Attitudes

Availability: Docurama <http://www.docurama.com>, Amazon www.amazon.com, Netflix www.netflix.com

Black Is . . . Black Ain't explores the meaning and realities of Black identity. The filmmaker, Marlon Riggs, travels the country, bringing the viewer face to face with African Americans young and old, rich and poor, rural and urban, gay and straight, grappling with the paradox of numerous, often contested definitions of Blackness. Riggs mixes performances by choreographer Bill T. Jones and poet Essex Hemphill with commentary by noted cultural critics Angela Davis, bell hooks, Cornel West, Michele Wallace, Barbara Smith and Maulana Karenga. The film embraces the diversity of Black identity and the pain that some have experienced by being labeled as "not Black enough" or "too Black." Through personal testimony, music, and history, *Black Is...Black Ain't* presents a powerful critique of sexism, patriarchy, homophobia, colorism, and cultural nationalism in the Black family, church, and other Black institutions.

Kicking High...In the Golden Years

Gurievitich, G. (Producer/Director). (1988). *Kicking high . . . in the golden years* [DVD]. Harriman, NY: New Day Films.

Running time: 58 minutes

Courses: Lifespan Development, Adult Development, Aging

Subjects: Older African Americans; Older people – Recreation

Availability: New Day Films www.newday.com

This film profiles six middle class African American senior citizens who are members of "The Marquees," an amateur performance group from Queens, New York. Filmed in their homes, with their families and in the community, and during rehearsals for an upcoming performance, the film provides an intimate and uplifting portrait of aging. The participants reflect on their life experiences, share wisdom gained over the years, and discuss how they approach the challenges they face as they age. This film provides a portrait of healthy aging characterized by independence, engagement with family, friends and the community.

On the Downlow

Child, A. (Producer/Director). (2007). *On the downlow* [DVD]. New York: Docurama.

Running time: 70 minutes

Courses: Human Sexuality; Adult Development

Subjects: African American bisexual men – Attitudes; African American bisexual men – Sexual behavior; African American bisexual men – Psychology

Availability: Docuramafilms www.docurama.com, Amazon www.amazon.com, Netflix www.netflix.com

This film explores the experiences of four African American men from Cleveland, Ohio living “on the downlow (secretly having sex with men). Featured in the film are Billy who lives with a man despite the fact that he states that the best sex he has had in his life was with the mother of his children; Ray who prefers drag queens; Kerwin who dates both women and men; and Antonio who began the downlow lifestyle while incarcerated. Through interviews with the men and observations of their lives, the film provides unique insights into the downlow phenomenon and the diversity of attitudes about homosexuality on the African American community.

Silent Choices

Pennick, F. (Producer/Director). (2007). *Silent Choices* [DVD]. Harriman, NY: New Day Films.

Running time: 60 minutes

Courses: Adult Development; Lifespan Development; Women’s Studies, African American women

Subjects: Abortion, induced – Ethics; African Americans; Pregnancy, unwanted -- ethnology

Availability: New Day Films www.newday.com



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

Silent Choices explores the complex issue of abortion and its impact on African American women. The film combines historical, social, and religious analysis with personal interviews, examining the interplay between racial and reproductive politics. Three women profiled in the film tell the stories of their abortions, including a graphic, heart wrenching story of an illegal abortion. The film also gives voice to African American women who are staunchly pro-life. The film concludes with a series of responses to a comment made in the film that “abortion is a white woman’s issue.”



Graphic discussion of abortion procedure

Asian Americans

Monkey Dance

Mallozzi, J. (Producers/Directors). (2008). *Monkey dance* [DVD]. Berkeley, CA: Berkeley Media.

Running time: 65 minutes

Courses: Ethnic Studies; Minority Mental Health; Adolescent Development

Subjects: Cambodian American teenagers – Social life and customs; Cambodian American teenagers – Ethnic identity; Cambodian American teenagers – Social conditions

Availability: Berkeley Media www.berkeleymedia.com

Monkey Dance explores issues of acculturation and identity formation for three Cambodian American teenagers. The parents of the young people profiled fled Cambodia's Khmer Rouge genocide in the 1970's, escaping through the jungle to refugee camps in Thailand and finally settling in the working class community of Lowell, Massachusetts, home to the second-largest Cambodian community in the United States. The traditional Cambodian "monkey dance" serves as the teens' connection to the rich culture and traumatic history of their parents while they navigate the allure of American popular culture. The film provides a nuanced exploration of identity development for children of immigrants.

Passing Poston

Fox, J. & Nubile, J.(Producers/Directors). (2008). *Passing Poston* [DVD]. New York: Docurama.

Running time: 105 minutes

Courses: Ethnic Studies; Minority Mental Health; Lifespan Development

Subjects: Japanese Americans – Evacuation and relocation, 1939-1945; World War, 1939-1945 – Japanese Americans – Personal narratives; Poston Relocation Center (Ariz.)

Availability: Docurama <http://www.docurama.com>, Amazon www.amazon.com, Netflix www.netflix.com

Integrating personal narratives and archival footage, *Passing Poston* recounts the little known story of how the U.S. government used Japanese-Americans relocated to Arizona's Poston Relocation Center (internment camp) to develop a Native American reservation. Profiled in the film is Ruth Okimoto, who lived in the camp as a young child and returns to make sense of her experience there and to discover the how the Poston Camp was developed. The film effectively captures the psychological impact of forced internment and discrimination.

Stolen Ground

Lee, M. W., & Jang, L. (Producers/Directors). (1993). *Stolen ground*. Oakland, CA: Stir-Fry Productions.

Running time: 43 minutes

Courses: Ethnic Studies; Minority Mental Health; Lifespan Development

Subjects: Asian Americans – Attitudes; Men – United States – Attitudes; Racism – United States – Public opinion

Availability: Stir Fry Seminars and Consulting <http://www.stirfryseminars.com>

Stolen Ground follows the dinner conversation of six men—Chinese, Filipino and Japanese Americans—who share their personal experiences and thoughts on how racism, cultural ignorance and homophobia have affected and shaped their lives. The men explore the pain and trauma of assimilation, the characterization of Asian Americans as a “model minority,” and the impact that these issues have had on them and their families.

Unfinished Business: The Japanese-American Internment Cases

Okazaki, S. (Producer/Director). (2005). *Unfinished business: The Japanese-American internment cases* [DVD]. New York: Docurama.

Running time: 58 minutes

Courses: Ethnic Studies; Minority Mental Health; Lifespan Development

Subjects: Japanese Americans – Evacuation and relocation, 1942-1946; Japanese American – California

Availability: Docurama <http://www.docurama.com>, Amazon www.amazon.com, Netflix www.netflix.com

In the spring of 1942, Executive Order 9066 – The Wartime Relocation Act, ordered the relocation of Japanese Americans to desolate camps in remote areas of the country. Without benefit of hearing or trials, more than 110,000 American citizens of Japanese ancestry were forced to abandon their homes and businesses and relocate to desolate internment camps. This film tells the story of Gordon Hirabayashi, Fred Korematsu, and Minoru Yasui who defied the government order and refused to go to the camps. As a result they were tried, convicted and imprisoned. Through interviews with the principles and archival footage of life in the camps, anti-Japanese demonstrations, and the evacuations, the film creates a moving portrait of this poorly understood aspect of American history and the psychological impact it had on the Japanese-American community. The film also highlights the men’s quest to have their convictions overturned over 40 years later.

Latinos and Latinas

Letters from the Other Side

Courtney, H. (Producer/Director). (2006). *Letters from the other side* [DVD]. Harriman, NY: New Day Films.

Running time: 73 minutes

Courses: Lifespan Development; Family Studies

Subjects: Women – Mexico – Biography; Foreign workers, Mexican – United States – Biography; Women – Mexico – Social conditions

Availability: New Day Films www.newday.com



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

Letters from the Other Side explores the stories of women left behind in Mexico as their husbands and sons illegally enter the United States to find work and economic security for their families. Through video letters carried across the border, viewers gain insights into the struggles of three families torn apart by poverty, communities dying as a result of globalization, and governments unwilling or unable to address these complex issues. This powerful film raises important questions about the status of poor women and the viability of their families.

Madres Unidas: Parents Researching for Change

Mallozzi, J. (Producers/Directors). (2003). *Madres unidas: Parents researching for change* [DVD]. Berkeley, CA: Berkeley Media.

Running time: 58 minutes

Courses: Ethnic Studies; Adult Development; Community Psychology

Subjects: Small schools – California – Oakland; Education – Parent participation – California – Oakland; Education – Research – California – Oakland

Availability: Berkeley Media www.berkeleymedia.com

This film documents the efforts of five Latina immigrant mothers to start a small school in their Oakland, California neighborhood. As part of their work on the project, the mothers become engaged in participatory research, chronicling their process through data collection and videography. *Madres Unidas* highlights their participation in city-wide school reform efforts and community organizing around the issue. The film effectively highlights the personal transformation of the five mothers, as they work to create a school for their children and develop their skills as social activists and researchers. In documenting the process undertaken by the women, the film demonstrates how the experience of engaging in research was tremendously empowering and transforming for them and serves as a strong testament to the value of participatory research as a method that expands the possibilities for democratic participation and social change.

Maid in America

Leadingham, K., Prado, A. (Producers) & Prado, A. (Director). (2006). *Maid in America* [DVD]. Harriman, NY: New Day Films.

Running time: 58 minutes

Courses: Lifespan Development; Ethnic Studies; Women's Studies

Subjects: Women household employees – California – Los Angeles – Social conditions; Nannies – California – Los Angeles – Social conditions; Women immigrants – California – Los Angeles – Social conditions

Availability: New Day Films www.newday.com

This film explores the lives of three Latina immigrant women who work as nannies and housekeepers in Los Angeles. Often leaving their own children behind to care of other women's children and homes, the film provides insights into the struggles they face as a result of long periods of separation from their own families and the sometimes harsh working conditions, characterized by long hours, low pay, no benefits, and sometimes abuse at the hands of their employers. The film also raises questions about modern day motherhood, which immigrant women leave their children behind to raise the children of American women, who in turn leave their children in the care of a nanny in order to go to work.

My American Girls: A Dominican Story

Matthews, A. (Producers/Director). (2001). *My American girls: A Dominican story* [DVD]. Harriman, NY: Filmmakers Library.

Running time: 62 minutes

Courses: Lifespan Development; Ethnic Studies; Women's Studies; Family Studies

Subjects: Dominicans (Dominican Republic) – New York – Social conditions; Dominicans (Dominican Republic) – New York – Interviews; Women immigrants – New York; Children of immigrants – New York

Availability: Filmmakers Library www.filmakers.com

My American Girls profiles the Ortiz family, a first generation immigrant family from the Dominican Republic living in New York City. Poorly educated and hard working parents Sandra and Bautista each work two jobs to provide for their family, as they dream of retiring in the Dominican Republic. Their three daughters, struggle to balance sort out their own identities, often feeling caught between two cultures, with each of the "American girls" developing their own relationship to the Dominican and American cultures. The film provides a nuanced exploration of identity development for children of immigrants.

Tal Como Somos: The Latino GBT Community

Juneteenth Productions, McCray, J. (Producers) & McCray, J. (Director). (2007). *Tal como somos: The Latino GBT community* [DVD]. Princeton, NJ: Films for the Humanities and Sciences.

Running time: 70 minutes

Courses: Human Sexuality, Disability Studies

Subjects: Hispanic American sexual minorities; Hispanic American sexual minorities – family relations; Hispanic Americans – Ethnic identity

Availability: Films for the Humanities and Sciences www.films.com

In a culture celebrated for its rich traditions, close-knit families, and strong faith, being Latino and gay, bisexual, or transgender is often unmentionable – and frequently unforgivable. *Tal Como Somos (Just as we are)* explores the realities of living within a culture where strong beliefs about sexual identity can mean condemnation and rejection for those whose sexual orientation or manner is different. Filmed in Chicago, New York, San Francisco, and Washington DC, this film candidly examines the lives of six gay Latino men, one transgender woman, and the ties that bind them: their families and friends, religion, and the cultural experiences that shape them. Profiled in the film are: Gus and Marcelo, a Mexican couple who grapple their faith and a church that rejects them; Gabriela, once a boy, struggling to prove to her Mexican family and herself that she's worthy of acceptance as a woman; Ernesto, a Venezuelan struggling to find a way to tell his family he's living in the United States as an HIV-positive bi-sexual man; David, Columbian and single, buries his past and attempts at suicide with a new life in lower Manhattan, finding comfort in friends, purpose in work; Oscar, the only son of Cuban immigrant parents, is learning to navigate family and societal contradictions as he challenges accepted gender boundaries; and Dusty, a long-married Panamanian parent to two adopted children, who narrates and interweaves their stories from with wisdom and the insight of experience. Portions of this film are in Spanish with English subtitles. A shorter 33 minute version of this film is also available.

Native Americans

Hopi: Songs of the Fourth World

Ferrero, P. (Producer/Director). (2008). *Hopi: Songs of the fourth world* [DVD]. Harriman, NY: New Day Films.

Running time: 57 minutes

Courses: Lifespan Development; Ethnic Studies

Subjects: Hopi philosophy; Indian philosophy – Arizona; Hopi Indians -- Religion

Availability: New Day Films www.newday.com



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

Hopi: Songs of the Fourth World explores Hopi traditions and culture as described by a farmer, a religious elder, grandmother, painter, weavers and potter. Pairing the narratives with images of Hopi land, the film provides a portrait of a people whose spirituality is integrated into every aspect of their day-to-day lives.

Spirit of the Dawn

Ferrero, P. (Producer/Director). (1994). *Spirit of the dawn* [DVD]. Harriman, NY: New Day Films.

Running time: 29 minutes

Courses: Lifespan Development; Ethnic Studies

Subjects: Indians of North America – Education – History; Crow Indians – Education (elementary) – Montana; Crow Indians – Montana – Social conditions

Availability: New Day Films www.newday.com



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

Spirit of the Dawn explores the history of Native American education in the United States which for generations was based in boarding schools designed to strip Native people of their cultures and languages. This film features two young boys from the Crow Nation in Montana, who are attending a school that encourages the development of their cultural heritage.

Diversity and Multicultural Issues

A Class Divided

Peters, W. (Producer/Director). (2003). *A class divided* [DVD]. Alexandria, VA: PBS Video.

Running time: 60 minutes

Courses: Multicultural Education

Subjects: Elliott, Jane; Prejudice

Availability: Shop PBS <http://teacher.shop.pbs.org>



The full program is available for online viewing (free) at:

<http://www.pbs.org/wgbh/pages/frontline/shows/divided/>



Frontline maintains a website for the film that includes resources and additional information on the film: <http://www.pbs.org/wgbh/pages/frontline/shows/divided/>

This film originally aired on PBS' *Frontline* in 1985. *A Class Divided* features a class reunion of Riceville, Iowa elementary school students who participated in Jane Elliot's blue-eyed/brown-eyed experiment in 1970. The film intersperses clips from the original film, *Eye of the Storm*, with footage of the former students discussion the impact that participating in the experiment had on them as children and as they became adults. Elliot is also depicted conducting the experiment with a group of adults. This film provides powerful insights into the origins of prejudice and discrimination.

The Color of Fear

Lee, M. W (Producer/Director). (1995). *The color of fear* [DVD]. Oakland, CA: Stir-Fry Seminars & Consulting.

Running time: 90 minutes

Courses: Lifespan Development; Ethnic Studies; Multicultural Education

Subjects: Racism – United States – Psychological aspects; Racism; Prejudices – United States

Availability: Stirfry Seminars and Consulting www.stirfryseminars.com

This powerful film explores issues of race in the United States through the experiences of eight men of African, Asian, Latino, and European descent. The men, who are strangers to each other, come together for a weekend retreat facilitated by Lee Mun Wah. The men, over the course of the weekend delve into issues of race, prejudice, discrimination and race relations as they discuss their personal experiences and process their interactions with each other. The film effectively captures the social and emotional toll that racism and prejudice have had on all of the men as well as the transformative power of open, honest discussion of these issues. The men display a full range of emotions (anger, frustration, despair, fear, anguish) as they interact with each other.

The Color of Fear 2: Walking Each Other Home

Lee, M. W (Producer/Director). (1995). *The color of fear 2: Walking each other home* [DVD]. Oakland, CA: Stir-Fry Seminars & Consulting.

Running time: 55 minutes

Courses: Lifespan Development; Ethnic Studies; Multicultural Education

Subjects: Racism – United States – Psychological aspects; Racism; Prejudices – United States

Availability: Stirfry Seminars and Consulting www.stirfryseminars.com

In this sequel to the *Color of Fear*, the men featured in the first film, delve more deeply into the meaning and impact of racism, especially on the men of European descent. Through dialog and discussion, the men of European descent explore their reactions to the anger and frustration expressed by the men of color. The men of European descent explore the fears that these displays of emotion and anger evoke in them, and how their own understanding of the impact of racism and prejudice have been impacted by their open, honest interactions with men of color.

The Color of Fear 3: Four Little Beds

Lee, M. W (Producer/Director). (1995). *The color of fear 3: Four little beds* [DVD]. Oakland, CA: Stir-Fry Seminars & Consulting.

Running time: 55 minutes

Courses: Lifespan Development; Ethnic Studies; Multicultural Education

Subjects: Homosexuality – United States – Psychological aspects; Homophobia – United States – Psychological aspects; Men – Attitudes

Availability: Stirfry Seminars and Consulting www.stirfryseminars.com

In this sequel to the *Color of Fear*, the men featured in the first film, delve explore issues of sexual orientation as an added dimension of their interactions with each other. Filmed during the same retreat as the first two films, the men explore how sexual orientation shapes their experiences and sense of safety and security in our society. The intersection of race and sexual orientation is also explored, providing unique insights into the intersection of ethnic/racial identity and sexual orientation.

Last Chance for Eden

Lee, M. W (Producer/Director). (2002). *Last chance for Eden* [DVD]. Oakland, CA: Stir-Fry Seminars & Consulting.

Running time: 90 minutes

Courses: Lifespan Development; Ethnic Studies; Multicultural Education; Gender Studies

Subjects: Racism; Race awareness; Sexism

Availability: Stirfry Seminars and Consulting www.stirfryseminars.com

Filmed during a weekend retreat, nine men and women of diverse ethnic backgrounds discuss issues of racism and sexism in the workplace. As the participants delve more deeply into these issues, the impact of racism and sexism on their personal relationships, within their families, and communities surface, illuminating how these issues permeate virtually every aspect of people's lives, yet often remain unnamed. The participants also debate the similarities and differences between racism and sexism.

Last Chance for Eden 2

Lee, M. W. (Producer/Director). (2002). *Last chance for Eden* [DVD]. Oakland, CA: Stir-Fry Seminars & Consulting.

Running time: 69 minutes

Courses: Lifespan Development; Ethnic Studies; Multicultural Education; Gender Studies

Subjects: Racism; Race awareness; Sexism

Availability: Stirfry Seminars and Consulting www.stirfryseminars.com

Filmed during the same weekend retreat as *Last Chance for Eden*, men and women discuss the impact that sexism has had on their lives. The participants discuss the profound impact that the attitudes within their families of origin have had in shaping their experiences, attitudes and behaviors. In small group discussions, the women explore their experiences of sexism, sexual harassment, and safety play in their day-to-day lives. The men, in small group discussion, explore the impact that male privilege and sexism have played in their own development, and the profound impact that controlling their emotions has played in their relationships with their partners and daughters. The participants also explore the impact of the media on perpetuating gender stereotypes and the interrelationship between sexism and violence against women.

Race: The Power of an Illusion

Adelman, L., Herbes-Sommers, C., Strain, T., Smith, L., & Cheng, J. (Producers). (2003). *Race: The power of an illusion* [DVD]. San Francisco, CA: California Newsreel.

Running time: 3 episodes, 56 minutes each

Courses: Lifespan Development; Ethnic Studies; Multicultural Education

Subjects: Race; Human genetics; Racism

Availability: California Newsreel www.newsreel.org

This series of films challenge the notion of the biological bases for racial differences. Through analyses informed by anthropology, sociology, biology, history, and cultural studies, these films articulate the concept that race is a sociocultural, sociopolitical construct, rather than one based in biology.

Episode 1: The Difference Between Us explores the contemporary science of race and genetics. Challenging the notion that people belong to one of four racial groups, this film features a group of diverse college students who compare their genetic profiles and come to learn that some of the students who would perceived themselves as belonging to different racial groups were actually more closely related genetically, than they were to people who appeared to belong to the same race.

Episode 2: The Story We Tell examines the origins of the concept of race in North America. Also included is a review of 19th century science was used to support the concept of race and the superiority/inferiority of different groups. This episode traces how these factors were used to perpetuate social inequities and the marginalization of minorities in the United States.

Episode 3: The House We Live In explores race as a social construct that results in the disproportionate distribution of power, resources, status and wealth.

What's Race Got to do With It?

Cheng, J. (Producer/Director). (2006). *What's race got to do with it?* [DVD]. San Francisco, CA: California Newsreel.

Running time: 49 minutes

Courses: Ethnic Studies; Multicultural Education

Subjects: Multicultural education – United States; Educational equalization – United States; College students

Availability: California Newsreel www.newsreel.org

What's Race Got to do With It? chronicles the discussions of a diverse group of college students who participate in a 16-week intergroup relations dialogue program where they explore multiculturalism and its limitations, social inequities, affirmative action, and their own experiences with these issues. The film raises provocative questions about the shortcomings of multiculturalism; aspects of structural and institutional racism that often go unnoticed, and what it would take for genuine inclusion to occur.

Family Studies

Blindsided

Coleman, D. (Producer) & Osteen, T. (Director) Producers) (2006). *Blindsided* [DVD]. United States: Talking Tabs.

Running time: 65 minutes

Courses: Family Studies; Disability Studies

Subjects: Blind children – Family relationships

Availability: Blindsided www.blindsidedthemovie.com

This powerful film chronicles the experiences of the Hara family when they learn that their 12 year-old son Jared is going blind. Diagnosed with a rare genetic eye disease that will render him blind, Jared throws himself into music as his outlet. His mother struggles to cope with the guilt she experiences, learning that she was the carrier for this genetic trait. His sister, faces the possibility that she too may develop the disease. Perhaps most poignant in this film Jared's father's reaction, which is to blame his wife for destroying his family, leading to downward spiral of depression and isolation from his family and his son. It is Jared, whose joy for living and love of music that brings the fractured family back together. Also featured is Jared's close friendship with Ali, who stand by Jared throughout his adaptation to blindness and family difficulties. This film provides insights into the range of psychological reactions to disability and capacity for individual and family resilience in the face of a life altering diagnosis.

Daddy and Papa

Symons, J. (Producer/Director). (2002). *Daddy and Papa* [DVD]. Harriman, NY: New Day Films.

Running time: 68 minutes

Courses: Family Dynamics; Lifespan Development

Subjects: Gay parents – United States; Gay adoption – United States

Availability: New Day Films www.newday.com



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

This documentary explores the social, cultural, political, and personal issues surrounding gay fatherhood. The film features four gay male families: a couple navigating the question of becoming parents and the potential impact of the decision on their relationship; a single gay father raising two adopted sons; a divorced gay couple co-parenting their daughter; and a single gay father raising a child the state of Florida that will allow him to be a foster parent but will not allow him to adopt. This film beautifully integrates the life stories of the families with many of the sociocultural and political questions that the families tackle: interracial adoption; surrogacy; marriage and divorce within the gay community; and the legalities of gay parenthood. The film also highlights the

challenges gay parents face within the gay community, which a number of the film's participants do not view as "child friendly."

Fatherhood Dreams

Ivanova, B. (Producer) & Ivanova, J. (Director). (2007). *Fatherhood dreams* [DVD]. Vancouver, Canada: Interfilm Productions.

Running time: 55 minutes

Courses: Human Sexuality; Developmental Psychology; Lifespan Development

Subjects: Gay fathers – Canada – Case studies; Single fathers – Canada – Case studies; Gay adoption – Canada – Case studies

Availability: Amazon www.amazon.com, Netflix www.netflix.com

This documentary, filmed in Canada, invites viewers into the day-to-day lives of gay dads Scott, Steve, Randy and Drew, who are fathers through surrogacy, adoption, and co-parenting. Their private journey through fatherhood forces them to deal with much larger issues that affect gay fathers, including the legal aspects of surrogacy, the complexity of "open adoption", and the human rights battles concerning the official recognition of LGBT and multi-parent families. In addition to following the fathers, the film profiles Steve's co-parenting partners, lesbian mothers Coreen and Wendy who are raising two children on an isolated island; the surrogate mother expecting Scott's twins; and the birth family that chose Randy and Drew, to be the parents for their son. The film also interviews two of the children – a four-year-old and teenager.

For the Bible Tells Me So

Karlslake, D. (Producer/Director) (2008). *For the Bible tells me so* [DVD]. New York: First Run Features.

Running time: 98 minutes

Courses: Human Sexuality; Lifespan Development, Family Studies

Subjects: Homosexuality – Religious aspects – Christianity; Bible and homosexuality; Gay Christians

Availability: First Run Features www.firstrunfeatures.com, Amazon www.amazon.com, Netflix www.netflix.com

Through profiles of five families and interviews with Biblical scholars and prominent members of the clergy, *For the Bible Tells Me So* explores the chasm between Biblical scripture and homosexuality. The film features the experiences of five Christian families (including the family of former House Majority Leader Richard Gephardt and Episcopal Bishop Gene Robinson) reflecting on how they came to terms with the fact that one of their children was gay. Their stories are compelling, providing candid and poignant insights into each family's journey of discovery and reconciliation with both their children and their faith. The film also features interviews with Archbishop Desmond Tutu, Reverend Peter Gomes of Harvard University, Orthodox Rabbi Steve Greenberg and Reverend Jimmy Creech.

Legacy

Lending, T. S. (Producer/Director). (2000). *Legacy* [DVD]. New York: Docurama.

Running time: 90 minutes

Courses: Lifespan Development; Women's Studies; Family Studies

Subjects: African American families; African American families – Illinois – Chicago

Availability: Docurama films www.docurama.com, Amazon www.amazon.com, Netflix www.netflix.com

Legacy chronicles the struggles of three generations of African American women to free themselves from welfare and poverty. Filmed in inner city Chicago over a period of five years and told from the perspective of Nickole, a high school student, viewers watch Nickole, her mother, aunt and grandmother work to overcome the legacy of poverty and welfare in a community riddled with violence, racism, substance abuse, unemployment, inadequate childcare, low self-esteem and crumbling public housing. The catalyst for the family to change is the shooting death of Nickole's cousin Terrell. Although we only see him through home movies and family photographs, he becomes the role model for hope and perseverance for the family. In the five years members of the family have their ups and downs, but in the end they persevere. Nickole becomes the first person in her family to graduate from high school, attend college and to marry before becoming pregnant. Her mother, after years of struggle, finds work and gets off of welfare, while her grandmother finally achieves her dream of leaving the projects and having her own home. Nickole's aunt, Terrell's mother finally kicks her decade long drug habit and finds a love of her own. The film clearly demonstrates that the enormous changes achieved by this family were due to a combination of social, psychological and spiritual healing, school and community support structures, and the involvement of all family members in the process.

Letters from the Other Side

Courtney, H. (Producer/Director). (2006). *Letters from the other side* [DVD]. Harriman, NY: New Day Films.

Running time: 73 minutes

Courses: Developmental Psychology; Immigration; Women's Studies; Family Studies

Subjects: Women – Mexico – Biography; Foreign workers, Mexican – United States – Biography; Women – Mexico – Social conditions

Availability: New Day Films www.newday.com



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

Letters from the Other Side explores the stories of women left behind in Mexico as their husbands and sons illegally enter the United States to find work and economic security for their families. Through video letters carried across the border, viewers gain insights into the struggles of three families torn apart by poverty, communities dying as a result of globalization, and governments

unwilling or unable to address these complex issues. This powerful film raises important questions about the status of poor women and the viability of their families.

A Lion in the House

Weisberg, R. (Producer) & Aronson, J. (Director). (2008). *A lion in the house* [DVD]. New York: Docurama.

Running time: 282 minutes on two DVDs

Courses: Developmental Psychology, Family Studies

Subjects: Cancer in children; Cancer in children – Ohio – Cincinnati – Case Studies

Availability: Docurama Films www.docurama.com, Amazon www.amazon.com, Netflix www.netflix.com

Filmed over a period of six years, *A Lion in the House* follows the stories of five children and their families as they battle pediatric cancer. From the trauma of diagnosis to the physical toll of treatment, this series documents the stresses that can tear a family apart as well as the courage of children facing the possibility of death with honesty, dignity and humor. The film puts viewers in the shoes of parents, physicians, nurses, siblings, grandparents and social workers who struggle to defeat an indiscriminate and predatory disease.

Lost Adventures of Childhood: The High Price of Hyper-Parenting

Harper, S. (Producer/Director). (2008). *Lost adventures of childhood: The high price of Hyper-parenting* [DVD]. Princeton, NJ: Films for the Humanities and Sciences.

Running time: 46 minutes

Courses: Developmental Psychology, Parenting

Subjects: Play – Psychological aspects; Play -- Social aspects; Success in children

Availability: Films for the Humanities and Sciences www.films.com

An original production of CTV (Channel Canada), this film explores the effects of “hyper-parenting” on children’s social, emotional, and cognitive development. The producers of the film take the position that unstructured play in childhood has been replaced by play dates (play by appointment) and highly structured, supervised activities (lessons, sports, theme camps, tutoring, etc.) largely due to a culture of fear rooted in media reports about abductions, school shootings, law suits, and declining academic performance. The film features interviews with parents, camp counselors, children, and experts on play, who present scientific findings that suggest that the 21st century cloistering of children negatively impacts everything from literary and creativity to social skills and mental health.

Maid in America

Leadingham, K., Prado, A. (Producers) & Prado, A. (Director). (2006). *Maid in America* [DVD]. Harriman, NY: New Day Films.

Running time: 60 minutes

Courses: Adult Development; Lifespan Development; Immigration; Family Studies

Subjects: Women household employees – California – Los Angeles – Social conditions; Nannies – California – Los Angeles – Social conditions; Women immigrants – California – Los Angeles – Social conditions

Availability: New Day Films www.newday.com

This film explores the lives of three Latina immigrant women who work as nannies and housekeepers in Los Angeles. Often leaving their own children behind to care of other women's children and homes, the film provides insights into the struggles they face as a result of long periods of separation from their own families and the sometimes harsh working conditions, characterized by long hours, low pay, no benefits, and sometimes abuse at the hands of their employers. The film also raises questions about modern day motherhood, which immigrant women leave their children behind to raise the children of American women, who in turn leave their children in the care of a nanny in order to go to work.

Making Grace

Gund, C. (Producer/Director) (2005). *Making Grace* [DVD]. New York: First Run Features.

Running time: 86 minutes

Courses: Human Sexuality; Lifespan Development, Family Studies

Subjects: Lesbian mothers – United States – Biography

Availability: First Run Features www.firstrunfeatures.com, Amazon www.amazon.com, Netflix www.netflix.com

This film chronicles the experiences of Ann and Leslie, a lesbian couple, who want to have a baby together. *Making Grace* provides unique insights into the challenges that the women face in order to realize their dream of becoming parents – from selecting a sperm donor, to deciding who will become pregnant, and how to explain “two mommies” to children in their extended family. Lighter moments include the Lamaze classes and the baby shower. After a year, their daughter Grace is born and the film explores how Ann and Leslie adjust to motherhood and some of the unique challenges they contend with as a lesbian couple.

Maybe Baby

O'Rourke, S. (Producer/Director). (2007). *Maybe baby* [DVD]. Harriman, NY: New Day Films.

Running time: 60 minutes

Courses: Adult Development; Lifespan Development; Women's Studies, Family studies

Subjects: Childlessness – United States – Psychological aspects; Fertility, Human – United States; Human reproductive technology – United States

Availability: New Day Films www.newday.com



Film available for online streaming (fees apply) at New Day Digital

<http://newday.iriseducation.org>

Maybe Baby chronicles the emotional and physiological experiences of six single women in their 30s and 40s who seek to get pregnant through “Assisted Reproductive Technology.” Having given up on finding a partner with whom to co-parent and/or conceive a child, these women, eager to become mothers, decide to go it alone. The film raises provocative questions about family life, love, and parenthood against the backdrop of the multi-billion dollar reproductive technology industry.

Our House

DuBowski, S. (Producer) & Spadola, M. (Director) (2002). *Our house*. [DVD]. New York: First Run Features.

Running time: 56 minutes

Courses: Family Studies; Developmental Psychology

Subjects: Children of gay parents – United States – Interviews; Children of gay parents – United States – Case Studies; Gay parents – United States

Availability: First Run Features www.firstrunfeatures.com, Amazon www.amazon.com, Netflix www.netflix.com

Our House explores the experiences of the children of gay and lesbian parents. Filmed in rural, suburban, and urban areas of Arizona, Arkansas, New Jersey and New York the film profiles the sons and daughters of five diverse families. The families profiled are both ethnically diverse (African American, Latino and White) as well as religiously diverse (Christian, Mormon and Jewish). The children interviewed in this film range from age nine to 23 and candidly share a range of experiences and reflections, both positive and negative, about growing up in with gay or lesbian parents.

Power and Control: Domestic Violence in America

Cohn, P. (Producer/Director). (2010). *Power and control: Domestic violence in America* [DVD]. Harriman, NY: New Day Films.

Running time: 64 minutes

Courses: Adult Development; Lifespan Development; Women's Studies, Family studies; Domestic Violence

Subjects: Wife abuse – United States; Abusive men – United States; Domestic Abuse Intervention Project (Duluth, Minn.)

Availability: New Day Films www.newday.com

This film explores the seemingly intractable issue of domestic violence in the United States. The film profiles Kim, a mother of three from Duluth, Minnesota, as she struggles to protect herself and her children from her abusive husband. The film also assesses the impact of the “Duluth Model,” perhaps one of the most well known and widely implemented methods for addressing domestic violence, which in recent years has increasingly drawn criticism from a range of sources. Also included in the film are leaders from the battered women's advocacy movement who have strived to nurture the spirit of sisterhood that has characterized the movement for over 30 years.

Sound and Fury

Weisberg, R. (Producer) & Aronson, J. (Director). (2001). *Sound and fury*. [DVD]. New York: Docurama.

Running time: 80 minutes

Courses: Developmental Psychology, Family Studies; Deafness

Subjects: Deaf children – Family relationships; Deaf parents; Children of deaf parents

Availability: Docurama Films www.docurama.com, Amazon www.amazon.com, Netflix www.netflix.com

Sound and Fury chronicles the heart-wrenching conflict that erupts in the Artinian family over cochlear implants. The Artinian family has hearing and deaf members across three generations. For the hearing members of the family, the possibility that their deaf family members, especially the children, would have the opportunity to hear is a simple decision to make. For deaf members of the family, the decision is fraught with fear and trepidation – potentially threatening their connection to the deaf community and perhaps each other. This film provides an intimate look at the controversy over cochlear implants that has fractured many families and created a firestorm within the deaf community. [See follow-up film, *Sound and Fury: 6 Years Later* below]

Sound and Fury: 6 Years Later

Aronson, J. (Producer/Director). (2006). *Sound and fury: 6 years later*. [DVD]. New York: Aronson Film Associates.

Running time: 29 minutes

Courses: Developmental Psychology, Family Studies; Deafness

Subjects: Deaf children – Family relationships; Deaf parents; Children of deaf parents

Availability: Aronson Film Associates <http://soundandfuryfilm.com>

This film follows up on the Artinian family six years after the original *Sound and Fury*. Much has changed for the family, as a number of the deaf family members have received cochlear implants. For one of the children, Heather, the implants have opened up a new world for her and she is effectively straddling the hearing and deaf worlds with enthusiasm and interest. For her parents, who initially resisted the idea, they are delighting in her ability to more fully engage in school and relationships with peers. Viewers also learn of the family reconciliation that mended fractures observed in the first film.

We are Dad

Horvat, M. (Producer/Director). (2006). *We are dad* [DVD]. United States: Tavroh Films.

Running time: 68 minutes

Courses: Family Dynamics; Lifespan Development

Subjects: Gay parents– United States – Family relationships; Foster parents– United States – Family relationships; HIV positive children – Family relationships

Availability: Tavroh Films <http://wearedad.com/>, Amazon www.amazon.com, Netflix www.netflix.com

Through home videos, documentary footage and interviews, *We are Dad* chronicles the experiences Lofton-Croteaus, a Florida family headed by two gay men raising five foster children with HIV/AIDS. Early in the AIDS Pandemic Steven Lofton and Roger Croteau, both AIDS nurses, began caring for children in Florida's foster care system deemed unadoptable due to their sero-positive status. The film chronicles the challenges they face in raising medically fragile children in a hostile social climate that has targeted gay families and denied them the right to adopt. When one of their HIV positive children sero-reverted, the State of Florida deemed him adoptable, but his foster parents ineligible to adopt because they are gay. This decision led to a lawsuit Lofton v. The State of Florida, which went all the way to the Supreme Court, which refused to hear the case, allowing Florida's total ban on gay adoption to stand. The Lofton-Croteaus family is a testament to the power of perseverance and love to prevail in the face of seemingly insurmountable odds.

Health Psychology

The Age of Aids

Simone, R. (Producer), Cran, W., & Barker, G. (Directors). (2006). *The age of AIDS*. [DVD]. Alexandria, VA: PBS Video.

Running time: 240 minutes in two parts

Courses: Health Psychology

Subjects: AIDS – History; AIDS – Government policy; AIDS – Social aspects

Availability: Shop PBS www.shoppbs.org, Amazon www.amazon.com, Netflix www.netflix.com



The full program is available for online viewing (free) at: <http://www.pbs.org/wgbh/pages/frontline/aids/>



Frontline maintains a website for the film that includes resources and additional information on AIDS and HIV: <http://www.pbs.org/wgbh/pages/frontline/aids/>

This two-part film which originally aired on PBS' *Frontline*, explores the history of the AIDS pandemic. Part One focuses on the initial identification of the first patients first patients who appeared for treatment, to the initial identification of the virus, to its proliferation throughout the world. The film features interviews with scientists, physicians, AIDS activists, and a wide range of people infected with the virus and their loved ones, calling attention to missed opportunities both scientific and political, that may have slowed the spread of the disease. Part Two focuses on the global proliferation of the pandemic and the social and economic inequities that have led to longevity for people infected with HIV in some countries, and certain death in others.

Roots of Health

McCollough, G. (Producer/Director). (2009). *Roots of health* [DVD]. Berkeley, CA: Berkeley Media.

Running time: 58 minutes

Courses: Community Psychology; Native Americans

Subjects: World health – Social aspects; Equality – Health aspects; Control (Psychology) – Health aspects

Availability: Berkeley Media www.berkeleymedia.com

This film explores how people's health and well-being are primarily determined by where they live, their educational, economic, and social status, and the degree of control they have over their own lives. Following case studies in the UK, India, and the United States, the film demonstrates the dramatic inequities that exist worldwide and how poverty affects the health of individuals and communities around the world. The film effectively chronicles how community mobilization and activism can be used to overcome health disparities.

Sick Around America

Palfreman, J. (Producer/Director). (2009). *Sick around America*. [DVD]. Alexandria, VA: PBS Video.

Running time: 60 minutes

Courses: Health Psychology

Subjects: Health care reform – United States; Cost of illness – United States; Delivery of health care – Economics – United States

Availability: Shop PBS www.shoppbs.org, Amazon www.amazon.com, Netflix www.netflix.com



The full program is available for online viewing (free) at:
<http://www.pbs.org/wgbh/pages/frontline/sickaroundamerica/>



Frontline maintains a website for the film that includes resources and additional information on health care:
<http://www.pbs.org/wgbh/pages/frontline/sickaroundamerica/>

This film which originally aired on PBS' *Frontline*, explores health care delivery in the United States. Against the backdrop of the health care reform debate, *Sick Around America* presents profiles of ordinary citizens struggling to get their health care needs met – highlighting the disparities that exist between the insured and uninsured, and the challenges to receive quality care for both people with and without insurance.

Sick Around the World

Palfreman, J. (Producer/Director). (2008). *Sick around the world*. [DVD]. Alexandria, VA: PBS Video.

Running time: 60 minutes

Courses: Health Psychology

Subjects: Medical care – United States; Medical care – Great Britain; Medical care – Japan

Availability: Shop PBS www.shoppbs.org, Amazon www.amazon.com, Netflix www.netflix.com



The full program is available for online viewing (free) at:
<http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld/>



Frontline maintains a website for the film that includes resources and additional information on health care:
<http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld/>

This film which originally aired on PBS' *Frontline*, explores health care delivery in five other capitalist democracies: the United Kingdom, Japan, Germany, Taiwan and Switzerland. *Sick Around the World* poses the question of whether the United States can learn something from the systems that exist in these countries. The result is a balanced assessment of the pros and cons of each system and the struggles that each nation faces in ensuring that their citizens have access to quality health care.

Unnatural Causes: Is Inequality Making Us Sick?

Adelman, L., et. al. (Producer), Smith, L. M., Strain, T. H., Rios, P. G., Rodriguez, M. T., Fortier, J. M., Lee, E., Stange, E., & Rutenbeck, J. (Directors). (2008). *Unnatural causes: Is inequality making us sick?* [DVD]. San Francisco, CA: California Newsreel.

Running time: 236 minutes (7 episodes: one 56 minutes and six 28 minutes each)

Courses: Health Psychology; Community Psychology

Subjects: Social status – Health aspects – United States; Minorities – Health and hygiene – United States; Immigrants – Health and hygiene – United States

Availability: California Newsreel www.newsreel.org

Unnatural Causes: Is Inequality Making Us Sick? consists of one full-length episode and six shorter films. The films explore mounting evidence that suggest that lack of access to power and resources can be just as detrimental to health and well-being as biological agents. It also reveals a health gradient tied to wealth: those at the top of the class pyramid average longer, healthier lives, while those at the bottom are the most disempowered, get sicker more often and die sooner. What's more, at every level, many communities of color are worse off than their white counterparts. Researchers believe that chronic stress over the life course may create an additional health burden for people of color. Compelling personal stories illustrate obstacles and inequities in society but they also point the way to new possibilities, as individuals and communities organize to gain control over their destinies and their health.

Episode 1: In Sickness and in Wealth (56 minutes)

Set in Louisville, Kentucky, this episode reveals the disparities in access to health care as we follow the lives of a CEO, lab supervisor, janitor and unemployed mother. This film illustrates how social class shapes access to power, resources, and opportunities and that the key to health and longevity may lie in social policies that promote economic and social justice, rather than in medicine.

Episode 2: When the Bough Breaks (28 minutes)

This episode focuses on infant mortality rates and disparities that exist between African Americans and Whites. The film presents data that demonstrates that African American women with graduate degrees are at higher risk for delivering pre-term, low birth-weight babies than are White women who did not complete high school. Researchers argue that the chronic stress of racism may be a contributing risk factor to infant mortality among African Americans

Episode 3: Becoming American (28 minutes)

This episode explores the “Hispanic Paradox” in which Mexican immigrants experience declines in their overall health as a function of how long they have lived in the U.S. The film explores protective factors that exist in immigrant communities and the role of labor and community organizing in reversing downward trends in Mexican immigrant health.

Episode 4: *Bad Sugar* (28 minutes)

This episode focuses on the Pima and O'odham Indian reservations of southern Arizona which have the highest rates of Type 2 diabetes in the world. The film explores the notion that chronic poverty and oppression have resulted in “futurelessness,” which manifests itself in chronic disease. Community leaders are hopeful that community empowerment and sustainable and culturally appropriate development can restore prosperity, hope, and health.

Episode 5: *Place matters* (28 minutes)

This episode focuses on the health of Southeast Asian and Latino immigrants who move into neglected predominantly Black neighborhoods. Segregation, high unemployment, limited access to fresh foods, safe parks, and affordable quality housing have harmed the health of their African American neighbors, and now the newcomers' health is being compromised as well. The film profiles a community that has used federal funds to rebuild a new mixed-income community with health as its focus.

Episode 6: *Collateral Damage* (28 minutes)

This episode explores the ways in which U.S. military policy and globalization have impacted the health status of people in the Pacific Islands.

Episode 7: *Not Just a Paycheck* (28 minutes)

This episode focuses on a community Greenville, Michigan – once home to the largest refrigerator factory in the U.S. When the factory closed, hospital visits in the community tripled as a result of depression, alcoholism, and domestic abuse. When the same company shuts down a factory in Sweden, the outcomes are quite different as a result of social policies designed to protect workers.

Lesbian, Gay, Bisexual, and Transgender Issues

After Stonewall

Scagliotti, J. (Producer). (1999). *After Stonewall* [DVD]. New York: First Run Features.

Running time: 88 minutes

Courses: Human Sexuality; Lifespan Development; Human Rights

Subjects: Lesbians – New York; Gay men – New York; Human rights workers

Availability: First Run Features www.firstrunfeatures.com, Amazon www.amazon.com, Netflix www.netflix.com

After Stonewall, the sequel to *Before Stonewall* (see below), chronicles the Gay Liberation Movement in the United States following the 1969 Stonewall riots through the end of the 20th century. Through interviews with key proponents of the Movement and archival footage, the film documents the triumphs and defeats experienced during this period of growth, development, and empowerment of the LGBT community. The film also explores the impact of AIDS on the Movement and its role in the continued discrimination targeted at gay men. Prominent individuals featured in the film include: Dorothy Allison, Michael Bronski, Rita Mae Brown, Barney Frank, Barbara Gittings, Arnie Kantrowitz, Larry Kramer, Craig Lucas, Armistead Maupin, Leslea Newman, and Barbara Smith.

Becoming Me: The Gender Within

Watson, M. A., & Curl, L. S. (Producers) (2009). *Becoming me: The gender within* [DVD]. Hamilton, NJ: Films for the Humanities & Sciences.

Running time: 40 minutes

Courses: Human Sexuality; Developmental Psychology

Subjects: Transsexualism; Gender identity; Sex change

Availability: Films for the Humanities and Social Sciences www.films.com



A viewable/printable instructor's guide is available online at:

http://ffh.films.com/id/16969/Becoming_Me_The_Gender_Within.htm

This film features five transgendered individuals (between the ages of 20 and 50) discussing their experiences of coming to terms with their own gender identity, their transitions to taking a new gender identity, their sexual orientations, and their attitudes toward genital reassignment surgery. The subjects of the film discuss their experiences with their own family members, the family members of their partners, and the challenges they face in the workplace and in accessing quality health care. Several partners and parents of the film's subjects discuss their attitudes and experiences as well. An expanded version of the film features graphic operating room footage of male-to-female and female-to-male genital reassignment surgery performed by Dr. Marci Bowers included on DVD only.



Graphic depiction genital reassignment surgery

Before Stonewall

Rosenberg, R., Scagliotti, J., Schiller, G. (Producers), & Schiller, G. (Director). (1985). *Before Stonewall* [DVD]. New York: First Run Features.

Running time: 87 minutes

Courses: Human Sexuality; Lifespan Development; Human Rights

Subjects: Gay Liberation Movement – United States – History; Homosexuality – United States – History – 20th century

Availability: First Run Features www.firstrunfeatures.com, Amazon www.amazon.com, Netflix www.netflix.com

In 1969 the New York City Police raided the Stonewall Inn, a gay bar in New York City's Greenwich Village. The raid was followed by three nights of rioting by the city's gay community – serving as the flashpoint for the Gay Liberation Movement. Through archival footage and interviews with a wide range of individuals, this film chronicles the often brutal and violent experiences of gay and lesbian people in the United States from the 1920s until the Stonewall riots. The stories of discrimination shared in the film provide unique insights into a little known aspect of our shared history.

Daddy and Papa

Symons, J. (Producer/Director). (2002). *Daddy and Papa* [DVD]. Harriman, NY: New Day Films.

Running time: 68 minutes

Courses: Family Dynamics; Lifespan Development

Subjects: Gay parents – United States; Gay adoption – United States

Availability: New Day Films <http://www.newday.com>



Film available for online streaming (fees apply) at New Day Digital <http://newday.iriseducation.org>

This documentary explores the social, cultural, political, and personal issues surrounding gay fatherhood. The film features four gay male families: a couple navigating the question of becoming parents and the potential impact of the decision on their relationship; a single gay father raising two adopted sons; a divorced gay couple co-parenting their daughter; and a single gay father raising a child the state of Florida that will allow him to be a foster parent but will not allow him to adopt. This film beautifully integrates the life stories of the families with many of the sociocultural and political questions that the families tackle: interracial adoption; surrogacy; marriage and divorce within the gay community; and the legalities of gay parenthood. The film also highlights the challenges gay parents face within the gay community, which a number of the film's participants do not view as "child friendly."

Dangerous Living: Coming Out in the Developing World

Scagliotti, J. (Director). (2003). *Dangerous living: Coming out in the developing world* [DVD]. New York: First Run Features.

Running time: 60 minutes

Courses: Human Sexuality; Lifespan Development

Subjects: Gay liberation movement – Developing countries; Gay people – Developing countries; Lesbians – Developing countries

Availability: First Run Features www.firstrunfeatures.com, Amazon www.amazon.com, Netflix www.netflix.com

Dangerous Living: Coming Out in the Developing World is the first documentary to explore the lives of gay and lesbian people in developing countries. Filmed on five different continents, the film documents narratives of gay men and lesbians from Egypt, Honduras, Kenya, Thailand and other countries where there are no protections for people from sexual minorities. The film illuminates the emerging global movement for the liberation (protection from violence and discrimination) of gay, lesbian, bisexual and transgendered people.

Fatherhood Dreams

Ivanova, B. (Producer), & Ivanova, J. (Director). (2007). *Fatherhood dreams* [DVD]. Vancouver, Canada: Interfilm Productions.

Running time: 55 minutes

Courses: Human Sexuality; Developmental Psychology; Lifespan Development

Subjects: Gay fathers – Canada – Case studies; Single fathers – Canada – Case studies; Gay adoption – Canada – Case studies

Availability: Amazon www.amazon.com, Netflix www.netflix.com

This documentary, filmed in Canada, invites viewers into the day-to-day lives of gay dads Scott, Steve, Randy and Drew, who are fathers through surrogacy, adoption, and co-parenting. Their private journey through fatherhood forces them to deal with much larger issues that affect gay fathers, including the legal aspects of surrogacy, the complexity of "open adoption", and the human rights battles concerning the official recognition of LGBT and multi-parent families. In addition to following the fathers, the film profiles Steve's co-parenting partners, lesbian mothers Coreen and Wendy who are raising two children on an isolated island; the surrogate mother expecting Scott's twins; and the birth family that chose Randy and Drew, to be the parents for their son. The film also interviews two of the children – a four-year-old and teenager.

For the Bible Tells Me So

Karslake, D. (Producer/Director) (2008). *For the Bible tells me so* [DVD]. New York: First Run Features.

Running time: 98 minutes

Courses: Human Sexuality; Lifespan Development, Family Studies

Subjects: Homosexuality – Religious aspects – Christianity; Bible and homosexuality; Gay Christians

Availability: First Run Features www.firstrunfeatures.com, Amazon www.amazon.com, Netflix www.netflix.com

Through profiles of five families and interviews with Biblical scholars and prominent members of the clergy, *For the Bible Tells Me So* explores the chasm between Biblical scripture and homosexuality. The film features the experiences of five Christian families (including the family of former House Majority Leader Richard Gephardt and Episcopal Bishop Gene Robinson) reflecting on how they came to terms with the fact that one of their children was gay. Their stories are compelling, providing candid and poignant insights into each family's journey of discovery and reconciliation with both their children and their faith. The film also features interviews with Archbishop Desmond Tutu, Reverend Peter Gomes of Harvard University, Orthodox Rabbi Steve Greenberg and Reverend Jimmy Creech.

It's Elementary: Talking About Gay Issues in School

Cohen, H.S., Chasnoff, D. (Producers), & Chasnoff, D. (Director). (2008). *It's elementary: Talking about gay issues in school* [DVD]. Harriman, NY: New Day Films.

Running time: 78 + 37 minutes (original film + follow-up)

Courses: Child Development; Education

Subjects: Homosexuality and education – United States; Education – Social aspects

Availability: New Day Films <http://www.newday.com>



Film available for online streaming (fees apply) at New Day Digital <http://newday.iriseducation.org>

It's Elementary (which originally aired on PBS) explores LGBT issues as they are understood and experienced by children. Cameras were taken into elementary and middle school classrooms across the country, where children discussed and debated a range of LGBT issues from their points of view. The majority of the teachers featured in the film are heterosexual, yet they have chosen to take discrimination targeted at LGBT people head on in their classrooms. We visit third graders discussing a book about a girl who is teased because she has two moms and debating the merits of gay marriage, fourth graders who express dismay when teachers on the playground do not intervene when the word “faggot,” is yelled out, and eighth graders who pose thoughtful questions to a panel of gay and lesbian speakers who visit their classroom. Through these classroom visits, it is evident that children are aware of and exposed to prejudice and discrimination targeted at LGBT people and respond positively to classroom experiences that teach respect and acceptance. This edition of the film also includes a 37-minute professional development training version of the film,

and *It's STILL Elementary* (see below) – a follow-up to the original film which features many of the children in the original film who are now young adults, and discusses the impact of the original *It's Elementary*. A 136-page PDF organizing and teaching guide is also included with the DVD.

It's STILL Elementary

Cohen, H.S., Chasnoff, D. (Producers), & Chasnoff, D. (Director). (2008). *It's still elementary* [DVD]. Harriman, NY: New Day Films.

Running time: 78 + 37 minutes (original film + follow-up)

Courses: Child Development; Education

Subjects: Homosexuality and education – United States; Education – Social aspects

Availability: New Day Films <http://www.newday.com>



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

It's STILL Elementary tells the story of the original film, *It's Elementary: Talking About Gay Issues in School* (see above), and its impact fostering social change around LGBT issues during the past decade. The film follows-up with the teachers and students featured in the original film, and how their lessons of respect of LGBT people have impacted their own lives. The film also documents the firestorm of controversy that the PBS broadcast created and the actions taken against the film and film makers by conservative right-wing religious and political groups. *It's STILL Elementary* challenges parents and teachers to continue working for safe, inclusive schools. This edition of the film also includes the original *It's Elementary* (see above), originally released in 1996, a 37 minute professional development training version of the film, and a 136-page PDF organizing and teaching guide is also included with the DVD.

A Jihad for Love

DuBowski, S. (Producer), & Sharma, P. (Director) (2008). *A jihad for love* [DVD]. New York: First Run Features.

Running time: 81 minutes

Courses: Human Sexuality; Lifespan Development; Muslim Mental Health

Subjects: Homosexuality – Islamic countries; Gay Muslims; Homosexuals – Islamic countries

Availability: First Run Features www.firstrunfeatures.com, Amazon www.amazon.com, Netflix www.netflix.com

Filmed in twelve different countries and in nine languages, *A Jihad for Love* is the first feature-length documentary to explore the complex global intersections of Islam and homosexuality. With unprecedented access and depth, the film brings to light the hidden lives of gay, lesbian, bisexual and transgender Muslims and goes where the silence has been loudest, to countries such as Saudi Arabia, Iran, Iraq, Pakistan, Egypt and Bangladesh, as well as to Turkey, France, India, South Africa,

the United States, and the United Kingdom. In many nations with a Muslim majority, laws based on Quranic interpretations are enforced by authorities to monitor, entrap, imprison, torture and even execute homosexuals. Even for those who migrate to Europe or North America, reconciling their faith with their sexual orientation is at times an insurmountable challenge. Many of the film's subjects participated under threat of violence but did so in the hopes that breaking their silence would call attention to the inherent dangers of religious fundamentalism in daily life.

Making Grace

Gund, C. (Producer/Director) (2005). *Making Grace* [DVD]. New York: First Run Features.

Running time: 86 minutes

Courses: Human Sexuality; Lifespan Development, Family Studies

Subjects: Lesbian mothers – United States – Biography

Availability: First Run Features www.firstrunfeatures.com, Amazon www.amazon.com, Netflix www.netflix.com

This film chronicles the experiences of Ann and Leslie, a lesbian couple, who want to have a baby together. *Making Grace* provides unique insights into the challenges that the women face in order to realize their dream of becoming parents – from selecting a sperm donor, to deciding who will become pregnant, and how to explain “two mommies” to children in their extended family. Lighter moments include the Lamaze classes and the baby shower. After a year, their daughter Grace is born and the film explores how Ann and Leslie adjust to motherhood and some of the unique challenges they contend with as a lesbian couple.

Middle Sexes: Redefining He and She

Thomas, A. (Producer/Director) (2005). *Middle sexes: Redefining he and she* [DVD]. New York: HBO Video.

Running time: 75 minutes

Courses: Human Sexuality; Developmental Psychology; Lifespan Development

Subjects: Transgenderism; Intersexuality; Transgender people -- Identity

Availability: Shop HBO <http://store.hbo.com>, Amazon www.amazon.com, Netflix www.netflix.com

Filmed in the United States, Europe, Asia, and South America, *Middle Sexes* examines the ways different societies and cultures handle the blurring of gender, sexual identity and sexual orientation. Through interviews with transgender, intersexual and bisexual men and women, as well as experts from the scientific and academic communities, the film considers the entire spectrum of sexual behavior, personal identity and lifestyles among people of different backgrounds and cultures. From this, a theme of tolerance and appreciation of diversity emerges in the film.

On the Downlow

Child, A. (Producer/Director). (2007). *On the downlow* [DVD]. New York: Docurama.

Running time: 70 minutes

Courses: Human Sexuality; Adult Development

Subjects: African American bisexual men – Attitudes; African American bisexual men – Sexual behavior; African American bisexual men – Psychology

Availability: Docurama www.docurama.com, Amazon www.amazon.com, Netflix www.netflix.com

This film explores the experiences of four African American men from Cleveland, Ohio living “on the downlow (secretly having sex with men). Featured in the film are Billy who lives with a man despite the fact that he states that the best sex he has had in his life was with the mother of his children; Ray who prefers drag queens; Kerwin who dates both women and men; and Antonio who began the downlow lifestyle while incarcerated. Through interviews with the men and observations of their lives, the film provides unique insights into the downlow phenomenon and the diversity of attitudes about homosexuality on the African American community.

Our House

DuBowski, S. (Producer), & Spadola, M. (Director) (2002). *Our house*. [DVD]. New York: First Run Features.

Running time: 56 minutes

Courses: Family Studies; Developmental Psychology

Subjects: Children of gay parents – United States – Interviews; Children of gay parents – United States – Case Studies; Gay parents – United States

Availability: First Run Features www.firstrunfeatures.com] Amazon www.amazon.com, Netflix www.netflix.com

Our House explores the experiences of the children of gay and lesbian parents. Filmed in rural, suburban, and urban areas of Arizona, Arkansas, New Jersey and New York the film profiles the sons and daughters of five diverse families. The families profiles are both ethnically diverse (African American, Latino and White) as well as religiously diverse (Christian, Mormon and Jewish). The children interviewed in this film range from age nine to 23 and candidly share a range of experiences and reflections, both positive and negative, about growing up in with gay or lesbian parents.

Shades of Love: Black Homosexuality

Sanders, T. (Producer/Director) (2005). *Shades of love: Black homosexuality*. [DVD]. United States: Ijaba Films.

Running time: 185 minutes (Three volumes approximately 53 – 78 minutes each)

Courses: Human Sexuality; Developmental Psychology; Lifespan Development

Subjects: Gay African Americans – Civil rights; Gay African Americans – Social conditions; Gay African Americans – History

Availability: Film Baby www.filmbaby.com

Shades of Love: Black Homosexuality is a trilogy of films that explore the gay African American experience. Through personal narratives, participants in this film discuss their personal experiences of homosexuality within the African American community and the society at large.

Shades of Love: Black Homosexuality [Volume 1]

Sanders, T. (Producer/Director) (2005). *Shades of love: Black homosexuality, volume 1*. [DVD]. United States: Ijaba Films.

Running time: 53 minutes

Courses: Human Sexuality; Developmental Psychology; Lifespan Development

Subjects: Gay African Americans – Civil rights; Gay African Americans – Social conditions; Gay African Americans – History

Availability: Film Baby www.filmbaby.com

The first volume in this series of films focuses on the history of homosexuality in the African American community. The film addresses the myth that homosexuality was introduced to Africans by Europeans and explores racism within LGBT communities toward African Americans.

Shades of Love: Black Homosexuality [Volume 2]

Sanders, T. (Producer/Director) (2005). *Shades of love: Black homosexuality, volume 2*. [DVD]. United States: Ijaba Films.

Running time: 54 minutes

Courses: Human Sexuality; Developmental Psychology; Lifespan Development

Subjects: Gay African Americans – Civil rights; Gay African Americans – Social conditions; Gay African Americans – History

Availability: Film Baby www.filmbaby.com

In the second volume in this series of films, African American men and women reflect on the dual identities of being black and gay. Film participants provide insights into their personal experiences of acceptance and rejection, providing viewers with a rich, multi-faceted perspective of black gay experience. The AIDS epidemic in the Black community is also discussed.

Shades of Love: Black Homosexuality [Volume 3]

Sanders, T. (Producer/Director) (2005). *Shades of love: Black homosexuality, volume 3*. [DVD]. United States: Ijaba Films.

Running time: 78 minutes

Courses: Human Sexuality; Developmental Psychology; Lifespan Development

Subjects: Gay African Americans – Civil rights; Gay African Americans – Social conditions; Gay African Americans – History

Availability: Film Baby www.filmbaby.com

The third and final film in this series features life narratives of African American gay men and lesbian women, and one heterosexual woman raised by a lesbian mother. Their stories are uplifting and challenge many of the narrow stereotypes held about the African American community and attitudes about homosexuality in the community.

Small Town Gay Bar

Smith, K., Mosier, S., Canaparo, A., Gibson, S., Gissing, M. (Producers), & Ingram, M. (Director). (2003). *Small town gay bar* [DVD]. United States: Red Envelope Entertainment.

Running time: 81 minutes

Courses: Human Sexuality; Lifespan Development

Subjects: Gay bars – Mississippi; Gay people – Southern states – social conditions

Availability: Amazon www.amazon.com, Netflix www.netflix.com

Small Town Gay Bar explores LGBT issues in the Deep South of the United States. The film visits gay bars in two small Mississippi towns: “Rumors” in Shannon, Mississippi and Different Seasons/Crossroads in Meridian Mississippi. The film features interviews with owners and patrons of the two establishments who reflect on their experiences of being gay and lesbian in these small Bible belt towns, where fear, intimidation and the risk of violence are commonplace. In addition, the film visits Bay Minette, Alabama, to look at the brutal hate crime murder of Scotty Joe Weaver.

Silverlake Life: The View from Here

Friedman, P., & Joslin, T. (Producer/Directors). (2003). *Silverlake life: The view from here* [DVD]. New York: Docurama.

Running time: 90 minutes

Courses: Human Sexuality; Lifespan Development

Subjects: Gay couples; AIDS -- Patients

Availability: Docurama Films <http://www.docurama.com>, Amazon www.amazon.com, Netflix www.netflix.com

Taken from over 40 hours of videotaped footage, *Silverlake Life: The View from Here* chronicles the experiences of Tom Joslin and Mark Massi, a gay couple battling AIDS. The film poignantly captures their day-to-day struggles to comfort and care for each other as some of the most simple and mundane tasks become increasingly more difficult as the disease runs its course. The film is a testament to the power and comfort that love and commitment in a relationship can provide as a couple face declining health and their own mortality.

Southern Comfort

Adams, E., Davis, K. (Producers), & Davis, K. (Director). (2001). *Southern comfort* [DVD] . New York: Docurama.

Running time: 90 minutes

Courses: Human Sexuality; Lifespan Development

Subjects: Transgender people – Identity; Gender identity

Availability: Docurama Films <http://www.docurama.com>, Amazon www.amazon.com, Netflix www.netflix.com

This film chronicles the final year in the life of Robert Eads, a 52-year-old female-to-male transsexual who lives in rural Georgia. Diagnosed with ovarian cancer, he has been turned away by more than two dozen doctors for fear that treating him would drive away their other patients. The film follows the ups and downs of Robert's last year as he grapples with his declining health and hopes to live out his final dream – to attend the Southern Comfort Conference in Atlanta, the nation's largest transgender event. The film tenderly documents Robert's relationship with the love of his life Lola, a male-to-female transsexual, who tenderly cares for him in his final days and a visit from his parents who have come to see their "lost daughter" for the last time. Robert and Lola make it to the Conference, where Robert addresses a crowd of 500 people and takes Lola to "The Prom That Never Was." Moving in its simplicity, this film documents the first trans-to-trans love story against the backdrop of pervasive gender bias and discrimination.

Tal Como Somos: The Latino GBT Community

Juneteenth Productions, McCray, J. (Producers), & McCray, J. (Director). (2007). *Tal como somos: The Latino GBT community* [DVD]. Princeton, NJ: Films for the Humanities and Sciences.

Running time: 70 minutes

Courses: Human Sexuality; Disability Studies

Subjects: Hispanic American sexual minorities; Hispanic American sexual minorities – family Relations; Hispanic Americans – Ethnic identity

Availability: Films for the Humanities and Sciences www.films.com

In a culture celebrated for its rich traditions, close-knit families, and strong faith, being Latino and gay, bisexual, or transgender is often unmentionable – and frequently unforgivable. *Tal Como Somos (Just as we are)* explores the realities of living within a culture where strong beliefs about sexual identity can mean condemnation and rejection for those whose sexual orientation or manner is different. Filmed in Chicago, New York, San Francisco, and Washington DC, this film candidly examines the lives of six gay Latino men, one transgender woman, and the ties that bind them: their families and friends, religion, and the cultural experiences that shape them. Profiled in the film are: Gus and Marcelo, a Mexican couple who grapple their faith and a church that rejects them; Gabriela, once a boy, struggling to prove to her Mexican family and herself that she's worthy of acceptance as a woman; Ernesto, a Venezuelan struggling to find a way to tell his family he's living in the United States as an HIV-positive bi-sexual man; David, Columbian and single, buries his past and attempts at suicide with a new life in lower Manhattan, finding comfort in friends, purpose in work; Oscar, the only son of Cuban immigrant parents, is learning to navigate family and societal contradictions as he challenges accepted gender boundaries; and Dusty, a long-married Panamanian parent to two adopted children, who narrates and interweaves their stories from with wisdom and the insight of experience. Portions of this film are in Spanish with English subtitles. A shorter 33 minute version of this film is also available.

Tying the Knot

de Sève, J., Pelletier, S., Tjong, K. (Producers), & de Sève, J. (Director). (2005). *Tying the knot* [DVD]. New York: Docurama.

Running time: 80 minutes

Courses: Adult Development, Marriage

Subjects: Same-sex marriage – United States; Same-sex marriage – Law and legislation – United States; Gay couples – United States

Availability: Docurama films www.docurama.com, Amazon www.amazon.com, Netflix [www.netflix.com]

This film explores the political and legal issues surrounding same-sex marriage. *Tying the Knot* features case studies that call attention to the privileges that married couples possess that are not extended to couples together through civil unions or long-term cohabitation. As much as the film is about gay marriage, it also raises important questions about the institution of marriage and its

meaning in modern society. Also featured in the film is archival footage from 1971 when gay hippies stormed the Manhattan marriage bureau and commentary from activists on both sides of the debate.

Transgeneration

Smothers, T. (Producer), & Simmons, J. (Director). (2006). *Transgeneration* [DVD]. New York: Docurama.

Running time: 244 minutes (seven 27 minute episodes, one 55 minute episode)

Courses: Human Sexuality

Subjects: Transsexuals – United States – Case studies; College students – United States – Case studies; Transsexuals -- Identify

Availability: Docurama films www.docurama.com, Amazon www.amazon.com, Netflix www.netflix.com



The Sundance Channel maintains a “Transgeneration Reunion” site, which includes follow-up clips featuring the film’s participants, photos and more:
<http://www.sundancechannel.com/transgeneration/>

Originally produced for the Sundance Channel, *Transgeneration* follows four transgendered college students for a year, as they navigate their gender transitions and their academic lives. Each episode is an artful mixture of the ordinary and extraordinary, combining glimpses of day-to-day challenges experienced by most college students (studying for exams, socializing with peers) with the vicissitudes of hormone therapy, concerns about reassignment surgery, and the ever-present threat of rejection from peers and family.

Episode 1: The first episode introduces viewers to each of the students. Andrea Gabrielle Gibson, “Gabbie” (born Andrew on April 22, 1985) is a male-to-female college student attending the University of Colorado where she majors in computer science. Gabbie has struggled with her identity since high school. She began taking hormones and living as a woman during her freshman year. She becomes actively involved in campus-based LGBT activities, while anticipating her upcoming genital reassignment surgery, for which her parents have agreed to pay. Raci Ignacio, (born Roy on February 8, 1985 in the Philippines) is a male-to-female college student attending California State University, Los Angeles on a merit-based scholarship. She moved to the United States at the age of fifteen and is dealing with hearing impairment, speaking English as a second language, and being away from her mother for the first time. Eager fit in as a “normal girl” she is reluctant to reveal that she is trans. Lucas Cheadle (born Leah on November 3, 1982) is a female-to-male transsexual attending the all-female Smith College in Massachusetts. His best friend, is also a female-to-male transsexual who has been undergoing hormone therapy for several months. Now, in his senior year, as a neuroscience major, Lucas is beginning to feel that it is time to start the physical side of his transition, and he begins taking testosterone injections. Trent Jackson Jourian, “TJ” (born Tamar on June 6, 1981 in Cyprus) is a female-to-male transsexual attending Michigan State University on a Fulbright Scholarship,

studying Student Affairs Administration. He is very active in the transgender community on campus.

Episode 2: Lucas visits his family in Oklahoma to discuss the complications he face concerning his gender identity. Raci searches for alternatives to the more common but expensive hormone therapy while Gabbie prepares herself for sex reassignment surgery.

Episode 3: T.J. and Lucas decide to write letters to their family explaining their decision to undergo sex reassignment surgery while Raci visits her mother. Meanwhile, Gabbie is spending too much time preparing for her surgery at the cost of her studies.

Episode 4: T.J. plans to visit home while Gabbie and Raci visit their extended family members and discuss their upcoming plans concerning the sex reassignment surgery. Lucas obtains his first prescription for hormone therapy to transition to the male sex.

Episode 5: T.J. finds himself in his first developing relationship with another student since he began his transition to the male sex while Lucas finds himself caught in gender politics on campus. Gabbie prepares for a party while Raci must deal with her instructors who are concerned about her class attendance.

Episode 6: T.J. visits his girlfriend's parents while Raci attends a meeting for other LGBT students. Gabbie deals with her friend's surgery and Lucas comes to a turning point with Kasey.

Episode 7: Gabbie's parents throw her a surprise party the day before her sex reassignment surgery while T.J. prepares to visit his home in Cypress. Meanwhile, Raci decides to ask for help in obtaining hormones for her transition from her birth sex.

Episode 8: T.J. and Lucas have revealing and insightful conversations with their respective families concerning their transgender identities. Gabbie considers her final decision and how it will affect her future as a transgender woman. Raci must wait to learn whether she can retain her scholarship.

We are Dad

Horvat, M. (Producer/Director). (2006). *We are dad* [DVD]. United States: Tavroh Films.

Running time: 68 minutes

Courses: Family Dynamics; Lifespan Development

Subjects: Gay parents– United States – Family relationships; Foster parents– United States – Family relationships; HIV positive children – Family relationships

Availability: Tavroh Films <http://wearedad.com/>, Amazon www.amazon.com, Netflix www.netflix.com

Through home videos, documentary footage and interviews, *We are Dad* chronicles the experiences Lofton-Croteaus, a Florida family headed by two gay men raising five foster children with HIV/AIDS. Early in the AIDS Pandemic Steven Lofton and Roger Croteau, both AIDS nurses, began caring for children in Florida's foster care system deemed unadoptable due to their sero-positive status. The film chronicles the challenges they face in raising medically fragile children in a hostile social climate that has targeted gay families and denied them the right to adopt. When one of their HIV positive

children sero-reverted, the State of Florida deemed him adoptable, but his foster parents ineligible to adopt because they are gay. This decision led to a lawsuit *Lofton v. The State of Florida*, which went all the way to the Supreme Court, which refused to hear the case, allowing Florida's total ban on gay adoption to stand. The Lofton-Croteaus family is a testament to the power of perseverance and love to prevail in the face of seemingly insurmountable odds.

When I Knew

Bailey, F., Barbato, R., Card, M. (Producers), Bailey, F., & Barbato, R. (Directors) (2008). *When I knew* [DVD]. New York: HBO Video.

Running time: 38 minutes

Courses: Human Sexuality; Developmental Psychology; Lifespan Development

Subjects: Sexual orientation; Homosexuality – Anecdotes; Sexual minorities – United States

Availability: Shop HBO <http://store.hbo.com>, Amazon www.amazon.com, Netflix www.netflix.com

This short film, originally produced by HBO, explores a simple question: “When did you know you were gay?” The film consists of narratives provided by a diverse group of men and women who each share the memory of when they first realized that they would never be “straight.” Their stories reflect the range of experiences, some coming to the realization as young children, while others knew as young adults. The stories are funny, liberating, bittersweet, and at times heartbreaking, as the film participants reflect on what knowing meant to them personally, to their families, and communities.

Men and Masculinity

Boys Will Be Men

Weidlinger, T. (Producer/Director). (2001). *Boys will be men* [DVD]. Oley, PA: Bullfrog Films.

Running time: 57 minutes

Courses: Developmental Psychology, Males and Masculinity

Subjects: Men – Psychology; Boys – Psychology; Masculinity

Availability: Bullfrog Films www.bullfrogfilms.com

Boys Will Be Men explores what it means to grow up male in the United States. The film emphasizes the emotional life of boys – often neglected in a culture that reinforces a “boy code” (a social message to boys that they need to be stoic, stand on their own two feet, and cut the apron strings) – long before they are emotionally ready to do so. The film visits a first grade classroom, where boys struggle to sit still and stay on task – which contributes to the reading achievement gap between young boys and girls. An outdoor wilderness program for troubled boys provides insights into the ways in which adolescent boys are often cut off emotionally, leading them to use aggression and violence as tools for problem-solving. Also featured is a three-day poetry workshop for adolescent males in which they perform their work for their teachers and parents. Over three days the boys become increasingly more articulate and outspoken about their experiences of the transition from boys to men. Featured in the film are psychologists William Pollack and Michael Thompson, who provide commentary about the emotional life of boys and its impact on their development.

On the Downlow

Child, A. (Producer/Director). (2007). *On the downlow* [DVD]. New York: Docurama.

Running time: 70 minutes

Courses: Human Sexuality; Adult Development

Subjects: African American bisexual men – Attitudes; African American bisexual men – Sexual behavior; African American bisexual men – Psychology

Availability: Docurama www.docurama.com, Amazon www.amazon.com, Netflix www.netflix.com

This film explores the experiences of four African American men from Cleveland, Ohio living “on the downlow (secretly having sex with men). Featured in the film are Billy who lives with a man despite the fact that he states that the best sex he has had in his life was with the mother of his children; Ray who prefers drag queens; Kerwin who dates both women and men; and Antonio who began the downlow lifestyle while incarcerated. Through interviews with the men and observations of their lives, the film provides unique insights into the downlow phenomenon and the diversity of attitudes about homosexuality on the African American community.

Raising Cain

Stern, P. (Producer/Director). (2005). *Raising Cain* [DVD]. Alexandria, VA: PBS Video.

Courses: Developmental Psychology, Males and Masculinity

Subjects: Boys – Psychology; Boys – United States; Emotions in children

Availability: Shop PBS www.shoppbs.org, Amazon www.amazon.com,
Netflix www.netflix.com



The full program is available for online viewing (free) at:
<http://www.pbs.org/opb/raisingcain/>



PBS maintains a website for the film that includes resources and additional information the emotional life of boys: <http://www.pbs.org/opb/raisingcain/>

Originally produced for PBS and hosted by child psychologist Michael Thompson, Ph.D., co-author of the best-selling book *Raising Cain: Protecting the Emotional Lives of Boys*, this documentary explores the emotional development of American boys. The core premise of this film is that our boys are in trouble: they are performing more poorly in school, have difficulty expressing their emotions, and are the most violent boys among industrialized nations. The film features interviews with a wide range of experts (psychologists, social activists, researchers and educators) who provide insights into the inner lives of boys as well as interviews with and naturalistic observations of boys in a wide range of settings. Also featured are innovative programs that support the healthy development of boys and recommendations for parents and guardians raising boys.

Science of Men

Fitch, A. (Producer/Director). (2007). *Science of men* [DVD]. Hamilton, NJ: Films for the Humanities & Sciences.

Running time: 52 minutes

Courses: Human Sexuality, Disability Studies

Subjects: Testosterone; Testosterone – Physiological effect; Masculinity

Availability: Films for the Humanities and Sciences www.films.com

Originally produced for National Geographic television, this film explores the role of testosterone on a range of male behaviors and abilities, including strength, sex drive, desire for social status, and parenting capacities. The film focuses on research conducted in the United States and other countries that explores how testosterone impacts men, offering unique insights into the biological bases of gender differences.

Tough Guise: Violence, Media and the Crisis in Masculinity

Ericsson, S., Talreja, S. (Producers), & Jhally, S. (Director). (2002). *Tough guise: Violence, media, and the crisis in masculinity* [DVD]. Northampton, MA: Media Education Foundation.

Running time: 84 minutes

Courses: Developmental Psychology, Males and Masculinity

Subjects: Masculinity – United States; Men – Identity; Sex role in mass media

Availability: Media Education Foundation www.mediaed.org

This film examines the relationship between popular culture and the social construction of masculinity. Through analysis of advertising and entertainment media, the film constructs an image of late 20th century masculinity characterized by violence and selfishness. The film addresses the proliferation of violence among young men, as evidenced in school shootings and the impact of contemporary characterizations of masculinity on young males' relationships with women and each other.

Social Psychology

Crips and Bloods: Made in America

Davis, B., Halstead, D., Murphy, S., Roxburgh, G., Warren, C. (Producers), & Peralta, S. (Director). (2009). *Crips and bloods: Made in America* [DVD]. New York: Docurama.

Running time: 93 minutes

Courses: Community Psychology; Social Psychology

Subjects: Gangs – California – Los Angeles; Youth and violence; Violence in men

Availability: Docurama films www.docurama.com, Amazon www.amazon.com, Netflix www.netflix.com

Crips and Bloods: Made in America examines the social, psychological and sociopolitical factors that have given rise to two of the most infamous African American gangs, Los Angeles' Crips and Bloods. Through archival footage and present day interviews with current and former members of both gangs, gang intervention experts, writers, activists and academics the film traces the history of the rise of the gangs that in the past 30 years have resulted in over 15,000 murders in an ongoing cycle of gang violence that continues unabated in the Los Angeles community of South Los Angeles. The film provides insights into the functioning of the gangs characterized by turf wars and territorialism, the inter-gang hierarchy and family structure, the rules of behavior, the culture of guns, death and dishonor. In addition, the film analyzes the sociocultural factors that contribute to the persistence of the gangs in the community: persistent poverty, lack of educational and occupational opportunities, the erosion of identity that fuels the self-perpetuating legacy of black self-hatred, the disappearance of the African-American father and an almost pervasive prison culture in which one in four black men will be imprisoned at some point in his life.



Mature themes, graphic language and descriptions of violence

Every Mother's Son

Anderson, K., & Gold, T. (Producers/Directors). (2004). *Every mother's son* [DVD]. Harriman, NY: New Day Films.

Running time: 53 minutes

Courses: Community Psychology; Social Psychology

Subjects: Women political activists – New York; Mothers – New York; Police brutality – New York

Availability: New Day Films www.newday.com

Filmed over a period of seven years, *Every Mother's Son* chronicles the transformation of three women – from grieving mothers to activists. Inez Baez (whose son Anthony was killed in an illegal police choke-hold), Kadiatou Diallo (whose son Amadou was unarmed when he was shot 41 times by police), and Doris Busch Boskey (whose son Gary Busch was pepper-sprayed and shot to death while holding a small hammer) join forces to combat police brutality and to advocate for victims and

their families. The women have inspired a grassroots movement in New York that is challenging the militarization of law enforcement and the erosions of constitutional protections. When police kill someone under suspicious circumstances, the mothers assemble to help the family deal with its grief and to seek the truth and accountability. The mothers have also become advocates for police reforms, including better training and more citizen oversight, and have connected to a larger national movement against police brutality.

The Execution of Wanda Jean

Garbus, L., Simon, C., Gaither, J. (Producers), & Garbus, L. (Director). (2005). *The execution of Wanda Jean* [DVD]. New York: Docurama.

Running time: 88 minutes

Courses: Social Psychology; Criminal Justice

Subjects: Women death row inmates – Oklahoma

Availability: Docurama films www.docurama.com, Amazon www.amazon.com, Netflix www.netflix.com

The Execution of Wanda Jean chronicles the battle of Wanda Jean Allen to overturn her 1989 death sentence imposed by the state of Oklahoma for shooting her lover, Gloria Leathers, outside an Oklahoma City Police station. The film finds her eleven years later, her execution date just months away. With chilling intimacy, the filmmakers follow Wanda Jean's final months on death row, as she and her legal team prepare for her clemency hearing, as she and her family, friends, and spiritual advisors have their final visits. At her Clemency hearing, her attorneys argue that during her original trial, her defense failed to present crucial and potentially life-saving evidence: Wanda Jean had borderline mental retardation and brain damage. But the Oklahoma Pardon and Parole Board, which in its thirty-year history had never granted clemency, denies Wanda Jean's plea. The film chronicles Wanda Jean's final weeks as her legal team exhausts every option to save her life. Through Wanda Jean's story the film explores one of America's most controversial moral and political dilemmas – the death penalty – and the role that poverty, mental health, race, and sexuality play within the criminal justice system.

Ghosts of Abu Ghraib

Kennedy, R., Garbus, L. (Producers), & Kennedy, R. (Director). (2007). *Ghosts of Abu Ghraib* [DVD]. New York: Home Box Office.

Running time: 78 minutes

Courses: Social Psychology

Subjects: Abu Ghraib prison; Prisoners of war – Crimes against – Iraq; Iraq War, 2003 – Atrocities

Availability: Amazon www.amazon.com, Shop HBO <http://store.hbo.com>, Netflix www.netflix.com

Ghosts of Abu Ghraib combines interviews with victims, perpetrators, and witnesses to the atrocities committed against prisoners of war detained in the Abu Ghraib prison in Iraq. Through the stories told by those who were there and views of the photographs that came to symbolize acts of torture and humiliation perpetrated by U.S. soldiers, viewers gain insight into the influences that create the conditions which lead to such events.

A Hard Straight

Toshima, G., Sablosky, L. (Producers), & Toshima, G. (Directors). (2004). *A hard straight* [DVD]. Harriman, NY: New Day Films.

Running time: 74 minutes

Courses: Adult Development; Criminal Justice

Courses: Social Psychology; Criminal Justice

Subjects: Ex-convicts; Parole – United States; Ex-convicts -- Psychology

Availability: New Day Films www.newday.com

A Hard Straight explores the challenges faced by individuals recently released from prison struggling to reconstruct their lives within the parameters of the laws. The film weaves the stories of three parolees: Regina, Aaron, and Richard. For Regina, convicted of receiving stolen property, life on the outside is fraught with conflict with her eldest daughter who has been raising Regina's younger children while her mother was in prison, and Regina's struggle to kick her methamphetamine addiction. Aaron, convicted of armed robbery, has been in and out of prison for years and now on the outside struggles with isolation and trying to find support from the parole system. Richard, a gang member and talented tattoo artist, has been convicted of two felonies – a third conviction would mean a life sentence. The film chronicles the challenges each of the film's subjects face as they struggle to go straight and highlights the personal and community resources necessary to support their respective journeys.

Murder on a Sunday Morning

Poncet, D. (Producer), & de Lestrade, J. X. (Director). (2003). *Murder on a Sunday morning* [DVD]. New York: Docurama.

Running time: 111 minutes

Courses: Social Psychology; Criminal Justice

Subjects: Trials (Murder) – Florida – Jacksonville; Homicide – Jacksonville, Florida – Case studies

Availability: Docurama films www.docurama.com, Amazon www.amazon.com, Netflix www.netflix.com

This Academy Award winning film chronicles the trail of Brenton Butler, a 15 year-old African American boy accused of murdering a Caucasian woman in his Jacksonville, Florida community. Within two hours of the murder, Butler is arrested and identified by the woman's husband. Butler signs a confession. Everyone surrounding the case, prosecutors, journalists and members of the community are prepared to condemn Butler for the murder, with the exception of his family and his attorney. The trial raises important questions about eyewitness testimony, the coercion of confessions, and police ineptitude and corruption.

The Persuaders

Goodman, B., & Dretzin, R. (Producers/Directors). (2004). *The persuaders*. [DVD]. Alexandria, VA: PBS Video.

Running time: 90 minutes

Courses: Social Psychology

Subjects: Advertising; Public relations; Marketing

Availability: Shop PBS www.shoppbs.org, Amazon www.amazon.com, Netflix www.netflix.com



The full program is available for online viewing (free) at:

<http://www.pbs.org/wgbh/pages/frontline/shows/persuaders/>



Frontline maintains a website for the film that includes resources and additional information on advertising and marketing:

<http://www.pbs.org/wgbh/pages/frontline/shows/persuaders/>

This film, which originally aired on PBS' *Frontline* explores the impact of marketing and advertising on not only what we buy, but how we view ourselves and our environments. The film provides insights into how companies collect and mine data about their customers in order to target their marketing to particular consumers. Interviewed for this program are marketers, advertisers and social scientists who study their tactics and techniques.

Sir! No Sir!

Zeigler, D. (Producer/Director). (2005). *Sir! No sir!* [DVD]. New York: Docurama.

Running time: 84 minutes

Courses: Community Psychology; Social Psychology

Subjects: Vietnam War, 1961-1975 – Protest movements; Soldiers – United States; Dissenters – United States

Availability: Docurama films www.docurama.com, Amazon www.amazon.com, Netflix www.netflix.com

This film documents the little known story of military men and women who resisted the Vietnam War. The film reconstructs the activities of these brave men and women, whose risks were far greater than civilian protesters, through the narrative so of those on the front line of the anti-war movement within the military. *Sir! No Sir!* is a powerful study of resistance and the conditions that lead people to question authority.

Women

5 Girls

Finitzo, M. (Producer/Director). (2001). *5 girls* [DVD]. Chicago, IL: Katemquin Films.

Running time: 57 minutes

Courses: Developmental Psychology, Women's Studies

Subjects: Teenage girls – United States – Case studies; Teenage girls – Family relationships; Teenage girls – education.

Availability: Amazon www.amazon.com, Netflix www.netflix.com

Filmed over a period of three years, this film documents the experiences of five girls growing up in the diverse neighborhoods of Chicago. The film tracks the struggles and transformations that come into the lives of Corrie, Toby, Amber, Aisha, and Haibinh as they confront the challenges of growing up female in America. While revealing differences in race and class that provide distinct twists to each of their stories, the film also reveals that these young women have some important qualities in common — resilience, self-awareness and a determination to be themselves.

Bachelorette, 34

Herold, K. (Producer/Director). (2009). *Bachelorette, 34* [DVD]. Harriman, NY: New Day Films.

Running time: 30 minutes

Courses: Lifespan Development; Women's Studies

Subjects: Single women – United States – 21st century – Social life and customs; Mothers and daughters – United States; Women – United States – Social life and customs

Availability: New Day Films www.newday.com



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

This short film explores the pressure on single women to marry. The film maker's mother has become fixated on getting her daughter married. *Bachelorette, 34* captures the often humorous interactions between the film maker and her mother, revealing the societal burden placed on women "of a certain age" to get married.

Barbie Nation

Stern, S. (Producer/Director). (1998). *Barbie Nation* [DVD]. Harriman, NY: New Day Films.

Running time: 101 minutes

Courses: Lifespan Development; Women's Studies

Subjects: Barbie dolls – social aspects

Availability: New Day Films www.newday.com



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

Barbie Nation explores the role that the Barbie doll has played in shaping our attitudes about women. From Barbie conventions, to Barbie web sites, Barbie play dates and anti-Barbie demonstrations – children, adult women and men share their Barbie stories. In this film, Barbie serves as a cultural litmus test both loved and hated, the doll has come to represent our stereotypical ideal femininity. Interspersed through the film is commentary from Barbie's creator, Ruth Handler.

Body Typed: 3 Films on Media and Physical Perfection

Epstein, J. E. (Producer/Director). (2009). *Body typed: 3 films on media and physical perfection* [DVD]. Harriman, NY: New Day Films.

Running time: 30 minutes

Courses: Women's Studies

Subjects: Body image; Mass media – Social aspects; Beauty, personal – Psychological aspects

Availability: New Day Films www.newday.com

The three short films (*Wet Dreams and False Images*, *The Guarantee*, and *34 x 25 x 36*) that make up *Body Typed* explore how media and industry influence body image and self esteem. *Wet Dreams and False Images* reveals how digital photography retouching changes the images we see in magazines and billboards and raises the question of how that shapes the way men view real women and how women see themselves. *The Guarantee* explores plastic surgery and raises the question of what happens to our self-image when we change the way we look. *34 x 25 x 36* visits the Patina V Mannequin Factory to learn how “the ideal woman of the moment” is rendered in plastic. The are highly provocative, and provide brief insights into phenomena that influence how women see themselves.

The Double Burden: Three Generations of Working Mothers

Booth, M. (Producer/Director). (1992). *The double burden: Three generations of working mothers* [DVD]. Harriman, NY: New Day Films.

Running time: 56 minutes

Courses: Lifespan Development; Women's Studies

Subjects: Working mothers – United States; Children of working mothers – United States; Mothers and daughters – United States

Availability: New Day Films www.newday.com

Three women of Mexican-American, Polish-American, and African-American heritage share what it's been like for three generations of women in their families who've managed to raise their children while working outside their homes. Each woman also talks about the special burdens she's faced while working long hours at low-paying manual jobs and even better-paying ones that still robbed her of the precious time she might have spent with her husband and children. The women also note how they think their families have benefited from their willingness to shoulder so many burdens.

Girl Trouble

Leban, L., & Szajko, L. (Producers/Directors). (2006). *Girl trouble* [DVD]. Harriman, NY: New Day Films.

Running time: 74 and 57 minutes (DVD includes two versions of the film)

Courses: Developmental Psychology; Women's Studies

Subjects: Female juvenile delinquents – California – San Francisco; Juvenile justice – Administration of – California – San Francisco; Juvenile courts – California – San Francisco

Availability: New Day Films www.newday.com



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

Filmed over a period of four years, *Girl Trouble* follows three teenage girls through San Francisco's juvenile justice system. Struggling with issues including poverty, domestic violence, drug addiction and homelessness in their lives, we are introduced to the girls after they have already had contact with the juvenile justice system; dealing drugs, cutting school, assaulting others. The girls all participate in programs offered by the Center for Young Women's Development, the nation's first employment, leadership, and advocacy program run entirely by and for girls who have been incarcerated and are trying to change their lives. The film follows them out of the Center and into the courts and their personal lives, learning of their personal stories, the challenges they face and how they negotiate a system that at the same time seeks to punish and rehabilitate those who come into contact with it. The film offers insights into our ineffective system of juvenile justice.

Going on 13

Guevara-Flanagan, K., & Valdez, D. (Producers/Directors). (2008). *Going on 13* [DVD]. Harriman, NY: New Day Films.

Running time: 33 minutes

Courses: Developmental Psychology; Women's Studies

Subjects: Girls – California – San Francisco Bay Area; Teenage girls – California – San Francisco Bay Area; Puberty

Availability: New Day Films www.newday.com



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

This film chronicles the lives of four girls from California's San Francisco Bay Area as they transition from childhood to early adolescence. Featured in the film are Esmeralda, Mexican American, first to complete her daily schoolwork and also first in her class to have a "boyfriend" without her parents' knowledge; Ariana, African American, who transforms from a tomboy into one of the "popular girls" as her family struggles to leave the poverty of West Oakland; Rosie, mixed race Latina, who, at 9, is precocious and sunny, but grows into an alienated pre-teen who may have to repeat the 6th grade due to chronic truancy; and Isha, an immigrant from India, who despite her devotion to her traditional family, explores Internet teen chat-rooms with user names like "ghetto girl" and "cutie pie". Through interviews and documentation of their day-to-day lives, the film chronicles the girls' growing sense of responsibility, their hopes for the future, their difficulties learning how to love themselves, and the escalating tug-of-war between who they want to become and who their parents think they should be. We hear the girls talk about themselves. They take us into their world, with the music, television, digital media and books that rarely reflect their own families' economic or cultural backgrounds — providing context and contrast for the social and emotional challenges they face.

In My Room: The Inner Lives of Teen Girls

Hall, B. (Producer/Director). (2007). *In my room: The inner lives of teen girls* [DVD]. Chicago, IL: Metta Productions.

Running time: 85 minutes

Courses: Adolescent Development, Developmental Psychology; Women's Studies

Subjects: Teenage girls – United States – Case studies; Teenage girls – Family relationships; Teenage girls – education

Availability: Amazon www.amazon.com

Filmed over a period of three years, In My room explores the coming of age stories of three teenage girls, Ana, Sherri, and Rachel. Throughout the film, the girls are seen on video in their rooms sharing their perspectives and experiences, while their "outer lives" are represented exclusively through still photography and audio. The experiences of each of the girls are interwoven throughout the film, revealing many commonalities in their experiences and perspectives. This film provides powerful

insights into how these young women navigate sexual pressure; take on a parental role in the family; change schools; experience friendships, loss, depression, body image issues, self-destructive patterns, and parental separation and divorce; lose and gain friends; and fall in and out of love.

It Was a Wonderful Life

Ohayon, M., Glasser, T. E. (Producers), & Ohayon, M. (Director). (1993). *It was a wonderful life* [DVD]. New York: Docurama.

Running time: 82 minutes

Courses: Adult Development; Women's Studies; Homelessness

Subjects: Homeless women – United States; Homeless persons – United States; Desertion and non-support

Availability: Docurama films www.docurama.com, Amazon www.amazon.com, Netflix www.netflix.com

It Was a Wonderful Life profiles six intelligent, articulate women, who once lived secure middle class lives in well-appointed homes who are now living in their cars or cheap motels. These women became homeless as a result of job loss or a bad divorce. Too proud to seek public assistance or to go to shelters – they spend their days in the fine department stores they once shopped in to use the make-up and public restrooms – they represent a growing population of the “hidden homeless.” The film illustrates the ingenuity with which these women eek out an existence and calls attention to another facet of the growing problem of homelessness in the United States.

Killing Us Softly 4: Advertising's Image of Women

Media Education Foundation (Producer), & Jhally, S. (Director). (2010). *Killing us softly 4: Advertising's image of women* [DVD]. Northampton, MA: Media Education Foundation.

Running time: 45 minutes

Courses: Lifespan Development; Adolescent Development; Women's Studies

Subjects: Women in advertising; Sex in advertising; Body image in women

Availability: Media Education Foundation www.mediaed.org

This film features the pioneering work of Jean Kilbourne on the image of women in advertising. In the tradition of her previous films *Slim Hopes* (1995) the *Killing Us Softly* series, Jean Kilbourne takes a fresh look (the first new film in 10 years) at how advertising presents distorted and destructive ideals of femininity. The film features contemporary print and television ads that present gender stereotypes, messages, and images that that reinforce unrealistic perceptions of beauty and sexuality. Through Kilbourne's provocative analysis, the film raises important questions about popular culture and advertising's role in perpetuating sexism, eating disorders, and violence against women.

Letters from the Other Side

Courtney, H. (Producer/Director). (2006). *Letters from the other side* [DVD]. Harriman, NY: New Day Films.

Running time: 73 minutes

Courses: Developmental Psychology; Immigration; Women's Studies; Family Studies

Subjects: Women – Mexico – Biography; Foreign workers, Mexican – United States – Biography; Women – Mexico – Social conditions

Availability: New Day Films www.newday.com



Film available for online streaming (fees apply) at New Day Digital

<http://newday.iriseducation.org>

Letters from the Other Side explores the stories of women left behind in Mexico as their husbands and sons illegally enter the United States to find work and economic security for their families. Through video letters carried across the border, viewers gain insights into the struggles of three families torn apart by poverty, communities dying as a result of globalization, and governments unwilling or unable to address these complex issues. This powerful film raises important questions about the status of poor women and the viability of their families.

Maid in America

Leadingham, K., Prado, A. (Producers), & Prado, A. (Director). (2006). *Maid in America* [DVD]. Harriman, NY: New Day Films.

Running time: 60 minutes

Courses: Adult Development; Lifespan Development; Immigration; Family Studies

Subjects: Women household employees – California – Los Angeles – Social conditions; Nannies – California – Los Angeles – Social conditions; Women immigrants – California – Los Angeles – Social conditions

Availability: New Day Films www.newday.com

This film explores the lives of three Latina immigrant women who work as nannies and housekeepers in Los Angeles. Often leaving their own children behind to care of other women's children and homes, the film provides insights into the struggles they face as a result of long periods of separation from their own families and the sometimes harsh working conditions, characterized by long hours, low pay, no benefits, and sometimes abuse at the hands of their employers. The film also raises questions about modern day motherhood, which immigrant women leave their children behind to raise the children of American women, who in turn leave their children in the care of a nanny in order to go to work.

Maybe Baby

O'Rourke, S. (Producer/Director). (2007). *Maybe baby* [DVD]. Harriman, NY: New Day Films.

Running time: 60 minutes

Courses: Adult Development; Lifespan Development; Women's Studies, Family studies

Subjects: Childlessness – United States – Psychological aspects; Fertility, Human – United States; Human reproductive technology – United States

Availability: New Day Films www.newday.com



Film available for online streaming (fees apply) at New Day Digital

<http://newday.iriseducation.org>

Maybe Baby chronicles the emotional and physiological experiences of six single women in their 30s and 40s who seek to get pregnant through “Assisted Reproductive Technology.” Having given up on finding a partner with whom to co-parent and/or conceive a child, these women, eager to become mothers, decide to go it alone. The film raises provocative questions about family life, love, and parenthood against the backdrop of the multi-billion dollar reproductive technology industry.

NO! Confronting Sexual Assault in Our Communities

Simmons, A.S. (Producer/Director). (2006). *No! Confronting sexual assault in our communities* [DVD]. San Francisco, CA: California Newsreel.

Running time: 94 minutes

Courses: Adult Development; Lifespan Development; Women's Studies

Subjects: African American women – Crimes against; African American women – Violence against; Sexual abuse victims – United States

Availability: California Newsreel www.newsreel.org

This film addresses sexual violence toward African American women and girls. Through the use of archival footage and commentary from experts, the film provides insights into factors that contribute to sexual violence in the African American community and points to solutions involving both women and men. Survivors of sexual violence are also featured in the film, their stories a testament to their physical and psychological resilience in the face of unthinkable pain. The film sheds light on an issue which has received inadequate attention.

Power and Control: Domestic Violence in America

Cohn, P. (Producer/Director). (2010). *Power and control: Domestic violence in America* [DVD]. Harriman, NY: New Day Films.

Running time: 64 minutes

Courses: Adult Development; Lifespan Development; Women's Studies, Family Studies; Domestic Violence

Subjects: Wife abuse – United States; Abusive men – United States; Domestic Abuse Intervention Project (Duluth, Minn.)

Availability: New Day Films www.newday.com

This film explores the seemingly intractable issue of domestic violence in the United States. The film profiles Kim, a mother of three from Duluth, Minnesota, as she struggles to protect herself and her children from her abusive husband. The film also assesses the impact of the “Duluth Model,” perhaps one of the most well known and widely implemented methods for addressing domestic violence, which in recent years has increasingly drawn criticism from a range of sources. Also included in the film are leaders from the battered women's advocacy movement who have strived to preserve the spirit of sisterhood that has characterized the movement for over 30 years.

Silent Choices

Pennick, F. (Producer/Director). (2007). *Silent choices* [DVD]. Harriman, NY: New Day Films.

Running time: 60 minutes

Courses: Adult Development; Lifespan Development; Women's Studies, African American women

Subjects: Abortion, induced – Ethics; African Americans; Pregnancy, unwanted -- ethnology

Availability: New Day Films www.newday.com



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

Silent Choices explores the complex issue of abortion and its impact on African American women. The film combines historical, social, and religious analysis with personal interviews, examining the interplay between racial and reproductive politics. Three women profiled in the film tell the stories of their abortions, including a graphic, heart wrenching story of an illegal abortion. The film also gives voice to African American women who are staunchly pro-life. The film concludes with a series of responses to a comment made in the film that “abortion is a white woman's issue.”



Graphic discussion of abortion procedure

Stages

Meerkat Media Collective (Producer/Director). (2009). *Stages* [DVD]. Harriman, NY: New Day Films.

Running time: 82 minutes

Courses: Lifespan Development, Adult Development, Aging, Older Latina Women, Inner City Youth

Subjects: Older Hispanic Americans; Older people

Availability: New Day Films www.newday.com

Filmed in New York City's oldest community center, *Stages* brings together a group of older Puerto Rican women and inner city youth to create an original play based on their life experiences. Themes of immigration, aging and coming of age blend to create an intimate portrait of the lives of the film's subjects and the impact that their storytelling has on each member of the play's cast. The film provides an excellent example of the transformational power of intergenerational storytelling.

Still Doing It: The Intimate Lives of Women Over 65

Fishel, D., Holtzberg, D. (Producers), & Fishel, D. (Director). (2004). *Still doing it: The intimate lives of women over 65* [DVD]. Harriman, NY: New Day Films.

Running time: 54 minutes

Courses: Lifespan Development, Adult Development, Psychology of Women; Human Sexuality

Subjects: Older women – sexual behavior; Love in old age

Availability: New Day Films www.newday.com



Film available for online streaming (fees apply) at New Day Digital
<http://newday.iriseducation.org>

This film profiles a diverse group (partnered, single, straight, gay, black and white) of nine older women (ages 67-87) who share how they feel about themselves, sex and love in later life. The women profiled provide honest, often humorous reflections on their personal histories, aging and sexuality. Archival footage, music and still photographs from the 1940s through the women's movement and the sexual revolution provide insights into the broader history that served as the backdrop to these women's lives. The film also illustrates the reality that while many older women are still reluctant to speak about their personal lives there is a new vanguard of women over 65 who came into their own later in life and have taken that strong sense of themselves and their sexuality into their older age.

Sunset Story

Gabbert, L. Libresco, C., Wurmfeld, E. H. (Producers), & Gabbert, L. (Director). (2005). *Sunset story* [DVD]. Burbank, CA: Capital Entertainment.

Running time: 75 minutes

Courses: Lifespan Development, Adult Development, Aging

Subjects: Older women; Women political activists; Women radicals; Retirement communities

Availability: Amazon www.amazon.com, Netflix www.netflix.com

This film focuses on Irja (81) and Lucille (95), residents of Sunset Hall, a Los Angeles "retirement home for free-thinking elderly," that integrates aging with progressive activism, giving residents the opportunity to engage daily with causes they hold dear. Lucille and Irja challenge stereotypes of doddering "old ladies." Sharp-witted, up-to-date, and often provocative, the two are not afraid to weigh in with opinions on men, sex, gender roles, and social attitudes toward the elderly. They operate as a classic comic team, with Irja playing the "straight man," the eternal idealist and Lucille, the irreverent skeptic, cracking ironic dry jokes. Lucille needs help in order to walk, so she braces herself against the back of Irja's wheelchair, and simultaneously propels Irja's chair forward. The film follows Irja and Lucille for a period of several months as they venture out for manicures, political protests and meals at their favorite deli. Then, when Lucille receives a terminal cancer diagnosis, Irja must confront the possibility of losing her lifeline. This film is a bittersweet portrait of aging that powerfully juxtaposes the vitality and frailty of advanced age.

V-Day: Until the Violence Stops

Epstein, A., Netto, P. (Producers), & Epstein, A. (Director). (2003). *V-Day: Until the violence stops* [DVD]. New York: Docurama.

Running time: 73 minutes

Courses: Adult Development; Women's Studies; Violence

Subjects: Women – Crimes against; Battered women; Abused women

Availability: Docurama films www.docurama.com, Amazon www.amazon.com, Netflix www.netflix.com

V-Day: Until the Violence Stops chronicles the evolution of Eve Ensler's *The Vagina Monologues* into an international grassroots movement dedicated to ending violence directed at women and girls. In 2002, over 800 performances of *The Vagina Monologues* were staged world-wide in order to raise awareness about violence against women and girls and to raise fund to support programs that provide refuge and support to those who have been victimized. In addition to brief pieces of the play performed around the world, the film spotlights efforts in Kenya to combat female circumcision and a discussion among a group of women from the Philippines forced to serve as sex workers for Japanese soldiers during WWII. The film is a powerful testament to the resilience of women and the healing power of testimony and resistance.

View from a Grain of Sand

Nanji, M. (Producer/Director). (2006). *View from a grain of sand* [DVD]. Harriman, NY: New Day Films.

Running time: 82 minutes

Courses: Psychology of Women

Subjects: Revolutionary Association of the Women of Afghanistan; Women – Afghanistan – Social conditions; Women refugees – Afghanistan – Personal narratives

Availability: New Day Films www.newday.com

Filmed over a period of three years in the war-torn city of Kabul and in refugee camps in north-western Pakistan, *View from a Grain of Sand* explores the status of Afghan women and girls through the eyes of three Afghan women, a physician, a teacher, and a civil rights worker. Blending archival footage with the narratives provided by the women profiled, the film traces the history of conflict and rise of religious fundamentalism that have compromised the status of women and girls. The film is a moving portrait of struggle and resilience in a country brutalized by war, international interference, and religiously sanctioned misogyny.

What I Want My Words to Do to You

Katz, J. (Producer), Taylor, D., & Gibson, P. (Directors) (2003). *What I want my words to do to you* [DVD]. Alexandria, VA: PBS Video.

Running time: 80 minutes

Courses: Adult Development; Women's Studies; Violence

Subjects: Women – Crimes against; Battered women; Abused women

Availability: Shop PBS www.shoppbs.org, Amazon www.amazon.com, Netflix www.netflix.com

What I Want My Words to do to You provides an unprecedented look into the minds and hearts of the women inmates of New York's Bedford Hills Correctional Facility. The women who participate in the film, most of whom were convicted of murder, are part of a writing workshop led by playwright and activist Eve Ensler. Through a series of discussions and exercises, the women examine their pasts, explore the nature of their crimes, and find the words to tell their stories. The film culminates in an emotionally charged prison performance of the women's writing by acclaimed actors Mary Alice, Glenn Close, Hazelle Goodman, Rosie Perez and Marisa Tomei.

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