

**AP/PPAS 3000 3.0**  
**Winter 2021**  
**Politics, Policy And Law Of Minority Rights**  
**Thursday at 2:30 p.m. – 5:30 p.m.**  
**Class will be on Zoom, but please also check**  
**eClass for asynchronous components.**

**Course Outline**

**Course Director:** Ian Stedman  
Office: Zoom, by appointment  
Tel: (will use Zoom)  
Email: [istedman@yorku.ca](mailto:istedman@yorku.ca)  
Office Hours: by request or as listed on eClass  
Course website: <https://eClass.yorku.ca>

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**1. Course description**

Canada is recognized around the world as a nation with strong and inclusive diversity, immigration and multiculturalism policies. While it is considered by many to be a tolerant and open country, this does not mean there are no critics. Policies that are accommodating of diversity can also fall victim to the charge that they present an image of Canada that merely serves to obscure a continuing system of colonialism and domination where some people *truly* belong, and others are merely accommodated. The voices on both sides of this debate have gained in strength during the current age of populism that seems to have overtaken politics in both North America and Europe.

This course will provide students with an overview of the legal and political issues and public policy concerns pertaining to minority rights in Canada. Minority rights often serve as a trigger for some of the larger debates that have arisen about the nature of Canadian society. Sociological and socio-political concepts will be explored, relevant legal definitions will be discussed, and claims about how to counter discrimination in different policy areas will be critically examined. The materials covered in this course will be comprehensive and policy-relevant.

## **2. Learning Objectives**

**At the end of the course, students will have learned:**

- why minority rights are important to a strong democracy
- how to conduct policy analysis of typical public sector anti-discriminatory legislation and regulations, and how to assess their effectiveness.
- the reasons for Anti-Racism Acts
- the theoretical frameworks in the philosophical and legal studies of Rights

## **3. Evaluation (further details at end of Course Outline)**

In-Class Concepts Test	2 hours, in-class on February 11.	Value (%):	30
Critical Reflections	You are expected to submit two (2) critical reflection pieces throughout the course. Each will be worth 10% of your final grade.	Value (%):	20
eClass Discussion Contribution	You are expected to contribute to eClass discussions on a weekly basis.	Value (%):	20
Final Exam	3 hours, in-class on April 8.	Value (%):	20
Attendance & Participation	You must regularly attend Zoom lectures and participate in class discussions, including in break-out rooms.	Value (%):	10
TOTAL:			100%

## **4. Technical Requirements for Taking the Course**

Several platforms will be used in this course (e.g. eClass, Zoom, etc.) through which students will be required to interact with the course materials, the course directors, as well as with one another. Please review this syllabus to determine how the class meets (in whole or in part), and how office hours and presentations will be conducted. Students shall note the following:

- Please note that Zoom is hosted on servers in the U.S. Zoom meeting content (e.g., video, audio and text chat) has been restricted to only pass through servers in Canada and US data centres; it will not pass through international data centres, such as those in China. Although it is not possible to exclude the US data centres at this time, Zoom is developing this functionality and will implement it as soon as possible. All audio, video, screen-sharing and text content will be encrypted in transit between your device and Zoom's servers, which will prevent unauthorized third parties from intercepting the content of your Zoom meeting. For more information, please visit [Zoom at YorkU](#).
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session. Please ensure that your instructors are aware of your concerns so that they can accommodate them as needed.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Please review the [technology requirements and FAQs for eClass](#).

Zoom classes may be recorded and loaded onto the eClass site, but attendance during weekly Zoom sessions (in lieu of in-person attendance that would be typical any other year) remains mandatory.

Your participation grade will reflect your attendance and engagement in scheduled Zoom sessions, but please do not hesitate to reach out to your instructors if you have concerns about the scheduling of the sessions or if you need to make special arrangements with respect to your attendance for any reason whatsoever.

You will be expected to enable your video so that we can all get to know one another and engage in thoughtful conversations. Again, please let your instructors know if you foresee any difficulties with enabling your video so that we can work to make other arrangements.

## **5. Participation**

The course will run both synchronously and, in certain situations, asynchronously. As the instructor, I use eClass to create lessons, teach lessons, manage course content, and interact online with students. Students will use eClass and Zoom to review their course syllabi, attend online lectures, participate in class discussions, submit assignments, take tests, and interact with me and other students.

Among other things, the course will consist of lectures, interactive discussion of the readings, and occasional audio-visual presentations. Live sessions will be recorded and made available for students viewing upon approval by the instructor (e.g., international students, students with competing obligations, etc.)

There will also be opportunities for students to participate asynchronously. Please note that attendance on Zoom will be taken. You can visit the course page on eClass for further information.

## **6. Student Conduct**

Students, course instructors and staff have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the [Code of Student Rights and Responsibilities](#). Whether online or in-person, students and course instructors are expected to cultivate and sustain a professional relationship characterized by mutual respect and courtesy. In all classrooms, any [disruptive and/or harassing behaviour](#) will not be tolerated. To ensure that you adhere to the rules of the virtual classroom, please review what counts as proper 'netiquette' (the basic rules for communicating with others in online spaces) by consulting the [student guide to e-learning](#). **If you experience an inappropriate online incident that makes you feel unsafe or uncomfortable, please contact your course instructor immediately.**

Please respect the privacy of your peers and instructors. Never share private information about your peers and instructors without their permission. Remember, no aspect of your courses should be recorded or distributed without everyone’s consent.

**7. Academic Integrity**

As a student at York University, you have a responsibility to not only understand, but also play an important part in upholding the integrity of the academic experience. The Faculty of Liberal Arts and Professional Studies at York University supports the International Center for Academic Integrity’s [definition of academic integrity](#). That is, you will be committed to acting in all academic matters, even in the face of adversity, with honesty, trust, fairness, courage, respect and responsibility. Students who engage in academic dishonesty can be subject to disciplinary action under the [Senate Policy on Academic Honesty](#). Your lack of familiarity with the Senate Policy and Guidelines on Academic Honesty does not constitute a defence against their application.

**8. Required Readings**

**BOOK** → Evelyn Kallen, *Ethnicity and Human Rights in Canada*. Third Edition. Oxford University Press, 2010.

In addition to the required text, there will be a more required readings (and other media) that I will make available through the internet free of charge. I will either provide a link on eClass or upload a file for you to download.

**9. Weekly Topics and Readings**

Date & Subjects	Readings / Preparation
<p><b><u>WEEK 1</u></b>   <b>January 14</b></p>	<p><b>Course Introduction and Presentation/Debate Teams Selected</b></p> <p><i>Required:</i></p> <ul style="list-style-type: none"> <li>• Course syllabus</li> <li>• Introduction, “Conceptualizing the Human Rights Approach: Guidelines from International Human Rights Instruments”</li> </ul>
<p><b><u>WEEK 2</u></b>   <b>January 21</b></p>	<p><i>Required:</i></p> <ul style="list-style-type: none"> <li>• Chapter 1, “Human Unity and Cultural Diversity: The Janus-faced Underpinnings of Ethnicity, Human Rights, and Racism.”</li> </ul>
<p><b><u>WEEK 3</u></b>   <b>January 28</b></p>	<p><i>Required:</i></p> <ul style="list-style-type: none"> <li>• Chapter 2, “The Anatomy of Racism: Key Concepts behind the Invalidation of Racial-Ethnic Difference.”</li> </ul>

<b><u>WEEK 4</u></b> <b>February 4</b>	<i>Required:</i> <ul style="list-style-type: none"> <li>Chapter 3: “Social Stratification: Human Rights Violations and the Social Construction of Ethnic and Other Minorities.”</li> </ul>
<b><u>WEEK 5</u></b> <b>February 11</b>	In-Class Concepts Test (30%): Introduction, Chapters 1-3 and posted lectures.
<b><u>WEEK 6</u></b> <b>February 18</b>	READING WEEK <ul style="list-style-type: none"> <li>No class</li> </ul>
<b><u>WEEK 7</u></b> <b>February 25</b>	<i>Required:</i> <ul style="list-style-type: none"> <li>Chapter 5, “Ethnicity, Ethnocultural Distinctiveness, and Collective Rights Claims.”</li> </ul>
<b><u>WEEK 8</u></b> <b>March 4</b>	<i>Required:</i> <ul style="list-style-type: none"> <li>Chapter 6, “Ethnic Integration and Human Rights: Models and Government Policies of Incorporation of Immigrant and Aboriginal Minorities.”</li> </ul>
<b><u>WEEK 9</u></b> <b>March 11</b>	<i>Required:</i> <ul style="list-style-type: none"> <li>Chapter 9, “The Legal Framework for Protection of Minority Rights in Canada: The Canadian Constitution and Its Charter of Rights and Freedoms.”</li> </ul>
<b><u>WEEK 10</u></b> <b>March 18</b>	<i>Required:</i> <ul style="list-style-type: none"> <li><i>Chapter 8</i>, “The Legal Framework for Protection of Minority Rights in Canada: Human Rights Statutes.”</li> </ul>
<b><u>WEEK 11</u></b> <b>March 25</b>	<ul style="list-style-type: none"> <li>No readings.</li> <li>An interactive introduction to legal research will be provided.</li> <li>We will look at both legislation and caselaw.</li> </ul>

<p><b><u>WEEK 12</u></b> <b>April 1</b></p>	<ul style="list-style-type: none"> <li>• Course wrap-up and review</li> </ul>
<p><b><u>WEEK 13</u></b> <b>April 8</b></p>	<p>In-class final exam</p>

## **10. Details of Evaluation**

**In-Class Concepts Test (February 11):** The in-class concepts test will evaluate your knowledge of the introduction chapter of the course text, plus chapters 1-3 and the posted lectures. The test will consist of multiple choice, short answer and long answer questions about concepts, readings, class discussions, key terms and ideas.

**Critical Reflections:** You will be expected to submit two (2) critical reflection papers at any time throughout the term. Each paper must be at least 2 pages, double-spaced, 12-pt font. We will discuss what a critical reflection is in class.

Some students may wish to submit reflections that are more audio-visual in nature (e.g. a recorded video or photo diary). Please discuss with me in advance so that we can set parameters for content and duration, as needed.

You will be graded on three factors: a) the quality and insightfulness of your reflection, b) the extent to which your critical reflection shows that you have read and understood the course readings, and c) the clarity and comprehensibility of your submission (whether oral, visual or written).

**In-class Final Exam (April 8):** The final exam will consist of short answer and essay questions. The exam will test the foundational knowledge and understanding of the impact of law you have acquired throughout the course.

**Attendance and Participation:** We will use Zoom for lectures and breakout rooms. Each student will be required to make *serious contributions* to discussions that take place during the course. A serious contribution is one that advances the discussion on a given point/thread, regardless of length.

**eClass Discussion Contribution:** I will provide the class with an opportunity to engage with one another using the eClass discussion board platform. You will be expected to check eClass regularly and to contribute often. No fewer than four *serious contributions* to discussions will be expected. Again, a serious contribution is one that advances the discussion on a given point/thread, regardless of length.