

AP/PPAS 3000 3.0
Winter 2022
Politics, Policy And Law Of Minority Rights

Course Outline

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Office Hours: by request or as listed on eClass

Course website: <https://eClass.yorku.ca>

1. Course description

This course provides an overview of the legal and political issues, and policy concerns pertaining to minority right. We will look at the legal definitions of “minority” and “discrimination” and will look at how rights are both upheld and challenged through policy and legislation. We will address the legal frameworks in which rights are, or are intended to be, protected internationally and in Canada, and how policymaking processes and policy implementation sometimes run counter to the rights enshrined within those frameworks.

This course asks, “What are rights?” and how can we account for, and address, challenges with the application of justice and rights in Canada? Students will be challenged to find connections between theory, research, and lived or observed experiences, particularly as it relates to power relations and systemic -isms. (racism, sexism, classism, ableism, heterosexism, etc.) The materials covered in this class are broad and comprehensive, but relevant to current policy debates in Canada, including those on modern-day policing and Indigenous rights.

2. Learning Objectives

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

- why minority rights are important to a strong democracy;
- the theoretical frameworks in the philosophical and legal studies of rights;
- why international human rights treaties exist and what they do;
- how Canadian anti-discrimination legislation works, or doesn’t work, to protect equity-seeking groups;
- how to conduct policy analysis of Canadian public-sector anti-discriminatory legislation at the national, provincial and local government level (including policing) in Canada;
- how Canada’s history as a country, and systemic racism, shape modern day laws and policies.

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

In-Class Mid-term Test	2 hours in class	Value (%):	20
Group presentation/debate	Sign up for your topic on the first day of class.	Value (%):	20
In-Class Final Exam	3 hours in class	Value (%):	25

Final Paper	Due: April 14	Value (%):	25
Attendance & Participation	You must regularly attend lectures and participate in class discussions.	Value (%):	10
TOTAL:			100%

4. Technical Requirements for Taking the Course

Students can access course material and assignments on the course eClass website.

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](#). 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. **If you experience an inappropriate incident that makes you feel unsafe or uncomfortable, please contact your course director immediately.**

Please respect the privacy of your peers and instructors. Never share private information about your peers and instructors without their permission. Students will be encouraged to share their lived experiences in this class and sensitivity and confidentiality is expected at all times.

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

Week	Topic(s)	Required Readings
Week 1 January 13	<ul style="list-style-type: none"> • Course Introduction • Introduction of textbook and discussion of language 	<ul style="list-style-type: none"> • Course syllabus • Textbook: Introduction

	<ul style="list-style-type: none"> • Selection of Presentation/Debate Teams • Understanding Human Rights 	<ul style="list-style-type: none"> • Dembour, M.-B. (2010). What Are Human Rights? Four Schools of Thought. Human Rights Quarterly, 32(1), 1–20. Available online through the York University library.
Week 2 January 20	<ul style="list-style-type: none"> • Pluralism and Minority Rights 	<ul style="list-style-type: none"> • Textbook Chapter 1, “Human Unity and Cultural Diversity: The Janus-faced Underpinnings of Ethnicity, Human Rights, and Racism.” • De Villiers, B. (2012). Language, cultural and religious minorities: What and who are they? University of Western Australia Law Review, 36(1), 92–114. Available online through the York University library.
Week 3 January 27	<ul style="list-style-type: none"> • Racism: Ethnocentrism, Prejudice, Stereotype, and Discrimination. • Presentations 	<ul style="list-style-type: none"> • Textbook Chapter 2, “The Anatomy of Racism: Key Concepts behind the Invalidation of Racial-Ethnic Differences” • Jiwani, Y. (2006). Discourses of denial: mediations of race, gender, and violence. UBC Press. (pgs 30-62) Available online through York University library.
Week 4 February 3	<ul style="list-style-type: none"> • Power, -isms, & Intersectionality • Presentations 	<ul style="list-style-type: none"> • Textbook Chapter 3, “Social Stratification: Human Rights Violations and the Social Construction of Ethnic and Other Minorities” • WILLIAMS, T. (2008). Intersectionality analysis in the sentencing of Aboriginal women in Canada: What difference does it make? In Intersectionality and Beyond. Routledge-Cavendish. Available online through York University library.
Week 5 February 10	<ul style="list-style-type: none"> • Protest, Policy, and Minority Rights • Presentations 	<ul style="list-style-type: none"> • Textbook Chapter 7, “Minority Protest Movements: The Mobilization of Ethnicity in the Pursuit of Protection for Minority Rights” • ‘A turning point in our history’: Remembering Canada’s first major gay-rights protest. (n.d.). TVO.Org. Retrieved November 11, 2021, from https://www.tvo.org/article/a-turning-point-in-our-history-remembering-canadas-first-major-gay-rights-protest
Week 6 February 17	IN-CLASS TEST	N/A
Week 7 February 24	READING WEEK	N/A
Week 8 March 3	<ul style="list-style-type: none"> • Collective Rights & Multiculturalism Policy in Canada • Presentations 	<ul style="list-style-type: none"> • Textbook Chapter 5, “Ethnicity, Ethnocultural Distinctiveness, and Collective Rights Claims” • Textbook Chapter 6, “Ethnic Integration and Human Rights: Models and

		Government Policies of Incorporation of Immigrant and Aboriginal Minorities."
Week 9 March 10	<ul style="list-style-type: none"> • Canada's Settler Colonialism • Presentations 	<ul style="list-style-type: none"> • Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada (pgs 37-44) https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf • Truth and Reconciliation Commission of Canada, Calls to Action https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf • National Inquiry Into Missing and Murdered Indigenous Women and Girls, Executive Summary of the Final Report: https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Executive_Summary.pdf
Week 10 March 17	<ul style="list-style-type: none"> • Legal Frameworks in Canada and around the World • Presentations 	<ul style="list-style-type: none"> • Textbook Chapter 8, "The Legal Framework for Protection of Minority Rights in Canada: Human Rights Statutes" • Textbook Chapter 9, "The Legal Framework of Minority Rights in Canada: The Canadian Constitution and Its Charter of Rights and Freedoms" • United Nations Universal Declaration of Human Rights: https://www.un.org/sites/un2.un.org/files/udhr.pdf
Week 11 March 24	<ul style="list-style-type: none"> • Legal Frameworks in Canada • Presentations 	<ul style="list-style-type: none"> • Readings from last week continued • Canadian Human Rights Commission https://www.chrc-ccdp.gc.ca/en/resources/your-guide-understanding-the-canadian-human-rights-act-page1 • Ontario Human Rights Commission http://www3.ohrc.on.ca/sites/default/files/Guide%20to%20Your%20Rights%20and%20Responsibilities%20Under%20the%20Code_2013.pdf
Week 12 March 31	<ul style="list-style-type: none"> • Policing and Minority Rights in Canada • Presentations 	<ul style="list-style-type: none"> • Azmi, S., Foster, L., Jacobs, L. A., Siu, B., & Vlex. (2018). Racial profiling and human rights in Canada: The new legal landscape. Irwin Law. (pgs 13-57) Available online from the York University library. • Leila Gaid. (2020). A Rose by Any Other Name: Well-Being Checks, a New

		Manifestation of Discriminatory Policing? Appeal, Review of Current Law and Law Reform, 25, 3-. Available online from the York University Library
Week 13 April 7	IN-CLASS FINAL TEST	N/A
April 14	FINAL PAPER DUE	

10. Details of Evaluation

In-Class Mid-term Test (February 17): The in-class concepts test will evaluate your knowledge of the introduction chapter of the course text, plus chapters 1, 2, 3 & 7 and the lectures. The test will consist of multiple-choice questions based on the key terms and concepts addressed in the readings and in-class

In-class Final Test (April 7): The final exam will consist of short answer and essay questions. The exam will test your knowledge and understanding of the key concepts presented throughout the course and will focus on your ability to think critically about those concepts.

Final Paper (April 14): Topics/questions will be distributed by the course director in early February and will represent the research interests of the class. You will choose to write on one of the presented topics/questions. The page count should be no longer than 15 pages, double-spaced. Please use APA Style for citing and referencing.

Papers should engage with the course readings and additional academic research that support your response to the question being asked.

Group Presentation/Debate (Sign-up first day of class): You will need to sign up for a group in the very first class of the term. If you do not attend, you will be assigned to a group. This is a cooperative and collaborative assignment so there will be no individual presentations.

Do the readings for the class/date that you signed up for. Select an area for critical reflection and debate. Present in a manner that allows your audience a new insight and understanding of the course material. Challenge your classmates to think about the lived experiences and consequences of what you are reading in class. You will have to meet as a group prior to the presentation/debate and practice. Divvying up or splitting the work will result in a fragmented and unprofessional presentation. You may use PowerPoint or another presentation platform to present, but you are not required to. Your presentation should be approximately 30 minutes.

You will be graded as a group and not as individuals within the group. You will be graded on:

1. The extent to which your analysis demonstrates that you have read and understood the relevant course readings for your topic, as well as any other readings from the course that can help your presentation.
2. The quality and insightfulness of your group's analysis.
3. The clarity, creativity, and comprehensibility of your presentation (this is where practice will make a difference!)

Attendance and Participation: Students should attend class, demonstrate that they have read the assigned readings, thought about the material and the discussion at hand, and add value to the classroom discussion. The course director will make notes during each class about individual student contributions. Individual student

participation is worth 10% of the final grade. Students are strongly encouraged to prepare for class by completing the readings and relating the topic to current events. Attendance is necessary in order to participate, but this grade is for making valuable contributions to the discussion, not just showing up. Demonstrate preparedness and add value and you will be rewarded.