

COURSE OUTLINE

Race, Ethnicity and Social Policy (PPAS 4052)

Dr. Michael Kehinde and Nisha Haji

Term: Fall 2022 | Location: Keele RS 104

Time: Wednesday 7:00 to 10:00 p.m.

E-mail: nhaji@yorku.ca and mkehinde@yorku.ca

Office Hours: (by appointment)

COURSE DESCRIPTION

Race and ethnicity have been critical determinants of outcomes for so many Indigenous, Black, and other racial ethnic groups. These groups have historically been excluded, oppressed and marginalized. They have faced inequities across many areas and have been commoditized, criminalized and dehumanized in the course of their racialization.

Given the legacy of racial oppression, members of these different groups have organized, over the years, to advocate and address the impacts of systemic racism and marginalization. These organizations have spurred several social movements, including civil rights movements, anti-colonial groups and most recently, Black Lives Matter. These movements continue to seek justice and equity, while challenging decision makers, institutions of oppression and society in general to engage in making change.

This course will introduce learners to race, ethnicity and the relationship with social policy development across a range of issues in Canada, including social services and health care. It will also examine how racial and ethnic differences are perpetuated.

LEARNING OUTCOMES

At the end of this course, students should:

- understand the concepts of race, racialization and ethnicity
- understand the role and impact of race and ethnicity in social policy development within the Canadian context
- appreciate the context and impact of race on social policy development in Canada – colonialism, systemic racism, racial bias and stereotypes
- understand how difference is managed in Canada
- analyze and evaluate social policy issues and outcomes related to racial disparities

CLASS PROCEDURE

The class procedure involves lectures, interactive discussion of the readings, occasional audio-visual presentations and student presentations. Students are expected to attend classes and tutorials with reading assignments completed in order to facilitate tutorial discussions. Additional materials relevant to the topic readings will be introduced as lecture material.

REQUIRED TEXTS

Das Gupta, T., Carl E. James, Chris Andersen, Grace-Edward Galabuzi and Roger C. A. Maaka (Eds.). *Race and Racialization: Essential Readings* (2nd Ed.). Toronto and Vancouver: Canadian Scholars

EVALUATIONS AND ASSIGNMENTS:

Each student's performance will be evaluated as follows:

- Tutorial participation (this means attendance and discussion) 35%
- Minor Paper (due October 19) 25%
- Major Essay (due November 30) 40%

***Note: The instructor reserves the right to make changes to this course outline after consultation with the full class.**

OUTLINE

WEEK	REQUIRED READING <i>Students may choose from the required reading as follows:</i>
Week 1: September 7 <ul style="list-style-type: none">• Introductions and course outline discussion	None
Week 2: September 14 Understanding race and ethnicity <ul style="list-style-type: none">• Theoretical perspectives: race in historical perspective• The concepts of race and ethnicity	One Chapter from Part 1A One Chapter from Part 1B
Week 3: September 21 Race, racialization and racism <ul style="list-style-type: none">• Racial classification and racialization• Racism and immigration	Two Chapters from Part 1C
Week 4: September 28 Race and Ethnicity in Canada <ul style="list-style-type: none">• Colonialism and settler-Indigenous relations• Colonialism and slavery	One Chapter from 2A One Chapter from 2B
Week 5: October 5 Managing Diversity	Two Chapters from 3A

<ul style="list-style-type: none"> • Multiculturalism and social exclusion • Reconciliation 	
Week 6: Oct 12 – Winter Reading Break	
Week 7: October 19 <ul style="list-style-type: none"> • Case study 	<i>No required readings</i> Minor Paper Due
Week 8: October 26 Racism and Institutions <ul style="list-style-type: none"> • Systemic racism and intersectionality • Social Policy and data 	One Chapter from 3B One Chapter from 3C
Week 9: November 2 Racism and Culture <ul style="list-style-type: none"> • The Media • Health care 	One Chapter from 3D <i>(Additional material assigned previously in class)</i>
Week 10: November 9 Racism and Justice <ul style="list-style-type: none"> • Racial profiling • Restorative justice 	One Chapter from 3E <i>(Additional material assigned previously in class)</i>
Week 11: November 16 Resistance <ul style="list-style-type: none"> • Social justice • Anti-racism 	One Chapter from 4A One Chapter from 4B
Week 12: November 23 <ul style="list-style-type: none"> • Case Study and Guest Panel 	<i>(Additional material assigned previously in class)</i>
Week 14: November 30 Major Essays Due	

GRADING, ASSIGNMENT SUBMISSION, LATENESS PENALTIES AND MISSED TESTS

Grading: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.) (For a full description of York grading system see the [York University Undergraduate Calendar](#).)

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Written assignments are to be handed in to the Course Instructor in person or by email and students must retain a computer copy.

Lateness Penalty: Assignments received later than the due date will be penalized one-half grade letter per day that the assignment is late. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor's letter).

Missed Tests: Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may request accommodation from the Course Instructor. Accommodation will entail a make-up test on a date and time specified by the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Course Policies

All students are expected to familiarize themselves with the following information:

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)

Please also review the following course policies:

Academic Integrity

In this course, we strive to maintain academic honesty to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing [SPARK's Academic Integrity module](#) at the beginning of the course. Breaches of academic honesty range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate University authorities and can be punishable according to the [Senate Policy on Academic Honesty](#).

Accessibility

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the University recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The University encourages students with disabilities to register with [Student Accessibility Services](#) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA).

Please let your instructor know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making reasonable and appropriate [accommodations to adherents for observances of special significance](#). Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious significance, please contact the instructor within the first three (3) weeks of class. If the date

falls within the formal examination periods, you must complete and submit a [Religious Accommodation for Examination Form](#) at least three (3) weeks before the start of the exam period.

Intellectual Property

Course materials are designed for use as part of this particular course at York University and are the intellectual property of the instructor unless otherwise stated. Third-party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's [Code of Student Rights and Responsibilities](#), the [Senate Policy on Academic Honesty](#), and/or legal consequences for copyright violations.

Student Conduct in the Learning Environment

York University is committed to fostering teaching and learning environments that are free of disruptive and/or harassing behaviour, are physically safe, and conducive to effective teaching and learning. Students and instructors are expected to maintain a professional relationship characterized by courtesy, civility, and mutual respect and to refrain from actions disruptive to such a relationship. Individuals who fail to adhere to such standards and who violate University or public law may be subject to disciplinary action by the University.

For more information, see the policies on [Disruptive and/or Harassing Behaviour in Academic Situations](#), the [Student Conduct and Responsibilities](#), and the [Code of Student Rights & Responsibilities](#).

Netiquette for eClass and Online Learning

Students and instructors 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](#). Please review and familiarize yourself with behaviours that support "netiquette" in virtual classrooms by consulting the [Guide to Netiquette](#) and [Student Guide to eLearning](#).

Student Notice of Recording for Online Teaching and Learning

Activities for this course involve recording, in partial fulfillment of the course learning outcomes. Images, audio, text/chat messaging that have been recorded may be used and/or made available by the University to students enrolled in the course and those supporting the course for the purpose of materials review, for assessment, etc. Recordings will be managed according to the University's Common Record Schedule and will be

securely destroyed when no longer needed by the University. Your personal information is protected in accordance with York University's [Guidelines on Access of Information and Protection of Privacy](#) and the [Freedom of Information and Protection of Privacy Act](#). Access to online materials, including recordings or live meetings, is subject to York University's [Senate Policy on Computing and Information Technology Facilities](#).

The University will use reasonable means to protect the security and confidentiality of the recorded information, but cannot provide a guarantee of such due to factors beyond the University's control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University's knowledge or permission, or the introduction of malware into computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software, or Internet connection.

By engaging in course activities that involve recording, you are consenting to the use of your appearance, image, text/chat messaging, and voice and/or likeness in the manner and under the conditions specified herein. In the case of a live stream recording, if you choose not to have your image or audio recorded, you may disable the audio and video functionality. If you choose to participate using a pseudonym instead of your real name, you must disclose the pseudonym to your instructor in advance to facilitate class participation.

You are not permitted to disclose the link to/URL of an event or an event session recording or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided the above instructions/link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, may not be shared with others without the permission of the instructor or event coordinator, and may not be published, posted, linked to, or otherwise made available online, including on social media feeds, even if those feeds are private.

Health and Safety

All York students and instructors share responsibility for the safety and well-being of the community while on York's campuses. Please continue to check [YUBetter Together](#) for the latest information on health and safety.

Student Support and Resources

To help you succeed academically, York University offers a wide range of resources and services. Everything from writing workshops and peer mentorship to wellness support and career guidance is available to fulfill our LA&PS students' needs. Explore the links below to access these on-campus resources:

- [Academic Advising](#) is available to provide students support and guidance in making academic decisions and goals.
- [Student Accessibility Services](#) are available for support and accessibility accommodation when required.

- [Student Counselling, Health & Wellbeing](#) offers workshops, resources, and counselling to support your academic success.
- [Peer-Assisted Study Sessions \(PASS\) Program](#) provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.
- [Student Numeracy Assistance Centre at Keele \(SNACK\)](#) supports students in courses involving math, stats, and Excel.
- [The Writing Centre](#) provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.
- [ESL Open Learning Centre \(OLC\)](#) supports students with building proficiency in reading, writing, and speaking English.
- [Learning Skills Services](#) provides tips for time management, effective study and learning habits, keeping up with coursework, and other learning-related supports.
- [Learning Commons](#) provides links to supports for time management, writing, study skills, preparing for exams, and other learning-related resources.
- [Roadmap to Student Success](#) provides students with timely and targeted resources to help them achieve academic, personal, and professional success.
- [Office of Student Community Relations \(OSCR\)](#) is responsible for administering the [Code of Student Rights & Responsibilities](#) and provides critical incident support.
- [goSAFE](#) is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

For a full list of academic, wellness, and campus resources visit [Student Support & Resources](#).