

## Race, Ethnicity and Social Policy

**AP/PPAS4052 M**  
**(Winter 2024-2025)**

### Course Information

Course Instructors:  
Nisha Haji & Michael Kehinde  
E-mail: [nhaji@yorku.ca](mailto:nhaji@yorku.ca) &  
[mkehinde@yorku.ca](mailto:mkehinde@yorku.ca)

Office Hours & Location: by  
appointment  
Course Time & Days: W – 19:00-22:00  
Class Location: DB 009, Keele Campus  
Course Outline [eClass site](#)

### Land Acknowledgment

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region ([LA&PS Land Acknowledgement](#)).

### Course Overview

#### 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.

### **Course Learning Objectives**

By 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.

### **Course Format and Organization**

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.

### **Course Communication Plan and Office Hours**

- The course instructors will communicate with students (for example – course announcements via eClass, emails, important announcements at the beginning of your in-person class)
- Students can ask questions about the course and course materials via eclass or during your in-person class
- Office hours will be determined, and students can make an appointment at anytime

### **Course Evaluation**

| Assessment | Due Date | Weight % | Course Learning Outcome |
|------------|----------|----------|-------------------------|
|------------|----------|----------|-------------------------|

|  |                                       |      |  |
|--|---------------------------------------|------|--|
| Tutorial participation (attendance and active participation) | Throughout the duration of the course | 35%  | Students attend classes and demonstrate a commitment to learning by actively participating in class discussions. |
| Minor Paper  | March 1                               | 25%  | A beginner understanding of the subject matter and reflect and/or outline of areas/themes of further interest.   |
| Major Paper  | April 15                              | 40%  | Students demonstrate an in-depth understanding of the subject matter.  |
|  |                                       | 100% |  |

### Assessment Descriptions

Each student's performance will be evaluated as follows:

- Tutorial participation (this means attendance and discussion) 35%
- Minor Paper (due March 1) 25%
- Major Essay (due April 15) 40%

**\*Note: The instructors reserve the right to make changes to this course outline after consultation with the full class.**

### Submitting Assignments

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 Instructors by email and students must retain a computer copy.

## Late Work Policy

Assignments received later than the due date will be penalized by roughly 5% per calendar 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 Instructors but will require supporting documentation (e.g., a doctor's letter).

## Missed Tests and Exams

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 Instructors. Accommodation will entail a make-up test on a date and time specified by the Course Instructors. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

## Grading

The grading scheme for this course conforms to the 9-point system used in undergraduate programs at York University. For a full description of the York grading system, visit the York University [Academic Calendar](#).

| GRADE | GRADE POINT | PERCENT RANGE          | DESCRIPTION        |
|-------|-------------|------------------------|--------------------|
| A+    | 9           | 90-100                 | Exceptional        |
| A     | 8           | 80-89                  | Excellent          |
| B+    | 7           | 75-79                  | Very Good          |
| B     | 6           | 70-74                  | Good               |
| C+    | 5           | 65-69                  | Competent          |
| C     | 4           | 60-64                  | Fairly Competent   |
| D+    | 3           | 55-59                  | Passing            |
| D     | 2           | 50-54                  | Marginally Passing |
| E     | 1           | (marginally below 50%) | Marginally Failing |
| F     | 0           | (below 50%)            | Failing            |

## How to Use Citations

Citation practices are important and support academic integrity by linking information back to an identifiable source. See resources and examples:

- [SPARK Student Papers & Academic Research Kit](#)
- [Drop-in Research Support](#), YorkU Libraries
- [Writing Centre](#)
- [ESL Open Learning Centre](#)

## Course Schedule: Weekly Readings and Activities

### Required Course Materials

- Required readings: 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

### Course Schedule

| Week/Module Dates  | Readings and Activities                              |
|--|--|
| <b>Week 1</b><br><b>Date: January 8</b> <ul style="list-style-type: none"><li>• Introductions and course outline discussion</li></ul>  | None   |
| <b>Week 2</b><br><b>Date: January 15</b><br>Understanding race and ethnicity <ul style="list-style-type: none"><li>• Theoretical perspectives: race in historical perspective</li><li>• The concepts of race and ethnicity</li></ul> | One Chapter from Part 1A<br>One Chapter from Part 1B |
| <b>Week 3</b><br><b>Date: January 22</b><br>Race, racialization and racism <ul style="list-style-type: none"><li>• Racial classification and racialization</li><li>• Racism and immigration</li></ul>                                | Two Chapters from Part 1C                            |

|   |  |
|---|--|
| <p><b>Week 4</b><br/> <b>Date: January 29</b><br/> Race and Ethnicity in Canada</p> <ul style="list-style-type: none"> <li>• Colonialism and settler-Indigenous relations</li> <li>• Colonialism and slavery</li> </ul> | <p>One Chapter from 2A<br/> One Chapter from 2B</p>  |
| <p><b>Week 5</b><br/> <b>Date: February 5</b><br/> Managing Diversity</p> <ul style="list-style-type: none"> <li>• Multiculturalism and social exclusion</li> <li>• Reconciliation</li> </ul>                           | <p>Two Chapters from 3A</p>  |
| <p><b>Week 6</b><br/> <b>Date: February 12</b></p> <ul style="list-style-type: none"> <li>• Case Study</li> </ul>   | <p>None</p>  |
| <p><b>Week 7 – Reading Week</b><br/> <b>Date: February 19</b></p>   | <p>None</p>  |
| <p><b>Week 8</b><br/> <b>Date: February 26</b></p> <ul style="list-style-type: none"> <li>• Guest Panel</li> </ul>  | <p>None</p>  |
| <p><b>Week 9</b><br/> <b>Date: March 5</b></p> <ul style="list-style-type: none"> <li>• Systemic racism and intersectionality</li> <li>• Social Policy and data</li> </ul>  | <p>One Chapter from 3B<br/> One Chapter from 3C</p>  |
| <p><b>Week 10: Date: March 12</b><br/> Racism and Culture</p> <ul style="list-style-type: none"> <li>• The Media</li> <li>• Health care</li> </ul>  | <p>One Chapter from 3D<br/> <i>(Additional material may be previously assigned in class)</i></p> |

|  |   |
|--|---|
| <b>Week 11:</b><br><b>Date: March 19</b><br>Racism and Justice <ul style="list-style-type: none"> <li>• Racial profiling</li> <li>• Restorative justice</li> </ul> | One Chapter from 3E<br><i>(Additional material may be previously assigned in class)</i> |
| <b>Week 12:</b><br><b>Date: March 26</b><br>Resistance <ul style="list-style-type: none"> <li>• Social justice</li> <li>• Anti-racism</li> </ul>                   | One Chapter from 4A<br>One Chapter from 4B  |
| <b>Week 13</b><br><b>Date: April 2 Course Review</b>   | None  |

## 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

As a student at York University, you have a responsibility to both understand and uphold the integrity of the academic experience. The Faculty of Liberal Arts & Professional Studies 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. Here is how you can demonstrate academic integrity in the completion of this course:

- **Respect the ideas of others:** Your course work should represent your own knowledge and ideas. [You should not falsely claim credit for ideas that are not your own, by presenting another's work as yours](#). If you are quoting, paraphrasing, or summarizing another person's work in order to support your own ideas, identify the work and the author through proper citation practices. For more information about how to cite properly, use the [Student Papers and Academic Research Kit](#) (SPARK). You can improve your writing, research, and

personal learning abilities through the [Learning Commons](#), or by visiting the [Writing Centre](#) or [ESL Open Learning Centre](#).

- **Respect your peers:** [Know when you are allowed to collaborate](#). Ask your instructors about what group work entails when it comes to the [sharing of work](#). In test situations and assignments, don't steal or give answers to your peers, whether in-person or online (e.g., in group chats and/or on [third-party content-sharing websites](#), such as Chegg, Course Hero, etc.). Both cheating and aiding in a breach of academic honesty are violations of York University's academic honesty policy.
- **Respect your course instructors:** Understand what your instructors are asking of you in class, as well as on assignments, tests and/or exams. If you are unsure, ask your professor or teaching assistant. They are committed to making you feel supported and want to assess you fairly and with integrity. Please do not submit the same piece of work for more than one course without your instructors' permission. That can be considered an act of cheating.
- **Respect yourself:** When you act with integrity, you know that your work is yours and yours alone. You do not allow others to take tests for you. [You do not buy or otherwise obtain term papers or assignments](#). You do the work. As a result, you know that you *earned* the grades that you receive, so you can be proud of your York degree. By acting with integrity in your course work, you are also practising a valuable professional skill that is important in all workplaces.
- **Take responsibility:** If you have acted in an academically dishonest way, you can demonstrate courage and take responsibility for your mistake. You can admit your mistake to your course instructors as soon as possible.

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 does not constitute a defense against its application. Some academic offences can also constitute offences under the [Criminal Code of Canada](#), which means that you may also be subject to criminal charges.

## 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 instructors 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 instructors 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 instructors 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 instructors' 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](#) and [Student Conduct and Responsibilities](#), as well as 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 [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 to Student Records 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 instructors 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 instructors 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.

## 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](#).