

York University
School of Public Policy and Administration
Politics, Policy and Law of Minority Rights
AP/PPAS 3000 M 3.0
W 2025

Course Information

Course Instructor:

Prof. Dagmar Soennecken (she/her)

E-mail: dsoennec@yorku.ca

Phone: 33408

Office Hours & Location:

136 McLaughlin College,

Thurs 1:00 to 2:00 pm, i.e., in person before class
or by appointment via Zoom

Course Time & Days:

Thurs, 2:30 pm to 5:30 pm (3h)

Class Location: Founders College 104

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

Provides students with an overview of the legal and political issues and public policy concerns pertaining to minority rights. Legal Definitions of "a minority" and "discrimination", as well as how claims are made to counter discrimination in different policy areas, will be critically examined. The minority rights jurisprudence to be covered in this course is comprehensive and policy-relevant.

Course Description

Canada with its long history of immigration, diverse population and official multiculturalism policy has long been considered a leader in creating a tolerant and open society that is admired around the world. Yet there are also critics - some who believe that Canada has gone too far in accommodating diversity and others who argue that the welcoming image of Canada obscures a continued, racialized system of colonialism and domination in which only some people truly belong, while others are merely accommodated. Voices on both sides have been getting louder in an age of rising right-wing populism in North America, Europe and beyond.

Minority rights are often the trigger for some of these larger debates about the nature of Canadian society. In this course, we will begin by reviewing the historical and legal basis for protecting minority rights in a “multinational” Canada in both the public and the private sphere. The second part of the course considers examples of minority rights conflicts and their resolution inside and outside the courts. In the third part, we will study the situation of refugees in Canada, many of whom left their country of origin fearing for their lives because they were a minority (or treated as such) there.

Course Learning Objectives

By the end of this course, students will be able to:

1. provide an overview of the legal and political issues as well as public policy concerns about minority rights in Canada from a historical and contemporary perspective,
2. define who "a minority" and what "discrimination" as well as “reasonable accommodation” is in the Canadian context,
3. explain how claims are made to counter discrimination in the public and private sphere using examples from different policy areas and the minority rights jurisprudence,
4. identify the policy relevance of larger debates about minority rights in Canada,
5. employ social science, policy, and legal research skills,
6. use professional skills (e.g., presentations, giving peer feedback),
7. engage in collaborative learning activities and draw on their critical citizenship skills.

Course Format and Organization

This is not a passive lecture course. It is an in-person course that involves discussion, collaborative work, and other active learning activities.

Seven benefits of in-person learning (summary of a discussion with York students, Dec 2020): <https://www.universityaffairs.ca/features/feature-article/7-missing-pieces-why-students-prefer-in-person-over-online-classes/>

Technical Requirements

Several platforms will be used in this course (e.g., eClass, Zoom, etc.) through which students will interact with the course materials, the course director, as well as with one another.

Zoom may also be used in case of instructor absence, illness or for office hours.

Using Zoom

Students shall note the following:

- Zoom is hosted on servers in the United States and Canada. Recordings done since May 1, 2022, are stored in Canada. For more information, please refer to the notes on [Zoom Privacy and Security](#) provided by Information Security at York.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- 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.

Here are some useful links for student computing information, resources, and help:

- [Student Guide to eClass](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [University Information Technology \(UIT\) Student Services](#)
- [Student Guide to eLearning at York University](#)

To determine Internet connection and speed, there are online tests, such as [Speedtest](#), that can be run. If you need technical assistance, please consult the [University Information Technology \(UIT\) Student Services](#) web page. For more specific assistance, please write to askit@yorku.ca.

Course Communication Plan and Office Hours

- My e-mail is dsoennec@yorku.ca (you can also message me via the Moodle/EClass mail function).
- That is the best way to get a hold of me. (Don't leave messages on my office voice mail – I am not there often enough to check them.)

- I will try my best to reply to you within 24 hours of receiving your e-mail, excluding weekends. No guarantees.
- It is best to put a meaningful subject line into your message (“hello” doesn't qualify) and use your YorkU e-mail. Other messages run the risk of landing in our junk folder (and I only check it occasionally!).
- If you want to talk to me in person, before or after class is best. We can also talk in my office (136 McLaughlin), either in person or via Zoom, just let me know.

Course Evaluation

Assessment	Due Date	Weight %
Multimedia journals	Feb 16 + March 29 (Fridays) – 2 x 10%=	20
Leading in-class discussion	(as part of a group) Until April 4	15
Reflection on readings and class discussion	Sign up	15
Glossary Entries	Until April 4	5
Attendance & Participation	Until April 4	10
Op-Ed	March 7	15
Final exam	Take home format	20
Total		100%

Course Evaluation Components

See separate document for all the details.

Submitting Assignments

Assignments are due electronically only, via the designated eClass dropbox using the Turnitin module.

It is your responsibility that it is received by the deadline and that it meets academic honesty requirements.

Any assignment that displays a Turnitin score of **20 percent or higher** (excluding standard Turnitin errors, such as erroneously including bibliographic items) will be returned to the student and, if not revised, automatically considered for advancement to an academic honesty hearing.

Late Work Policy

Penalty for late assignments: **Five** percent per day (out of 100%), including weekends and holidays.

If you need more time, talk to me ahead of time. I do not entertain extension requests the day before the assignment is due.

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	40-49	Marginally Failing
F	0	0-39	Failing

How to Use Citations

One of the main transferrable and professional skills you are honing in an upper-level university seminar is wielding information (based on your research) to construct and back up an argument. Keeping track of where you got this information (from information here can refer to ideas, lines of reasoning, data etc.) and how to reference its source properly is part of this skill set. Knowing when and how to paraphrase (and reference) an author's arguments and ideas (and how to reference the author) is just as important as knowing when and how to use (quotation marks!) an author's exact words (e.g., if they are critical or iconic).

Citation styles: I don't care which citation style you use for your assignments, as long as you use one consistently and properly. If you are not sure, ask me or consult one of the following:

- [SPARK Student Papers & Academic Research Kit](#)
- [Chicago Style Overview, YorkU Libraries](#)
- [MLA Style Overview, YorkU Libraries](#)
- [APA Style Overview, YorkU Libraries](#)
- [Drop-in Research Support, YorkU Libraries](#)
- [Writing Centre](#)

Course Schedule: Weekly Readings and Activities

Required Course Materials

All course materials can be accessed through our eClass site, either as pdfs under the "[fair dealing](#)" guidelines, or as "click through" links, some of which can be accessed only through the York proxy servers as required by [copyright law](#).

Course Schedule

Week/Module Dates	Readings and Activities	Assessment Due Dates
Week 1 Jan 9	Introductions (no readings)	
Week 2 Jan 16	<p><i>Politics, Policy and Law of Minority Rights</i></p> <p>Required readings</p> <p>W. Kymlicka, “Ethnic, linguistic and multicultural diversity of Canada.,” <i>Oxford Handbook of Canadian Politics</i>, eds. John Courtney and David Smith. Don Mills, ON: Oxford University Press, 2010. pp. 301-320.</p> <p>G. Coulthard, “Introduction: Subjects of Empire,” in <i>Indigenous Americas: Red Skin, White Masks: Rejecting the Colonial Politics of Recognition</i>, University of Minnesota Press, 2014.</p> <p>Environics Institute. 2022. The Evolution of Canadian Identity.</p>	

<p>Week 3 Jan 23</p>	<p><i>Minority rights in a multinational Canada</i></p> <p>Required readings</p> <p>Besco, R. & E. Tolley. “Does Everyone Cheer? The Politics of Immigration and Multiculturalism in Canada.” In <i>Federalism and the Welfare State in a Multicultural World</i>, E. Goodyear-Grant, R. Johnston, W. Kymlicka, & J. Myles (eds.), 2019, pp. 291–318. https://doi.org/10.2307/j.ctvdtjpc7.</p> <p>P. Ryan. <i>Multicultiphobia</i>. Toronto: University of Toronto Press, 2010 (introduction).</p> <p>H. Bannerjii, “Geography lessons: On being and Insider/Outsider to the Canadian Nation,” in <i>The Dark Side of the Nation: Essays on Multiculturalism, Nationalism and Gender</i>, Canadian Scholars’ Press, 2000 (ch. 2).</p> <p>Statistics Canada. “Visible Minority.” (Current classification based on Employment Equity Act).</p> <p>Recommended</p> <p>“Everybody fits in’: inside the Canadian cities where minorities are the majority” (2018 Guardian piece on Brampton and Markham)</p> <p>“Census 2016: More than half of Torontonians identify as visible minorities” (2017 CBC coverage of visible minority angle of 2016 census)</p>	
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<p>Week 4 Jan 30</p>	<p><i>Courts, the Constitution and Mobilizing Minority Rights</i></p> <p>Required readings</p> <p>Healy, J. The Charter of Whites: Systemic Racism and Critical Race Equality in Canada, in <i>Constitutional Crossroads</i>, (eds.) K. Puddister & E. Macfarlane, 2022.</p> <p>Greene, I. "The Courts and Public Policy." In <i>Governing Canada</i>, edited by Michael Atkinson, (Toronto, ON: Harcourt Brace, 1993) 181-205.</p> <p>Epp, C. R. "Do Bills of Rights Matter? The Canadian Charter of Rights and Freedoms." <i>American Journal of Political Science</i> 90 (1996): 765-79.</p> <p>Recommended</p> <p>Intrepid Podcast #126: The Charter Origin Story (30 min)</p> <p>Intrepid Podcast # 127: The Application of the Charter (35 min)</p> <p>LawLawLand Podcast # 9: How to make a law in Canada (13 min, audio)</p>	
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<p>Week 5 Feb 6</p>	<p><i>Competing Human Rights Claims, Equality and Discrimination – Public vs. Private Sphere</i></p> <p>Required readings</p> <p>Ontario Human Rights Commission, "Policy on Competing Human Rights," in <i>Balancing Competing Human Rights Claims in a Diverse Society</i>, eds. S. Azmi, L. Foster and L. Jacobs, Toronto: Irwin Law, 2012 (ch. 1).</p> <p>S. Moreau, "The Wrongs of Unequal Treatment," in <i>Making Equality Rights Real: Securing Substantive Equality under the Charter</i>, Toronto: Irwin Law, 2006 (ch. 1).</p> <p>S. Razack, "The Gaze from the Other Side: Storytelling for Social Change," in <i>Looking White People in the Eye</i>, UofT Press, 1998 (ch. 2).</p>	
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<p>Week 6 Feb 13</p>	<p><i>Cultural & Religious minorities</i></p> <p>Required readings</p> <p>Dhamoon, R. 2013. “Exclusion and Regulated Inclusion: The Case of the Sikh Kirpan in Canada.” <i>Sikh Formations</i> 9 (1): 7–28.</p> <p>J. G. Reitz, R. Banerjee, M. Phan, and J. Thompson, “Race, Religion, and the Social Integration of New Immigrant Minorities in Canada,” <i>International Migration Review</i>, 43, 4 (Winter 2009): 695-726.</p> <p>L. G. Beaman, “Tolerance and Accommodation as Vestiges of Empire,” in <i>Secular states and religious diversity</i>, eds. Bruce J. Berman, Rajeev Bhargava, and André Laliberté, Vancouver: UBC Press, 2013.</p> <p>Recommended</p> <p>“Ontario to allow turban-wearing Sikhs to ride motorcycles without helmets” (CBC article, Oct 2018)</p> <p>“Supreme Court won't hear appeal of Quebec legislature's kirpan ban” (CBC article, Oct 2018)</p> <p>Multani v. Commission scolaire Marguerite-Bourgeoys, [2006] 1 S.C.R. 256, 2006 SCC 6</p>	
<p>Week 7 Feb 20</p>	<p>Winter reading break</p>	

<p>Week 8 Feb 27</p>	<p><i>Cultural & Religious minorities 2.0 - Quebec</i></p> <p>Required readings</p> <p>Barras, A., Selby, J., Beaman, L. (2018). Rethinking Canadian Discourses of ‘Reasonable Accommodation’”. <i>Social Inclusion</i> 6:2.</p> <p>M. Polèse, “Quebec’s Bill 21: Is there room for more than one view of religion in Canada?” Policy Options, August 4, 2021.</p> <p>Wells, I. “The Notwithstanding Clause: Is It Time for Canada to Repeal It?” <i>The Walrus</i>, Dec 12, 2022 (audio version: 17 min)</p> <p>Recommended</p> <p>Tremblay, L. “The Bouchard-Taylor report on cultural and religious accommodation: multiculturalism by any other name?” <i>Review of Constitutional Studies</i>. 15.1 (Jan. 2010): 35.</p> <p>https://ccla.org/major-cases-and-reports/bill-21/</p> <p>D. Snow and E. Nicolaidis, “Notwithstanding the Media: Section 33 of the Charter after Toronto v Ontario.” Eds. K. Puddister and E. MacFarlane, <i>Constitutional Crossroads: Reflections on Charter Rights, Reconciliation, and Change</i>, UBC Press, 2022.</p> <p>Leckey, R. (2019). Advocacy notwithstanding the notwithstanding clause. <i>Constitutional Forum</i>, 28(4), 1-8.</p> <p>P. H. Russell, “The Notwithstanding Clause: The Charter’s Homage to Parliamentary Democracy,” Policy Options, Feb 2007.</p>	
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	<p>Hiebert, Janet L., 'The Notwithstanding Clause: Why Non-use Does Not Necessarily Equate with Abiding by Judicial Norms', in Peter Oliver, Patrick Macklem, and Nathalie Des Rosiers (eds), <i>The Oxford Handbook of the Canadian Constitution</i>, Oxford Handbooks (2017; online edn., Oxford Academic, 6 Nov. 2017).</p>	
<p>Week 9 March 6</p>	<p><i>Racial discrimination & Profiling</i></p> <p>Required readings</p> <p>S. Gurmukh, “Interrogating the Definition of Racial Profiling,” in <i>Racial profiling and human rights in Canada: the new legal landscape</i>, eds. L. Foster, L. Jacobs, B. Siu, & S. Azmi, Toronto: Irwin Law, 2018 (ch. 3)</p> <p>S. Wortley, A double-edged sword: Carding, Public Safety, and the impact of Racialized Police Practices, also in <i>Racial profiling</i>, eds. L. Foster et. al. (ch. 3).</p> <p>Recommended</p> <p>Tulloch Report, Independent Street Checks, 2018.</p> <p>C. Murdocca, “The Racial Profile: Governing Race through Knowledge Production,” <i>Canadian Journal of Law & Society</i> 19:2 (2004) 153-167.</p> <p>Ottawa police stopping Middle Eastern, black drivers at 'disproportionate' rate: report (CBC coverage of Foster & Jacobs 2018 study)</p> <p>https://ccla.org/major-cases-and-reports/racial-profiling/</p>	

<p>Week 10 March 13</p>	<p><i>Refugees & the persecution of minorities</i></p> <p>Required readings</p> <p>P. Showler, “Ghost,” “Ethnic Identities,” and “Afterword,” in <i>Refugee Sandwich: Stories of Exile and Asylum</i> (Kingston: McGill-Queens, 2008) 65-71, 83-96.</p> <p>S. Tomkinson, “Who are you afraid of and why? Inside the black box of the immigration and refugee tribunals,” <i>Canadian Public Administration</i> 2 (2018), 184-204.</p>	
<p>Week 11 March 20</p>	<p><i>Refugees, family and gender-based violence</i></p> <p>Required readings</p> <p>S. Razack, “Policing the Borders of the Nation: The Imperial Gaze in Gender Persecution cases,” in <i>Looking White People in the Eye</i>, UofT Press, 1998 (ch. 3)</p> <p>S. Abji, “ ‘Because Deportation is Violence Against Women’: On the Politics of State Responsibility and Women’s Human Rights,” <i>Social Politics: International Studies in Gender, State and Society</i> 23(4) (2016).</p> <p>R. Bhuyan, A. Vargas and M. Pintin-Perez, “Fleeing Domestic Violence from a “Safe” Country”? Refugee Determination for Mexican Asylum-Seekers in Canada,” <i>Refuge</i> 32: 3 (2016).</p>	

<p>Week 12 March 27</p>	<p><i>Refugees status for sexual minorities</i></p> <p>Required readings</p> <p>S. R. Jordan, "Un/Convention(al) Refugees: Contextualizing the Accounts of Refugees Facing Homophobic or Transphobic Persecution," <i>Refuge</i>, 26:2 (2009).</p> <p>D. Murray, "Real Queer: Authentic LGBT Refugee Claimants and Homonationalism in the Canadian context," <i>Anthropologica</i> 56:1 (2014) 21-32.</p> <p>Recommended</p> <p>M. Gaucher and A. DeGagne, "Guilty Until Proven Prosecuted: The Canadian State's Assessment of Sexual Minority Refugee Claimants and the Invisibility of the non-Western Sexual Non-Citizen," <i>Social Politics</i> 23: 3(2016) 459-481.</p> <p>S. Rehaag, "Patrolling the Borders of Sexual Orientation: Bisexual Refugee Claims in Canada," <i>McGill Law Journal</i> 53 (2008): 59 – 102.</p>	
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<p>Week 13 April 3</p>	<p><i>Hate crimes & backlash, rise of populism</i></p> <p>Required readings</p> <p>Harell, A. 2010. “The Limits of Tolerance in Diverse Societies: Hate Speech and Political Tolerance Norms Among Youth.” <i>Canadian Journal of Political Science</i> 43(2): 407–32.</p> <p>Lunny, A. “The Trans ‘Bathroom’ Bill,” in <i>Debating Hate Crimes: Language, Legislatures and the Law in Canada</i>, UBC Press, 2-17 (ch. 4).</p> <p>Walker, J. “Hate Speech and Freedom of Expression: Legal Boundaries in Canada,” Library of Parliament Backgrounder, June 2018.</p> <p>Recommended</p> <p><u>Do immigrants need rules? The debate rages on.</u> (Macleans’s piece, March 2007)</p> <p>https://www.antihate.ca/ (Canadian anti-hate network)</p> <p>“Boushie case highlights problems with hate speech law: prof,” CBC commentary by Prof. R. Moon, Feb 2017.</p>	
<p>Week 14 April 4</p>	<p>Winter term classes end</p>	

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](#).

Turnitin

To promote academic integrity in this course, students will normally be required to submit their written assignments to Turnitin (via the course's eClass site) for a review of textual similarities and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website. York students may opt out of using Turnitin. If you wish to opt out, you should contact your instructor as soon as possible.

Any assignment that displays a Turnitin match score of **20 percent or higher** (excluding standard Turnitin errors, such as erroneously including bibliographic items or accidental highlighting of passages that contain quotation marks) will be returned to the student and, if not revised, automatically considered for advancement to an academic honesty hearing.

AI Technology and Academic Integrity

To promote clear and consistent practices, students across York are **not** authorized to use text-, image-, code-, or video-generating AI tools (e.g., ChatGPT) when completing their academic work **unless explicitly permitted by a specific instructor in a particular course**.

Otherwise, using [AI tools to aid in academic work \(in whole or part\)](#) that is submitted for credit constitutes **cheating or plagiarism** under York's [Senate Policy on Academic Honesty](#) ("Senate Policy").

For all PPAS 3000 assignments, **please attach a brief attestation that you either:**

a) **Did not use** generative AI in preparing for and/or in the writing of this assignment

b) You **did use** [mention which one] generative AI for [xyz aspect of the assignment/i.e., explain how you used it, e.g. brainstorming, clarifying concepts, drafting]

Papers without this declaration will not be graded.

Permitted Use of generative AI for PPAS 3000 assignments:

If you want to try out one of the (free) generative AI tools for assisting you with your assignments (e.g., ChatGPT, Google Gemini, Microsoft's CoPilot, Claude.ai, Perplexity.ai, Meta's Llama2, Grammarly (Basic) – so I am not talking about ChatGPT Plus/4, Grammarly Pro, QuillBot Premium – i.e., the paid versions), then please:

- Attach the declaration & the documentation of your process:
- include a copy of your prompts with the generated result(s) with your assignment (as an appendix – use save to/save as PDF) or make sure that the prompt(s) you use are clearly visible - limit your requested assistance to 3 prompts (that's part of the challenge).
- If you want to use any of the research obtained this way, you also need to reference it in your assignment.

-There currently is no standardized way of doing so. I recommend having a look at the guidance provided by the APA team and following their examples:

<https://apastyle.apa.org/blog/how-to-cite-chatgpt>

- 8 • If you used it, you are also required to comment on the results it generated: what was helpful? What was limited or even wrong?) o Append a reflection (1 to 2 pages max.) to the assignment.

Learning objective:

Learning to use AI to think with you but not for you, developing digital literacy in a transparent and accountable way, being able to surpass AI generated outputs.

Note: To use ChatGPT or Bing's Copilot, you will need to create an account. This will enable Open AI and Microsoft to collect user data, which can raise privacy concerns. When creating an account and entering prompts, you need to be mindful of the information they are sharing. Please review the company's privacy policy and terms of use (e.g., OpenAI's privacy policy and terms of use).

- Be aware that any unauthorized use of AI tools continues to be a breach of academic honesty as per York's Senate Policy.

And be sure to keep any drafts or notes – you might need them as documentation in case there is a question about the source(s) of your wisdom!

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](#).

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

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](#).