



**SCHOOL OF HUMAN RESOURCE MANAGEMENT
FACULTY OF LIBERAL ARTS AND PROFESSIONAL STUDIES**

**EQUITY, DIVERSITY AND INCLUSION IN THE WORKPLACE
AP/ HRM 3450 A Summer 2026**

Instructor Information

Instructor: Jing Wang, PhD

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Course Description and Objectives

HRM3450 provides basic understanding of diversity and inclusion practices in organizations and in the Canadian workforce. Issues of inequality and discrimination are examined through theoretical lenses that inform the practice of diversity management. The value of diversity and inclusion and means of accommodation are explored. More specifically, this course aims to:

- Develop basic understanding of diversity, inclusion, and employment equity in the workplace, and the opportunities and challenges that a diverse workplace presents;
- Build a solid foundation of knowledge with respect to the theoretical perspectives which inform our understanding of workplace diversity issues;
- Expand individual understanding regarding our belief systems, our preference, and discrimination experiences;
- Determine and select strategies to manage diversity within the workplace;
- Determine and select strategies to ensure organizational inclusivity

Required Text

Anzovino, Oresar, & Boutilier (2018). Walk a Mile: A Journey Towards Justice and Equity in Canadian Society, 2nd Edition. Top Hat, Toronto. ISBN-13: 9780176730277

This textbook is available only in digital format and can be purchased at the York University Bookstore (<https://www.bookstore.yorku.ca>) for \$80.

Note: You may also use an older edition of the textbook if preferred.

Course Website: I will use *eClass* to teach this course and facilitate communication among students and myself. Note that *eClass* will be the **only** venue to download lecture slides, find up-to-date notices about the course, and retrieve your course grades. Please check the site, as well as your yorku email regularly. You can log on to the course through <https://eclass.yorku.ca>

Email Policy and Communication

My preferred method of contact is by e-mail at jingwan@yorku.ca. Please email me directly to this address and do NOT email through eClass messenger. When you email me, please use your full real name and write down the course **number and section** in the subject line. I will answer your email within 24 hours during weekdays. On weekends and holidays, please expect 36 to 48 hours. I will also post all messages on the course website under **Course Announcement** regarding such things as exam locations, exam format, and discussion queries etc. The announcement will also go to your email address that you register with course website. Please make sure you register an email that you check often.

Marking Allocations

Participation	30%
Midterm	30%
Final Exam	40%
	100%

Weekly Participation:

Regular and active participation is an essential, unmistakably important aspect of this online course. It is critical that you read all of the lecture and assignment materials as well as all of the public discussion materials. Your full participation **ON A WEEKLY BASIS** is not only a requirement, but also an essential aspect of the online course process.

Each week, you are required to post **one response** to the weekly discussion question and at least **two comments** on your classmates' posts. Your contributions should demonstrate thoughtful engagement with the topic and make clear reference to the course material (lectures, readings). Posts should be well written, focused, and reflect the ideas we have explored in class.

Posts must be submitted **before Saturday at midnight (11:59pm)**; late submissions **will not be counted**. Responses should be clearly written and be limited to **approximately 250 words**. At the end of the term, you will receive a **participation grade out of 30**.

While I recognize that emergencies and illnesses may occur, I will calculate your participation mark using **your best 9 out of the 11 weekly discussion assignments**. **No late postings will be graded under any circumstances.**

Exams:

There will be **TWO** closed-book, **ONLINE** exams: a midterm and a final.

Midterm – June 12th

The mid-term exam will cover course content from Week 1 to Week 5 and will be closed book. The format will be multiple choice questions and short answer questions. There will be no other alternative dates to write the mid-term so please be diligent about writing the mid-term on the assigned date.

Students missing the midterm will be allowed to transfer the weight of midterm to the final exam.

Final — The final exam is scheduled to be written during the Summer 2026 exam period August 6-13. The date is to be announced by the university.

The final exam will be non-cumulative and cover course content from Week 8 to Week 13. It is also a closed book exam. The format for the final exam will be multiple choice questions and short answer questions. Please check the course web site one week prior to the exam for information on the exam format. In accordance with the University Policy, medical documentation will be required when an examination is missed. Students must notify the professor no later than 48 hours of the scheduled exam. Students who miss the final exam may petition to write a deferred exam.

SHRM policy on deferred exams: The deferred final Exam will be closed book, **cumulative** and will include all subjects/topics of the textbook. Deferred exams are not necessarily in the same format as the exam written by your section of the course. The format for deferred exams is not released in advance. **Access to a course website will not be given. Please save your lecture notes / presentation slides.**

Special accommodation: For students with disabilities requiring special accommodation for writing of examinations, please make the necessary arrangements well in advance of the examination dates so that the paperwork can be signed. You can leave your form with the School of Human Resources Management.

Note about the Course Outline:

The course outline serves as a guide to give you a general idea of what to expect in the sessions. Occasionally, other material may be introduced that is not on the outline. These items will help to further illustrate the topics under study and will be of benefit to you. The point is that the outline is not carved in stone. Variations will be evident during the term dependent on your needs as well as the professor's discretion.

Re-Grading Policy:

The grading of all tests and assignments will be based on a set of verifiable criteria weighted appropriately by the professor. If you wish to request a re-grade on a test or assignment, you must submit a written proposal **a maximum of two days** within receipt of the original grade. To do so, create a typed note with your name and student number and outline the question(s) that you believe was graded incorrectly. Also, include an explanation of why you feel your grade was incorrect (drawing on relevant theories for the exam questions or after comparing the correct answer posted online for weekly

assignment will help your argument). Please note that if you decide to submit your exam/assignment for re-grading, the entire document will be re-evaluated. This means that it is possible to lose points as well as gain points through re-grading. Therefore, be very confident that an error in grading has occurred before submitting a request for re-grading. Keep in mind that the re-grade is meant for mistakes in grading. If you are going to submit your exam for a re-grade, do not write on the exam or alter it in any way. If you do so, it will be considered a violation of the Academic Honor Principle.

Notes about Online Courses

Successful online students are active learners, who are willing to take responsibility for their own learning and able to communicate effectively in both a synchronous and asynchronous environment using a variety of technologies (Burd and Buchanan, 2004, p 407)

It is vital that you visit the site regularly and frequently so that you do not miss the opportunity to participate and post comments and questions from your study of the materials and your own experiences. In order to get the most out of this course, you will need to dedicate in the region of 8-12 hours per week to first read the textbook, PowerPoint slides and view any associated videos and web-links and then follow up with further directed reading of the related text chapter, test your memory and understanding by taking the self-tests associated with each module and also completing any discussions or additional assignment.

While an online course can be flexible to meet your needs of when and where you can take part on-line rather than having set classroom times, it still means that the course can be quite demanding. You may want to visit the websites below and try out their on-line self assessments to check out your expectations and needs from an on-line course.

Reid, J. E. (2004) What every Student Should Know about On-line Learning
Available at <http://www.ion.uillinois.edu/resources/tutorials/overview/reid.html>

University of Illinois (n.d.) On-line Learning; self evaluation
Available at <http://www.ion.uillinois.edu/resources/tutorials/pedagogy/selfeval.asp>

The content of the course is divided into 11 weeks which are to be studied in ascending order (i.e., all work relating to Week 1 must be completed before attempting Week 2 and so on).

How you manage your time is your responsibility but remember to give yourself enough time during the week to read materials both online and the text book/other readings. You will also need to plan time to take part in discussions and online weekly tasks.

As well as working independently, you are encouraged to make contact with your fellow online students through participation in online conferences, responding to your classmates' postings and questions.

Technical Requirements for eClass

Several platforms will be used in this course (e.g., eClass, Zoom, etc.) where students will interact with the course materials, the course director/TA, as well as with each other. Here are some useful links for computing information, resources, and help:

- [Student Guide to eClass](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [eLearning Getting Started \(LA&PS eServices\)](#)
- [Student Guide to Remote and Online Learning](#)

Technical Support for eClass

York University Computer Technical Support is maintained through UIT Learning Technology Services. Help Desk.

Phone: 416.736.2100 x55800

Email: esohelp@yorku.ca; ithelp@yorku.ca

Internet Connection

Internet connection support is managed by your Internet Service Provider, such as Bell or Rogers.

Your Computer

Computer technical support is managed by the computer store or company from which you bought your computer.

Academic Honesty (Senate Policy):

Atkinson as a Faculty considers breaches of the Senate Policy on Academic Honesty to be serious matters. To quote the Senate Policy on Academic Honesty:

The Policy on Academic Honesty is a reaffirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. It outlines the general responsibility of faculty to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards.

Faculty members are encouraged to pursue suspected cases of academic honesty with formal charges. Students should, however, review the York Academic Honesty policy for themselves at: <http://www.yorku.ca/secretariat/legislation/senate/acadhone.htm>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at: <http://www.yorku.ca/academicintegrity/tutorial.htm>

Other Important York Policies :

Reappraisals: For reappraisal procedures and information, please visit the Office of the Registrar site at: <http://www.registrar.yorku.ca/services/policies/grade.htm>

Deferred Standing: Atkinson students who have experienced a misfortune or who are too ill to attend an examination in an Atkinson course must pursue **deferred standing**. Other students should contact their home Faculty for information. For further information, please visit: <http://www.registrar.yorku.ca/services/policies/def.htm>

Senate Religious Observance Policy (Senate Policy):

York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents (Senate 032). For further information on accommodation procedures required due to religious commitment, and the schedule of dates, please visit: <http://calendars.registrar.yorku.ca/lectureschedules/fw03/dates/religious.htm>

Students with Special Needs (Senate Policy):

York University is committed to making reasonable accommodations and adaptations in order to make equitable the educational experience of students with special needs and to promote their full integration into the campus community. Please alert the Course Director as soon as possible should you require special accommodations. For Atkinson specific resources, please visit the Atkinson Counselling Centre at:

<http://bloodstone.atkinson.yorku.ca/domino/html/counselc.ns>

Some important links:

1. Religious Observance: <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>
2. Student Rights and Responsibilities: <http://oscr.students.uit.yorku.ca/student-conduct>
3. Academic Accommodation for Students with Disabilities: <http://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-with-disabilities-policy/>
4. Academic Honesty: <http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>
5. Deferred Standing Request for HRM courses: <http://shrm.laps.yorku.ca/students/deferred-exam-request/>
6. Counselling & Disability Services: <http://cds.info.yorku.ca/>
7. Alternate Exam/Testing Scheduling Centre: <http://altexams.students.yorku.ca/>

Course Schedule

Date	Topic	Readings and Activities
Week 1 May 4~9	Introduction	Welcome! View PPT and recording for Week 1 Discussion Assignment
Week 2 May 10~16	Diversity, Oppression, and Privilege	Read text – Chapter 1 & 2 View PPT and recording for Week2 Discussion Assignment
Week 3 May 17~23	Social Inequality	Read text - Chapter 3 View PPT and recording for Week3 Discussion Assignment
Week 4 May 24~30	Gender	Read text - Chapter 4 View PPT and recording for Week4 Discussion Assignment
Week 5 May 31~ June 6	Sexuality	Read text - Chapter 5 View PPT and recording for Week5 Discussion Assignment
Week 6 June 12	Midterm	Content from Week 1 to Week 5
Week 7 June 14~20	Reading Week	No Class
Week 8 June 21~27	Race	Read text - Chapter 6 View PPT and recording for Week8 Discussion Assignment
Week 9 June 28~July 4	Indigenous people	Read text - Chapter 7 View PPT and recording for Week 9 Discussion Assignment
Week 10 July 5~11	Immigration and Multiculturalism	Read text - Chapter 8 & 9 View PPT and recording for Week 10 Discussion Assignment
Week 11 July 12~18	Religion	Read text - Chapter 10 View PPT and recording for Week 11 Discussion Assignment
Week 12 July 19~25	Ability	Read text – Chapter 11 View PPT and recording for Week 12 Discussion Assignment
Week 13 July 26~ August 4	Age	Read text –Chapter 12 View PPT and recording for Week 13 Discussion Assignment
Final exam August 6-13	To be scheduled by the registrar's office	

Note:

- (1) This syllabus and schedule are subject to changes. **It is the responsibility of the student** to keep informed of changes, new materials, and missed content.
- (2) Last date to drop course without receiving a grade: **July 6th**.