

**YORK UNIVERSITY
SCHOOL OF HUMAN RESOURCES MANAGEMENT
HUMAN RESOURCE MANAGEMENT
HRM 3450 A, FALL 2026**

EQUITY, DIVERSITY AND INCLUSION IN THE WORKPLACE

Instructor: Althea Gordon
Email: altheag@yorku.ca
Time: Tuesday, 2:30 p.m. – 5:30 p.m.
Location: SLH B

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 DESCRIPTION:

This course examines the employer's role in the equitable management of a diverse workforce from both a local and a global perspective. Policies and practices that facilitate inclusion in a diverse workforce are discussed within the Canadian business context. 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, T., Oresar, J., & Boutilier, D. (2019). *Walk a Mile: A Journey Towards Justice and Equity In Canadian Society (2nd Edition)*. Nelson Education Ltd.

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

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

Assigned Readings:

Course material will be presented using a variety of teaching methods to encourage interaction, participation, and personal reflection on the relevance and application of the content. Lectures will be coupled with cases, discussion, and experiential activities to facilitate the understanding of the concepts of the course and demonstrate their application to real-life situations. Preparing for class requires reading the assigned textbook chapters; taking comprehensive notes; and formulating opinions and questions to articulate in plenary and small team discussions.

Additional Readings: The instructor reserves the right to add an additional reading for a specific class if deemed necessary for better understanding of the topic, or to make minor changes to the sequence of readings. These changes/readings will be announced in advance and posted on the course website.

COURSE CONTENT/SCHEDULE

WEEK #	SESSION	TOPIC	Chapter/Deliverables
1	Sept 15	Introduction, & Diversity, Oppression, and Privilege	Chapter 1
2	Sept 22	Forms of Oppression	Chapters 2
3	Sept 29	Social Inequality (Forming Groups)	Chapter 3
4	Oct 6	Gender and Sexuality	Chapters 4 & 5
		READING WEEK	
6	Oct 20	Mid-Term Exam (Based on Chapters 1 -5)	In Class
7	Oct 27	Race and Racialization	Chapter 6 Class Presentations Begin
8	Nov 3	Indigenous People	Chapter 7
9	Nov 10	Immigration	Chapter 8
10	Nov 17	Multiculturalism & Religion	Chapters 9 & 10 Reflective Journals Due
11	Nov 24	Ability	Chapter 11
12	Dec 1	Age & Families	Chapters 12 & 13
13	Dec 8	Final Exam (Based on Chapters 6-13)	In Class

***Class schedule may be changed at the discretion of the instructor.**

COURSE EVALUATION:

Reflective Journals:	15%
Mid-Term Exam:	25%
Group Assignment	30%
Participation & Professionalism	10%
Final Exam:	20%

All final grades will be reviewed by the School of Human Resources Management. The School reserves the rights to modify them to maintain high standards.

Reflective Journals (15%):

You will maintain a total of 3 reflective journals from in class discussions which focuses on your practicum experiences. Each journal should be 2-3 double-spaced pages (12-point font, standard margins).

Your journal will thoughtfully relate the descriptive, reflective, and analytic aspects of your experiences and your learnings. The journals will be considered confidential and will NOT be shared. Please submit as per scheduled on the course outline. There will be no extensions.

Group Assignment: 30%

This project has three components: a written paper (15%), presentation (10%) and peer evaluation (5%).

Each group will study a given topic relevant to the course and prepare a research report.

Group Formation: You are responsible for forming your own groups. Each group should have 6 – 7 people. A list of all members in your group, with full names, student numbers and e-mail addresses and the topic you plan to present must be submitted to me by email by **Week 3, September 29**.

Sign-up for Presentations: Beginning **Week 7, October 27**, groups will present their research to the rest of the class. Please sign up for a presentation slot **no later than September 29** or you will be slotted in the remaining openings. Shortly thereafter I will email each group confirming the list of members, your topic, and the presentation date.

Written Paper (15%)

The format of the report is 8 – 10 pages (excluding any appendices or references), double spaced, 1" margins on all sides, and 12-point Times New Roman font. The report must include a list of articles cited, using the APA style, and also include each group member's full names and student numbers. The report will be evaluated on style (grammar, etc.) and content (the extent and quality of research, analysis, and recommendations).

The written report must be submitted to the Professor before the group presentation

Presentation (10%)

Not all members of your group are required to present (although all should be in attendance), you may choose just one or two people to present, given the time limits. The presenter(s) will stand at the front of the class. Due to time constraints, the presentation will be limited to approximately **15 minutes and about 5 minutes for a question-and-answer period**.

Please note: Due to scheduling conflicts, no new dates to do your presentation will be assigned if you are unable to present on the assigned date, and you will receive a zero if you do not present as scheduled.

Peer Evaluation (5%)

Subject to any concerns raised in the confidential peer evaluations (see below), all group members (including those who are not actually presenting) will generally receive the same mark for the presentation component.

Each group member must individually hand in a short, CONFIDENTIAL, typed evaluation of the project and of the contributions of their group members. Each person will place their evaluation in a sealed envelope. Each evaluation should contain your name and the proper names of each group member and their student number. There is no standard form to be used, but instead, please provide some commentary on each group member in relation to the following:

- His/her contribution;
- Timeliness of contribution;
- How well each person worked in the team;
- Leadership;
- Whether the person deserves to get the mark assigned to the project as a whole (or a higher grade or a lower grade) and an explanation
- Any comments on the assignment and suggestions, if any, to improve.

This typed evaluation should not exceed 2 pages and must be handed in by the end of the class in which you make your presentation, or all group members will receive a mark of 0/10 for this component. Late peer evaluations will not be accepted. You should not hesitate to provide negative feedback if it is warranted. If group members collude and agree to provide only positive feedback, then each member will receive the same mark. In other words, you can be negatively affected by the poor performance of your group members unless the collective feedback suggests that marks should not be equal for all group members.

Further details relating to the group presentation and paper will be provided later.

Participation & Professionalism (10%):

Please have your name clearly displayed in a large, dark font so I can read it from the front of the room.

Due to the nature of this course, class participation is essential. Students will be expected to do the assigned readings and come prepared for class discussions. In-class discussions will be deeper, expose students to real work samples and help students develop skills and abilities related to diversity management.

Valuable contribution includes diligent application of your skills and knowledge in class exercises and thoughtful discussions in each session.

Evaluation of class participation:

- *Cognitive Dimensions* logic, knowledge, and creativity (e.g., Did s/he focus on the significant aspects of the issue or problem?).
- *Expressive Elements* Clarity, fluency, and conciseness (e.g., Did s/he speak well?).

- *Affective ingredients* enthusiasm and interest (e.g., Did s/he attempt to respond to and co-operate with others during the discussion?).
- *Contributions of comments useful in the process of learning* valuable suggestions appropriate amplifications, constructive criticism, and relevant observations (e.g., Did s/he make useful substantive contributions to the discussion?)

Mid-Term Exam: 25%

A mid-term exam will be held during the sixth week of the course. It is imperative that students attend the mid-term since there will be no other alternative dates to write a make-up exam. The mid-term exam is a closed-book exam covering textbook chapters 1-5. The format will be multiple-choice and short-essay questions. More details will be provided closer to the exam date.

Final Exam: 20%

The final exam will be held in week 13 during class time. It is imperative that students attend the final exam since there will be no other alternative date to write the final exam. The final exam covers textbook chapters 6 -13. More details will be provided closer to the exam date.

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

CLASS PROTOCOL

Personal Technology

It is understood that there are pedagogical reasons for laptops to be used in class. You are encouraged to use your laptop in ways that will enhance, and not detract from, your classroom experience and the experience of those around you. Note that there will be times (e.g. during class discussions) when I will expect your laptops to be down.

STANDARDS OF PERFORMANCE

It is expected that the student will attend every class on time and stay for the entire session. It is expected that the student will have completed the assigned readings and other preparation prior to class so that the student can be actively involved in class exercises and discussions.

Students who choose to enroll in this course are personally responsible for ensuring that they can write the examination during the date/time specified by York University, and for ensuring that discretionary activities such as vacations do not conflict with examination dates and the academic requirements of this course. If the final examination is missed, a deferred exam can be written only when supporting medical documentation (accompanied by a signed physician's note) is provided to the School of HRM. Deferred final exams are common across all sections of HRM 3450, and are cumulative in nature. If a student does not write the final exam and is not able to provide acceptable medical documentation for the missed exam, she/he will need to petition for a deferral to the faculty council.

OTHER INFORMATION:

Communications with the Instructor

My preferred method of contact is by e-mail at altheag@yorku.ca. Please email me directly to this address and do NOT email through eClass messenger. When you email me, please use your full name and write the course number and section in the subject line. I will respond to your email within 48 hours.

Course Announcements

I will post messages to the class using Announcements on the eClass course site. These messages may regard such things as the exam, exam formats, course changes, etc. You should check the Announcements board frequently for messages.

eClass Course Site

The eClass course website is accessible at <https://eclass.yorku.ca/eclass>. Students will require an active Passport York Account to access the site. Secured access to this site is usually activated on the first day of term. For technical support issues related to eClass, please refer to the Student Resources page at <https://lthelp.yorku.ca/moodle>.

IMPORTANT YORK POLICIES:

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

- Student Rights & Responsibilities
- Academic Accommodation for Students with Disabilities

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 instructor 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 instructor(s):** 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 instructor's 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 instructor 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.

Using Generative Artificial Intelligence in this Course

Students are not permitted to use generative artificial intelligence (AI) in this course. Submitting any work created through the use of generative AI tools will be considered a violation of York University's Senate Policy on Academic Honesty. If you do not know whether an online resource or tool can be used in this course, please contact your instructor for guidance. For more information, please review AI Technology & Academic Integrity: Information for Students.

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.

Using Zoom

Students shall note the following:

- Zoom is hosted on servers in the United States and Canada. Recordings done since May 4, 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

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.

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 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 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.

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](#).