

Arts & Science ARTSSCI 4CI3 / Diversity and Human Rights Inquiry
2020-21, Term 1 (Fall 2020)
Tuesdays 2:30 – 5:20 PM
Virtual Synchronous Delivery via Zoom and A2L

Instructor: Dr. Arig al Shaibah
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Office Hours: Tuesdays 5:30 – 6:30 PM via Zoom

Course Description

This course will explore issues of diversity and the role of human rights protection regimes in both Canadian and international contexts.

Course Objectives

By actively participating in this course, students will have opportunities to:

- Discuss foundational concepts underpinning understanding of broad cultural diversity, social inequity and human rights in the Canadian context
- Reflect on and examine the role and manifestation of power and privilege in contributing to social inequities and human rights violations
- Apply a critical social lens to the study of diversity, inequality and human rights
- Deeply learn about issues of race, racialization and racism while considering intersectional approach to social inequity and human rights
- Consider issues of inequity and human rights in Canada in the context of colonialism and ethnocentrism
- Identify various protected rights and freedoms enshrined in Canadian legislation
- Critically explore human rights protections systems and functions in relation to inequity experienced by diverse populations in Canada
- Discuss current issues in the media and precedent cases in the courts including those involving contested rights and freedoms
- Compare and contrast human rights systems in broader global contexts
- Comment on the value and efficacy of human rights systems as mechanisms to advance concepts of equality, freedom and human dignity.

Required Texts

Eliadis, P. (2014). *Speaking Out on Human Rights: Debating Canada's Human Rights System*. Montreal, ON: MQUP.

Sensoy, O. & DiAngelo, R. (2017). *Is Everyone Really Equal?: An Introduction to Key Concepts in Social Justice Education (2nd edition)*. New York, NY: Columbia University Teachers College Press.

Kallen, E. (2010). *Ethnicity and Human Rights in Canada (3rd edition)*. Don Mills, ON, Canada: Oxford University Press.

Additional Resources for Reference Available Online

Ignatieff, M. Appiah, K., Hollinger, D. Lacquer, T., & Orentlicher, D. (2001). *Human Rights as Politics and Idolatry*. Princeton; Oxford: Princeton University Press. Access to e-book available through McMaster Library.

DiGiacomo, G. (2016). "All manner of wickedness abounds": Reconciling Queer rights and religious rights. Toronto, Canada: University of Toronto Press. Access to e-book available through McMaster Library.

Gardner, R. (n.d.). [Human Rights Law Research Guide: Comparative/Global Human Rights](#), University of Melbourne.

Walker, J. (2011). [Government of Canada Responsibilities for Domestic and International Human Rights. Background Papers from the Library of Parliament Research Publication, No. 2011-78-E. \(20 pp.\)](#)

Links to International, Canadian and Ontario Human Rights Bodies & Instruments

1. International Bodies and Instruments

- (a) [United Nations Human Rights Office of the High Commissioner](#)
- (b) International Human Rights Law
 - [International Bill of Rights:](#)
 - [Universal Declaration of Human Rights](#), 1948
 - International Covenants on Human Rights, 1966
 - [International Covenant on Economic, Social and Cultural Rights](#)
 - [International Covenant on Civil and Political Rights](#)
 - [9 Core International Human Rights Instruments](#)
 - [Non-Exhaustive List of Universal Human Rights Instruments](#)
- (c) [United Nations Declaration on Rights of Indigenous Peoples](#), 2007

2. Canadian and Ontario Bodies and Instruments

- (a) [Canadian Human Rights Commission](#) and [Tribunal](#)
- (b) Canadian Human Rights Law
 - Canadian Bill of Rights, 1960 (superseded by the Charter)
 - [Canadian Human Rights Act](#), 1977/85
 - [Canadian Charter of Rights and Freedoms](#), 1982 in [Constitution Act](#)
 - [Employment Equity Act](#), 1986/1995
- (c) [Ontario Human Rights Commission](#) and Tribunal
- (d) Provincial Human Rights Law – Ontario
 - [Ontario Human Rights Code](#), 1990
 - [Ontario Employment Equity Act](#), 1993 (repealed 1995)

Evaluation Scheme

Students will be evaluated according to the following scheme:

A. (25%) Engagement

- Class attendance and participation 10%
- Writing reflections on class readings 15% - submitted weekly

B. (25%) Current Event Presentation and Reflection

- In Class Group Presentation 20% - through last half of term
- Post Presentation Self-Reflection 5% - due a week after presentation

C. (50%) Research Paper

- Paper Outline 10% - due October 27
- Final Paper 40% - due December 22

Accessible and Sustainable Guidelines for Written Submissions

The written work submission guidelines have been chosen to support the more sustainable use of paper, energy, and toner, and meet the Gold standard of the Office of Sustainability (<http://www.mcmaster.ca/sustainability/>) and a more accessible format.

All work should be submitted with no title page, one-inch margins, using 12-point sans-serif Arial font in a Microsoft Word document. For the fall 2020 term, all written work will be submitted digitally. If for some reason work is to be submitted in hard copy, it will be printed in double-sided format.

Assignment Details

A. Engagement (25%)

Class Attendance/Participation (10%)

Students will be expected to attend all classes having read the required readings and prepared to participate in group discussions and other interactive components of the course. Absences: Students are expected to make all reasonable efforts to notify the Instructor in advance of an absence from a scheduled class.

Weekly Reflections on Class Readings (15%)

It is assumed that students will have completed all the readings and are prepared to discuss them in class. To encourage engagement with the course material, each student is to submit a weekly reading reflection which involves a critical analysis and brief reflection on each of the weekly assigned readings. No submission is due on the first class.

These reading reflections will serve to focus student thinking and prime students for interactive class discussion, as well as assist the instructor in assessing student understanding of the material, gauge student feelings towards topics, and identify areas for clarification and follow-up. A one- to two-page, single-spaced submission, written in 12-point font using Microsoft Word, should be emailed to the Instructor before the start of the class. **This brief writing submission will be considered a personal reflection of the main ideas or arguments presented in the assigned readings, along with your reaction (thoughts and feelings) to the ideas and arguments as well as any questions the readings raise.** No further research, beyond the readings for the class, is required to complete each weekly reflection.

Assignment Deadlines

Students are expected to submit the Essay, Research Paper Outline, and Final Research Paper on the dates specified in this Course Outline. **Deadline extensions will only be granted for exceptional and extenuating circumstances.** Students must make all reasonable efforts to inform the Instructor of the need for an extension in a timely manner. The Instructor reserves the right to deny requests for deadline extensions. Assignments handed in late, without permission granted, will be subject to a **1% penalty** for every day that the assignment is late beyond the deadline specified or explicitly agreed upon.

B. Group Presentations and Individual Opinion Pieces

Group Presentation (20%)

Students will be expected to collaborate in groups to prepare and present to the class on a current event or topical issue related to human rights. The topical issue must relate to the subject to be taken up in that particular class (see the class schedule). The presentation may be based on an academic (e.g., book chapter, journal article) or contemporary source (e.g., newspaper opinion piece, article in popular magazine, blog post, YouTube video, etc.).

Concepts from one or more assigned readings for that particular class must be woven into the presentation, and the group is expected to do additional research to inform the ideas and arguments they present. The presentations should be 20 minutes in duration, followed by 10 minutes for class discussion.

Student groups will provide a summary and analysis of the chosen topic, share sufficient background information and context to facilitate class engagement with the topic, and lead the class in an interactive critical discussion. Groups are invited to be creative in their use of information sources and communication methods to stimulate class discussion. An outline of the presentation's key points should be provided to the

Instructor one day before the class presentation, along with the PowerPoint presentation if one is to be used.

Group presentations will be scheduled to take place during that last five classes of the term. Group memberships will be determined, and group presentation dates assigned early in the term. All team members must be present during their scheduled oral presentation (although different members may have different roles in the presentation). The team presentation will be assessed as a whole and each team members receiving the same grade. Marks assigned will be based on the following criteria: quality of their research on the topic; application of a critical analytical framework; relevance to the course objectives; and presentation efforts and skills. Missed presentations will NOT be deferred unless there are exceptional or extenuating circumstances approved by the Instructor.

Self-Reflection on Group Presentation (5%)

Students in each group will submit a two-page single-spaced self-reflection paper describing their role in the group presentation, what they personally learned from the examination of the topic, and what they learned from the group planning dynamic as well as group presentation experience, including the most challenging and most rewarding aspects of working cooperatively in a small yet diverse learning community.

C. Final Research Paper (50%)

Students will be expected to choose a research topic related to human rights for deeper inquiry and integration of the concepts explored throughout the course. It is recommended that topic selection be done in consultation with the Instructor. The essay rubric used to grade the Paper will be provided in advance to guide students' writing.

The Final Research Paper should not exceed 12 – 15 pages long, including references (all sources cited) and bibliography (all other sources consulted but not cited). The paper should be double spaced with 1-inch margins and use 12-point arial font as well as page numbering. Ensure the course number and name (Arts & Science ARTSSCI 4CI3 / Diversity and Human Rights), your first and last name, and the date of submission is on the top of the first page. In-text citations or footnotes may be used throughout the paper, with a list of associated references at the end of the paper.

On October 27, 2020, by 11:59 pm, each student will submit an Outlines for their Final Research Paper to the Instructor by email. The Outline will include their proposed central research question(s) and a framework for inquiry into their topic. The outline will also include a list of at least 10 reference materials that have already been consulted and selected for the paper. ***The Outline will be worth 10% of the course grade.***

By December 22, 2020, at 11:59 pm, each student will submit their Final Research Paper to the Instructor by email. The Final Research Paper is to demonstrate in-depth

inquiries into the students' topics of choice and critical analysis of their central research question(s). ***The Final Paper will be worth 40% of the course grade.***

Class Schedule and Readings

Class 1 – September 8 Introduction to the Course

1. Introduction to Instructor
2. Class Introductions
3. Review of Course Objectives and Course Outline
4. Consider Teaching and Learning Community Intentions and Commitments
5. Framing of “Critical” Inquiry Approach to Course

Class 2 – September 15 Introduction to Critical Inquiry

Assigned Readings:

1. Sensoy & DiAngelo (2017): Prologue, Chapters 1 & 2 (pp. xxv – 34)
 - A Parable: Hodja and the Foreigner
 - How to Engage Constructively Courses That Take a Critical Social Justice Approach
 - Critical Thinking and Critical Theory

Class 3 – September 22 Cultural Diversity and Human Rights Systems

Assigned Readings:

1. Sensoy & DiAngelo (2017): Chapter 3 – Culture and Socialization (pp.35–49)
2. Eliadis (2014): Introducing Human Rights Systems (pp. 25 – 62)
3. [Universal Declaration of Human Rights](#), 1948

Class 4 – September 29 Legal Framework: Canadian Human Rights Statutes

Assigned Readings:

1. Sensoy & DiAngelo (2017): Chapter 4 – Prejudice & Discrimination (pp. 50 – 59)
2. Kallen (2010): Chapter 8 – The Legal Framework for the Protection of Minority Rights in Canada: Human Rights Statutes (pp. 239 – 275)

Class 5 – October 6 Legal Framework: Charter of Rights and Freedoms

Assigned Readings:

1. Sensoy & DiAngelo (2017): Chapters 5 – Oppression and Power (pp. 60 – 79)
2. Kallen, E. (2010). Chapter 9 – The Legal Framework for the Protection of Minority Rights in Canada: The Canadian Constitution and Its Charter of Rights and Freedoms. Pp. 276 – 312.

Mid-term Recess – Monday, October 12 – Sunday, October 18

Class 6 – October 20 Systemic and Structural Inequalities

Assigned Readings:

1. Sensoy & DiAngelo (2017): Chapters 6, 7 & 8 (pp. 80 – 140)
 - Understanding Privilege Through Ableism; Invisibility of Oppression Through Sexism; Structural Nature of Oppression Through Racism

Class 7 – October 27 Race, Racialization and Racism

Assigned Readings:

1. Kallen (2010): Chapters 1 & 2 (pp. 35 – 80)
 - Human Unity and Cultural Diversity: The Janus-faced Underpinnings of Ethnicity, Human Rights, and Racism
 - The Anatomy of Racism: Key Concepts behind Invalidation of Racial-Ethnic Difference

Additional Resources For Your Information:

- CRRF. (2019). [*Executive Summary – Race relations in Canada 2019: A survey of Canadian public opinion and experience. Environics Institution.*](#)

Class 8 – November 3 Do We Still Need Human Rights?

Group Presentation: Temporary Migrant Worker Rights

Assigned Readings:

1. Eliadis, P. (2014). *Do We Still Need Them? Pp. 109 – 156.*
2. Basok, T. (2016). Temporary migrant workers in Canada: Protecting and extending labour rights. In G. DiGiacomo, (Ed., pp. 145 – 167), *Human rights: Current issues and controversies*. Toronto, Canada: University of Toronto Press.
3. Available online through McMaster Libraries.

Class 9 – November 10 Enforcing Human Rights

Group Presentation: Enforceability of International Human Rights Law

Group Presentation: Role and Efficacy of NGOs, Advocacy and Activist Groups

1. Ignatieff, M., Appiah, K., Hollinger, D., Laqueur, T., & Orentlicher, D. (2001). Human Rights as Politics. In A. Gutmann, (Ed., pp. 3 – 52), *Human Rights as Politics and Idolatry*. Princeton; Oxford: Princeton University Press. Available online through McMaster Libraries.

2. Zarnett, D. (2016). Human rights NGOs. In G. DiGiacomo, (Ed., pp. 114 – 141), *Human rights: Current issues and controversies*. Toronto, Canada: University of Toronto Press. Available online through McMaster Libraries.

Class 10 – November 17 Gender-Based Rights and Gender Equity

Group Presentation: Gender-Based Violence as a Human Right Issue
Group Presentation: Sustainable Development Goals (SDGs) and Gender Equity

1. Backhouse, C. (2014). Chapter 8 – Sexual Harassment: A Feminist Phrase That Transformed the Workplace. In S. Day, L. Lamarche, & K. Norman (Eds.), *14 Arguments in Favour of Human Rights Institutions*. (pp. 209 – 236). Toronto, ON, Canada: Irwin Law Inc. Uploaded in Avenue to Learn.
2. [Consortium on Gender, Security & Human Rights](#). (2017). [Feminist critiques of the sustainable development goals](#). University of Massachusetts Boston. (30 pp.)

Class 11 – November 24 Contesting Human Rights

Group Presentation: Human Rights Myths, Misconceptions and Backlash

Assigned Readings:

1. Eliadis (2014): Are They Fair? (pp. 157 – 202)
2. Clément, D. (2016). Chapter 5 – Contesting Human Rights. In D. Clément, *Human Rights in Canada: A History*. (pp. 121 – 144). Waterloo, ON, Canada: Wilfrid Laurier University Press. Available online through McMaster Libraries.

Class 12 – December 1 Anti-Hate Provisions

Group Presentation: Free Speech vs. Hate Speech Debate on Campuses
Group Presentation: Repeal of Section 13 of the Canadian Human Rights Act

1. Moon, R. (2014). Chapter 10 – The Hate Speech Diversion. In S. Day, L. Lamarche, & K. Norman (Eds.), *14 Arguments in Favour of Human Rights Institutions*. (pp. 279 – 302). Toronto, Canada: Irwin Law Inc. Uploaded in Avenue to Learn.
2. Walker, J. (2018). [Hate Speech and Freedom of Expression: Legal Boundaries in Canada](#). Background Papers from the Library of Parliament Research Publication, No. 2018-25-E. (28 pp.)
3. O’Sullivan, D. (October 7, 2019). [There are differences between free speech, hate speech and academic freedom – and they matter](#). The Conversation. Available online.

Class 13 – December 8 Competing Rights

Group Presentation: Considering Competing Queer and Religious Rights

FOSTERING A CULTURE OF RESPECT FOR HUMAN DIGNITY AND INTEGRITY

In keeping with its [Statement on Building an Inclusive Community with a Shared Purpose](#), McMaster is committed to safeguarding the rights of campus community members to study and work in an environment that is free for Discrimination, Harassment and Sexual Violence, in accordance with McMaster's [Discrimination and Harassment Policy](#) and [Sexual Violence Policy](#).

The [Human Rights & Dispute Resolution Program](#) and the [Sexual Violence Prevention & Response Office](#), both within the [Equity and Inclusion Office](#), are available to any community member seeking to confidentially disclose an experience of discrimination, harassment and sexual violence, to receive trauma-informed, anti-oppressive and culturally relevant support, and/or to obtain consultation or advice on reporting options. Contact equity@mcmaster.ca for more information.

SENATE-APPROVED ADVISORY STATEMENTS

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY / PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., online search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ONLINE ELEMENT

Some courses may use online elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses online elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**. See the [Code & Online Communities](#).

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized

distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

NOTES FOR ALL ARTS & SCIENCE COURSES

1. Some of the statements above refer to a “Faculty Office”; please note that the Arts & Science Program Office serves in this capacity.
2. It is the responsibility of students to check their McMaster email regularly. Announcements will be made in class, via A2L, and/or via the course email distribution list.