

**Arts & Science ARTSSCI 4CI3 / Diversity and Human Rights Inquiry**  
**2021-22, Term 1 (Fall 2021) Thursdays 8:30 – 11:20 AM (EST)**  
**Virtual Synchronous Delivery via Zoom**

---

<b>Instructor:</b>	Dr. Arig al Shaibah
<b>Email:</b>	<a href="mailto:alshaja@mcmaster.ca">alshaja@mcmaster.ca</a>
<b>Office Hours:</b>	Thursdays 11:30 AM – 12:30 PM via Zoom or in person (alternating or as needed) in-person meeting will be in University Hall Room 105

---

### **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 (3<sup>rd</sup> edition)*. Don Mills, ON, Canada: Oxford University Press.

### **Additional Resources for Reference Available Online**

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 Human Rights 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 Human Rights 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:

- |   |                         |
|---|-------------------------|
| <b>A. (25%) Participation</b>                     |                         |
| • Class attendance                                | 9% (¾ % per class)      |
| • Weekly writing reflections on class readings    | 11% (1% per submission) |
| • Engagement and insight via class or reflections | 5% <sup>1</sup>         |
| <b>B. (20%) Team Teaching</b>                     |                         |
| • In Class Group Presentation (due as assigned)   | 15% <sup>2</sup>        |
| • Self-Reflection (due a week after presentation) | 5% <sup>1</sup>         |
| <b>C. (55%) Research-Based Term Paper</b>         |                         |
| • Paper Outline (due October 28)                  | 15% (rubric)            |
| • Final Paper (due December 16)                   | 40% (rubric)            |

## **Accessible and Sustainable Guidelines for Written Submissions**

All work should be submitted with using one-inch margins and 12-point Times New Roman font in a Microsoft Word document. For the fall 2021 term, all written work will be submitted digitally.

If for some reason work is to be submitted in hard copy, it should be printed in double-sided format. 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.

## **Assignment Deadlines**

Students are expected to submit the assignments 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.

---

<sup>1</sup> Poor=1%; Fair=2%, Good=3%, Excellent=4%, Outstanding 5%

<sup>2</sup> Poor=1-3%; Fair=4-6%, Good=7-9%, Excellent=10-12%, Outstanding 13-15%

## **Assignment Details**

### **A. Participation (25%)**

#### ***Class Attendance (9%)***

Students are expected to attend all classes having read the required readings and prepared to participate in group discussions and other interactive components of the course.

**Students are expected to make all reasonable efforts to notify the instructor in advance of an absence from a scheduled class. Attendance at each class, from week 1 – 12, will earn a student  $\frac{3}{4}$  % points each week.**

#### ***Weekly Writing Reflections on Class Readings (11%)***

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 brief reflection on the weekly assigned readings. This brief writing submission will be considered a personal reflection of the main ideas or arguments presented in the assigned readings including the student's reaction (thoughts and feelings) to the ideas and arguments, as well as any questions the readings raise for the student. No further research, beyond the readings for the class, is required to complete each weekly reflection. The writing 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.

Writing reflections should be 250 – 500 words long. They must be submitted to the Instructor by **8:30 AM EST on Wednesday the day before the class each of weeks 2 - 12. No submission is due on the first class. Each writing reflection submitted will earn a student 1 % point each week.**

#### ***Engagement and Insight (5%)***

The level of student engagement and insight expressed in the class discussions and the writing reflections can earn students up to 5 % points.

### **B. Team Teaching**

#### ***In-Class Group Presentation (15%)***

Students will be expected to collaborate in teams of 3-4 students to prepare and present to the class on a topic related to the class readings and course material. Group presentations will be scheduled to take place in the second half of the course, after the mid-term recess. The Instructor will facilitate a method for assigning group members to selected topics early in the term.

In addition to engaging the class readings, the presentation may also engage additional information whether from academic (e.g., scholarly works, peer reviewed journal article) or contemporary (e.g., newspaper opinion piece, article in popular magazine, blog post, YouTube video, etc.) sources.

Key concepts from the class readings should be woven into the presentation, along with additional research on the subject to inform the ideas and arguments presented. Teams should plan for their presentations to be no longer than 45 minutes in duration, including time for interactive discussion (woven through or after the presentation).

Teams will lead the class in an interactive critical discussion and should prepare guiding questions to facilitate this discussion. Teams are invited to be creative in their use of communication methods to stimulate class discussion. An outline of the presentation's key points, or the PowerPoint presentation if one is being used, should be provided to the Instructor one day before the class presentation.

All team members must be present during their scheduled oral presentation (although different members may have different roles in the presentation). The group presentation will be assessed as a whole, and each team member will receive 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.

### ***Post-Presentation Individual Self-Reflection (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. Research-Based Term Paper**

Students will be expected to choose a research topic for deeper inquiry and exploration, on which they will write a research-based term paper. The chosen topic and paper must engage or be related to the course content. A detailed rubric will be used to grade the Paper, and this rubric will be provided to guide students' writing.

A paper **Outline worth 15%** of the course grade must be submitted to the instructor by 11:59 pm (EST) on **October 28, 2021**. The Outline provides a roadmap for the writing process leading to the Final Paper submission. The Outline should include the following components, which will be elaborated in the Final Paper:

- (1) a draft **Introduction** or purpose of the paper to familiarize the reader with the problem or issue to be addressed and the thesis or argument to be presented;
- (2) draft sections of the **Body** divided into clear headings and subheadings describing and preceding the topics to be discussed;
- (3) a draft **Conclusion** that summarizes the key points made in the paper the final thesis or argument and closing statement; and
- (4) a draft list of References consulted and appropriately cited using APA (7<sup>th</sup> Edition) Referencing Style.

The **Final Paper worth 40%** of the course grade must be submitted to the instructor by 11:59 pm (EST) on **December 16, 2021**. The Final Paper must be double spaced with 1-inch margins and use 12-point Times New Roman. The Paper must be 10 – 12 pages long (not including the title page and references) and include page numbering. The title page must include the title of the paper, the full name and ID number of the student, the date of submission, and the course name and code number (Arts & Science ARTSSCI 4CI3 / Diversity and Human Rights Inquiry).

### **Class Schedule and Readings**

#### **Class 1 – September 9 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
6. Polling for Team Teaching/Group Presentations

#### **Class 2 – September 16 Introduction to Critical Social Inquiry, Culture and Socialization**

##### **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
2. Sensoy & DiAngelo (2017): Chapter 3 – Culture and Socialization (pp.35–49)

### **Class 3 – September 23** **International Human Rights Systems**

#### Assigned Readings:

1. [Universal Declaration of Human Rights](#), 1948
2. Kallen (2010): Introduction – Conceptualizing the Human Rights Approach: Guidelines from International Human Rights Instruments (pp. 1 – 34)

#### Optional Reading for Reference

- [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](#)
- [United Nations Declaration on Rights of Indigenous Peoples](#), 2007

### **Class 4 – September 30** **Legal Framework: Canadian Human Rights Statutes**

#### Assigned Readings:

1. Sensoy & DiAngelo (2017): Chapter 4 – Prejudice & Discrimination (pp. 50 – 59)
2. Sensoy & DiAngelo (2017): Chapters 5 – Oppression and Power (pp. 60 – 79)
3. Kallen (2010): Chapter 8 – The Legal Framework for the Protection of Minority Rights in Canada: Human Rights Statutes (pp. 239 – 275)

### **Class 5 – October 7** **Legal Framework: Charter of Rights and Freedoms**

#### Assigned Readings:

1. Eliadis (2014): Introducing Human Rights Systems (pp. 25 – 62)
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 11 – Sunday, October 17**

## **Class 6 – October 21** **Systemic and Structural Inequalities**

### **Team Teaching: Systemic Discrimination**

#### 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

#### Optional Reading for Reference:

- Verma, V. & Wentz, M. (2019). [Systemic remedies to address institutional racism: Lessons learned from \*McKinnon v. Ontario \(Ministry of Correctional Services\)\*](#).

## **Class 7 – October 28** **Race, Racialization and Racism**

### **Team Teaching: Race-Related Human Rights**

#### 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

#### Optional Reading for Reference:

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

## **Class 8 – November 4** **Do We Still Need Human Rights?**

### **Team Teaching: The Role of NGOs**

#### Assigned Readings:

1. Eliadis, P. (2014). *Do We Still Need Them?* Pp. 109 – 156.
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 9 – November 11** **Gender-Based Human Rights**

### **Team Teaching: Sexual Harassment**

#### Assigned Readings:

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. Walters, R. (2013). Are women’s rights human rights? *E-international Relations*, pp. 1 - 7. Available at: <https://www.e-ir.info/2013/07/20/are-womens-rights-human-rights/>.

#### Optional Reading for Reference:

- [Convention on the Elimination of All forms of Discrimination against Women \(CEDAW\)](#)

## **Class 10 – November 18** **Contesting Human Rights**

### **Team Teaching: Contesting Human Rights – 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 11 – November 25** **Anti-Hate Provisions**

### **Team Teaching: Free Speech vs. Hate Speech Debate on Campuses**

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. O’Sullivan, D. (October 7, 2019). [There are differences between free speech, hate speech and academic freedom – and they matter](#). The Conversation. Available online.

Optional Reading for Reference:

- 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.)

**Class 12 – December 2**  
**Competing Rights**

**Team Teaching: Considering Competing Rights**

Assigned Readings:

1. Eliadis (2014): Signal Cases, Rights Conflicts, and Building a Human Rights Culture (pp. 203 – 239)
2. Busby, K. (2016). “All manner of wickedness abounds”: Reconciling Queer rights and religious rights. In G. DiGiacomo, (Ed., pp. 281 – 308), *Human rights: Current issues and controversies*. Toronto, Canada: University of Toronto Press. Available online through McMaster Libraries.
3. Kinitz, D.J. (March 10, 2020). [How I ended up in conversion therapy and why Canada’s proposed ban is only a first step for LGBTQ+ youth](#). *The Conversation*. Available online.

Optional Reading for Reference:

- [Policy on Competing Human Rights](#), OHRC
- Learning About Competing Rights under the Ontario Human Rights Code. Available online at: <http://www.ohrc.on.ca/en/learning/competing-human-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](mailto: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](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), 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](http://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](mailto: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

In the event of an absence for medical or other reasons, students should review and follow the [Policy on 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.
3. For additional information regarding requests for accommodation, relief for missed term work (e.g. MSAF), deferred examinations, etc., students should read carefully the [Requests](#) and [Resources](#) pages on the Arts & Science Program website.