



The University of Western Ontario  
Sociology 3350F-001  
Striving for Equity: Policy and Practice  
Fall 2022

Delivery Mode	Date/Time	Location
In-person	<b>Wednesdays 1:30-4:30</b>	TC-342

Course Instructor	Contact Information
Dr. Julie McMullin	<a href="mailto:mcmullin@uwo.ca">mcmullin@uwo.ca</a> Department of Sociology, Office SSC 5206

**Office Hours:** Tuesdays 1:00-3:00 or by appointment (in person or zoom).

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## 1. Course Description

This class examines the theory and practice of Equity, Diversity, and Inclusion (EDI). First, we consider how key sociological concepts including power, oppression, and intersectionality frame EDI in Canada. Next, we critically examine EDI in Higher Education, Sport, the Criminal Justice System, and Media using a case study approach.

**Prerequisite(s):** Registration in third or fourth year in any program.

Unless you have either the prerequisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

**Anti-requisite(s):** None

**Course Weight:** 0.50

## 2. Course Outcomes/Learning Objectives:

Upon successful completion of this course, students will be able to:

- Understand EDI from a sociological perspective.
- Apply sociological concepts to the practice of EDI.
- Critically examine policy, culture, and organizational structure through an EDI lens.
- Develop practical solutions to solve problems of EDI in various domains of social life.
- Explain the importance of EDI considerations to stakeholders.
- Present complex ideas in accessible ways.

## 3. Course Format

This is an **in-person course**.

### **Contingency plan for an in-person class pivoting to 100% online learning:**

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, affected course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor.

## 4. Course Material

Course material will be available on OWL.

## 5. Communication

The best way to reach me is through email ([mcmullin@uwo.ca](mailto:mcmullin@uwo.ca)). I will endeavour to reply to messages within 24 hours between Monday and Friday and within 48 hours on Saturday and Sunday.

## 6. Method of Evaluation

The evaluation methods described in the course outline are essential requirements for the course.

Students are expected to attend all classes and to come to class prepared to critically discuss the readings and other course material.

Students will be required to upload all assignments to OWL.

<b>Evaluation Component</b>	<b>Brief Description</b>	<b>Due Date</b>	<b>Percentage of Grade</b>
Participation	Answer weekly lesson questions; attend class; discuss answers to lesson questions in class	On-going	20%
Assignment #1	<b>Concept Paper and Infographic:</b> Write a three-page paper (i.e., approximately 750 words) that explains the relationships between the concepts that were discussed in Part 1 of this course and describes how EDI can be understood from a sociological perspective. The paper should reference the course readings, cite all relevant sources, and include a bibliography. The bibliography is not included in the page count. Using this paper, develop an infographic or concept map that identifies and illustrates the connections and relationships among the concepts discussed in Part 1 of this course.	October 26, 2022	30%

Assignment #2	<b>Essay:</b> Write an 8-to-10-page (i.e., 2000-2500 words), double spaced paper that critically analyzes a social domain (one that was not discussed in this course, e.g., health care systems) from an EDI perspective using the concepts discussed in this class. In this paper, discuss practical solutions and recommendations to the EDI issues that you uncover. The analysis and recommendations should be supported and informed by secondary evidence (six or more sources). All relevant sources must be cited and included in a bibliography.	December 8, 2022	50%
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## 7. Course Content and Schedule

Students should check the course OWL site frequently to access the online lessons, course material, and for key deadlines. Students are responsible for checking the OWL site on the morning of each class to determine whether the class will need to be conducted online.

Week	Dates-2022	Topics/Readings	Activities/Deadlines
1	Sept. 14	How is equity different from equality? What is inclusion from a sociological perspective?	<ul style="list-style-type: none"> <li>• Read the syllabus</li> <li>• Complete the readings</li> <li>• Complete the online lessons</li> </ul>

		Allman, Dan (2013). "The Sociology of Social Inclusion" <i>Sage Open</i> (January-March): 1-16.	
2	Sept. 21	<p>How is social justice related to discussions of equity?</p> <p>Do workplace diversity policies really work?</p> <p>Jost, J. T., &amp; Kay, A. C. (2010). Social justice: History, theory, and research. In S. T. Fiske, D. T. Gilbert, &amp; G. Lindzey (Eds.), <i>Handbook of social psychology</i> (pp. 1122–1165). John Wiley &amp; Sons</p> <p>Embrick, David G. (2011). "The Diversity Ideology in the Business World: A New Oppression for a New Age". <i>Critical Sociology</i> 37(5): 541-556.</p>	<ul style="list-style-type: none"> <li>• Complete the readings</li> <li>• Complete the online lessons</li> </ul>
3	Sept. 28	<p>How are key sociological concepts like power and oppression connected to EDI?</p> <p>DiAngelo, Robin (2011). "White Fragility" <i>International Journal of Critical Pedagogy</i>, Vol 3 (3) (2011) pp 54-70</p>	<ul style="list-style-type: none"> <li>• Complete the readings</li> <li>• Complete the online lessons</li> <li>• Write a point form outline for short paper and infographic</li> </ul>
4	Oct. 5	<p>What is intersectionality and how does it relate to EDI?</p> <p>Hankivsky, Olena (2014) <i>Intersectionality 101</i> The Institute for Intersectionality research &amp; Policy. Vancouver: Simon Fraser University. (pp. 1-23).</p>	<ul style="list-style-type: none"> <li>• Complete the readings</li> <li>• Complete the online lessons</li> <li>• Work on short paper and infographic</li> </ul>
5	Oct. 12	<p>EDI in Higher Education: Focus on Gender</p> <p>Oleschuk M. Gender (2020) "Equity Considerations for Tenure and</p>	<ul style="list-style-type: none"> <li>• Complete the readings</li> <li>• Complete the online lessons</li> </ul>

		Promotion during COVID-19." Canadian Review of Sociology. 57(3):502-515.	<ul style="list-style-type: none"> <li>• Work on short paper and infographic</li> </ul>
6	Oct. 19	<p>Higher Education: Focus on Social Class</p> <p>NGO, May (2015). "The 'C' Word:Class, Migrants and Academia." Bread and Roses: Voices of Australian Academics from the Working Class. Michell, Dee, Jacqueline Z. Wilson, and Verity Archer (eds.) pp. 3-8. Boston: Sense Publishers</p> <p>Forsey, Martin (2015). "I DIDN'T WORK FOR IT The Acquisition of an Academic Habitus (Or How a Working-Class Kid Got a Middle-Class Job)" Chapter 2 in Bread and Roses: Voices of Australian Academics from the Working Class. Michell, Dee, Jacqueline Z. Wilson, and Verity Archer (eds.) pp. 9-17. Boston: Sense Publishers</p>	<ul style="list-style-type: none"> <li>• Complete the readings</li> <li>• Complete the online lessons</li> <li>• Work on short paper and infographic</li> </ul>
7	Oct. 26	<p>Sport: Focus on Transgender Athletes</p> <p>Fischer, M., and Jennifer McClearen. 2020. "Transgender Athletes and the Queer Art of Athletic Failure." Communication &amp; Sport 8(2): 147-167.</p>	<p><b>Assignment 1 Due-See Owl for Details</b></p> <ul style="list-style-type: none"> <li>• Complete the readings</li> <li>• Complete the online lessons</li> </ul>
<b>8</b>	<b>Nov. 2</b>	<b>Reading Week</b>	<b>Rest and get caught up on readings and course work.</b>
9	Nov.9	Sport: Focus on Multiculturalism and Race	<ul style="list-style-type: none"> <li>• Complete the readings</li> <li>• Complete the online lessons</li> </ul>

		Hylton, Kevin (2010) "How a turn to critical race theory can contribute to our understanding of 'race', racism and anti-racism in sport". <i>International Review for the Sociology of Sport</i> . 45(3):335-354.	
10	Nov. 16	Criminal Justice System: Focus on Anti-Black Racism Neugebauer, Robynne (2000). "Kids, Cops, and Colour: The Social Organization of Police-Minority Youth Relations". Chapter 5 in <i>Criminal Injustice: Racism in the Criminal Justice System</i> . Robynne Neugebauer (ed.) Toronto: Canadian Scholars Press.	<ul style="list-style-type: none"> <li>• Complete the readings</li> <li>• Complete the online lessons</li> </ul>
11	Nov. 23	Criminal Justice System: Focus on Indigenous Peoples  Cardoso, Tom (2020) <i>"Bias behind bars: A Globe investigation finds a prison system stacked against Black and Indigenous inmates"</i> October 24, 2020.  M.E. Turpel/Aki-Kwe (2000). "Further Travails of Canada's Human Rights Record: The Marshall Case". Chapter 14 in <i>Criminal Injustice: Racism in the Criminal Justice System</i> . Robynne Neugebauer (ed.) Toronto: Canadian Scholars Press.	<ul style="list-style-type: none"> <li>• Complete the readings</li> <li>• Complete the online lessons</li> </ul>
12	Nov. 30	Media: Age and Ability  Hurd, Laura, Raveena Mahal, Suzanne Ng, Deana Kanagasingam (2020). "From invisible to extraordinary: Representations of older LGBTQ persons in Canadian	<ul style="list-style-type: none"> <li>• Complete the readings</li> <li>• Complete the online lessons</li> </ul>

		print and online news media". <i>Journal of Aging Studies</i> (55): 1-9  Parsons, Alexandria L., Arleigh J. Reichl, Cory L. Pedersen (2017) "Gendered Ableism: Media Representations and Gender Role Beliefs' Effect on Perceptions of Disability and Sexuality." <i>Sexuality and Disability</i> (35): 207-225.	
13	Dec. 7	Review	Clarifying course material/Work on Paper

## 8. Online lessons

This course requires students to complete online lessons. Completion of these lessons will count toward your participation grades. These lessons and other course material are available on OWL: <http://owl.uwo.ca>.

## 9. Student Absences/Academic Consideration for Missed Work

If you are unable to meet a course requirement due to illness or other serious circumstances, please follow the procedures below.

### **Assessments worth 10% or more of the overall course grade:**

For work totaling 10% or more of the final course grade, students must provide valid medical or supporting documentation to their Home Faculty Academic Counselling Office as soon as possible. Extensions will be negotiated in these cases.

**Note:** missed work can *only* be excused through one of the mechanisms above. Being asked not to attend an in-person course requirement due to potential COVID-19 symptoms is **not** sufficient on its own. Students should check the Western website to see what directives for Covid are to be followed. Western has been and will continue to follow directives established by the Middlesex-London Health Unit. That directive will state whether students should or should not come to campus/class and any other requirements (e.g., masks are mandatory). Please check on your own and do not email



the instructor, the Department Undergraduate Advisor/Coordinator or the Faculty of Social Science Academic Counselling Office.

Western's policy on Accommodation for Medical Illness can be found at [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf). The student medical certificate is available at [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf)

**Religious Accommodation:** When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and the Academic Counselling office of their Faculty of Registration. Please consult University's list of recognized religious holidays (updated annually) at <https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work and are encouraged to make appropriate decisions based on their specific circumstances.

## 10. Accessibility Options

Students with disabilities or accessibility challenges should work with [Accessible Education](#) (formerly Services for Students with Disabilities-SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy may be found here: [Academic Accommodation for Students with Disabilities](#)

Information regarding accommodation of exams is available on the Registrar's website:

[www.registrar.uwo.ca/academics/examinations/accommodated\\_exams.html](http://www.registrar.uwo.ca/academics/examinations/accommodated_exams.html)

## 11. Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a [Scholastic Offence](#).

**A Note on Plagiarism:** Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence.

**Plagiarism Checking:** All required papers and take-home exams may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

## 12. Mental Health

If you or someone you know is experiencing distress, there are several resources available at Western to help. Please visit Western's [Health and Wellness website](#) for more information on mental health resources.

## 13. Support Services

[Western's Support Services](#)  
[Academic Support and Engagement Services](#)

## 14. Important Dates

Please refer to the [Western's academic calendar](#) for important dates

Please visit the Social Science Academic Counselling webpage for information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters: [Academic Counselling - Western University \(uwo.ca\)](#).

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html). To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).