



The University of Western Ontario
Sociology 3350F-001
Striving for Equity: Policy and Practice
Fall 2024

Delivery Mode	Date/Time	Location
In-person	TBA	TBA

Course Instructor	Contact Information
Dr. Julie McMullin	mcmullin@uwo.ca Department of Sociology

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

COURSE OBJECTIVES AND LEARNING OUTCOMES:

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.

COURSE MATERIAL:

Course material will be available on OWL Brightspace.

COMMUNICATION:

Students are responsible for checking the course [OWL Brightspace](#) site on a regular basis for news and updates. This is the primary method by which information will be disseminated to all students in the class.

The best way to reach me is through email (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.

COURSE CONTENT AND SCHEDULE:

Students should check the course [OWL Brightspace site](#) frequently to access the online lessons, course material, and for key deadlines.

Week	Dates 2024	Topics/Readings	Activities/Deadlines
1	Sept. 10	How is equity different from equality? Defining Equity, Diversity, and Inclusion No reading this week.	<ul style="list-style-type: none"> • Read the syllabus • Complete the getting to know you survey. • Complete the online lessons (Module 1)
2	Sept. 17	What is inclusion from a sociological perspective? Allman, Dan (2013). "The Sociology of Social Inclusion" <i>Sage Open</i> (January-March): 1-16.	<ul style="list-style-type: none"> • Complete the readings • Complete the online lessons
3	Sept. 24	How are key sociological concepts like power and oppression connected to EDI? DiAngelo, Robin (2011). "White Fragility" <i>International Journal of Critical Pedagogy</i> , Vol 3 (3) (2011) pp 54-70	<ul style="list-style-type: none"> • Complete the readings • Complete the online lessons • Write a point form outline for short paper and infographic
4	Oct. 1	What is intersectionality and how does it relate to EDI? Hankivsky, Olena (2014) Intersectionality 101 The Institute for Intersectionality research &	<ul style="list-style-type: none"> • Complete the readings • Complete the online lessons • Work on short paper and infographic

		Policy. Vancouver: Simon Fraser University. (pp. 1-23).	
5	Oct. 8	EDI in Higher Education: Focus on Gender Oleschuk M. (2020) "Gender Equity Considerations for Tenure and Promotion during COVID-19." Canadian Review of Sociology. 57(3):502-515.	<ul style="list-style-type: none"> • Complete the readings • Complete the online lessons • Work on short paper and infographic
	Oct.15	Reading Week	Rest, Get caught up, and continue working on your assignment.

6	Oct. 22	<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 MiddleClass 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"> • Complete the readings • Complete the online lessons • Work on short paper and infographic
7	Oct. 29	<p>Sport: Focus on Transgender Athletes</p> <p>Fischer, M., and Jennifer McClearen. 2020. "Transgender Athletes and the Queer Art of Athletic Failure." Communication & Sport 8(2): 147-167.</p>	<p>Assignment 1 Due-See Owl for Details</p> <ul style="list-style-type: none"> • Complete the readings • Complete the online lessons
8	Nov. 5	<p>Sport: Focus on Multiculturalism and Race</p>	<ul style="list-style-type: none"> • Complete the readings • Complete the online lessons

		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.	
9	Nov. 12	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"> • Complete the readings • Complete the online lessons
10	Nov. 19	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"> • Complete the readings • Complete the online lessons

11	Nov. 26	<p>Media: Age and Ability</p> <p>Hurd, Laura, Raveena Mahal, Suzanne Ng, Deana Kanagasingam (2020). "From invisible to extraordinary: Representations of older LGBTQ persons in Canadian print and online news media". <i>Journal of Aging Studies</i> (55): 1-9</p> <p>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.</p>	<ul style="list-style-type: none"> • Complete the readings • Complete the online lessons • Work on final paper
12	Dec. 3	Review	Independent Study/Work on Paper

ONLINE LESSONS:

This course requires students to complete online lessons which involves writing answers to weekly questions. Completion of these lessons will count toward your participation grades. These lessons and other course material are available on OWL Brightspace

Google Chrome or Mozilla Firefox are the preferred browsers to optimally use OWL. If you need assistance, support is available on the [Owl Brightspace help page](#).

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 are expected to submit each assignment by the deadline listed. Should illness or extenuating circumstances arise, students are permitted to submit their assignment up to 72 hours past the deadline without academic penalty. **Should students submit their assessment beyond 72 hours past the deadline, a late penalty of 5% per day will be subtracted from the assessed grade. As flexible deadlines are used in this course, requests for academic consideration will not be granted.**

Students will be required to upload all assignments to OWL Brightspace.

Evaluation Component	Brief Description	Due Date	Percentage of Grade
Participation	<p>Answer weekly lesson questions on Owl Brightspace course site. Answers are due two days before class, but the forms will be open for an additional week.</p> <p>Attend class. Class attendance will be taken using IClicker. Students are allowed 2 absences without penalty.</p> <p>Discuss answers to lesson questions in class.</p> <p>Complete two online EDI certificates.</p>	On-going	25%

Assignment #1	<p>Concept Paper and Infographic: Write a 750 word paper 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.</p>	October 22, 2024	30%
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Assignment #2	Essay: Write 2000-2500 word 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 6, 2024	45%
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STUDENT ABSENCES:

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

University policy on academic considerations are described [here](#). This policy requires that all requests for academic considerations must be accompanied by a self-attestation. Further information about academic considerations, and information about submitting this self-attestation with your academic consideration request may be found here. Please note that any academic considerations granted in this course will be determined by the instructor, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline.”

Students must familiarize themselves with the [Policy on Academic Consideration – Undergraduate Students in First Entry Programs](#). Students

missing course work for medical, compassionate or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term without supporting documentation. Note that supporting documentation is always required for academic consideration requests for examinations scheduled by the office of the registrar (e.g. December and April exams) and for practical laboratory and performance tests typically schedule during the last week of the term. Students should also note that the instructor may designate one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner.

Students with an approved absence from an in-class test or exam will be required to write a makeup exam. Course professor or teaching assistant(s) may not be available to respond to questions during the makeup exam. Students should be aware that the make-up test will not necessarily be in the same format, be of the same duration, or cover the same material as the original test.

Artificial Intelligence:

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments and perspectives. The use of AI tools can serve as a starting point for exploring a topic, with students expected to uphold academic integrity by appropriately attributing all sources of information and avoiding plagiarism. Essays and written assignments should reflect the student's own thoughts and independently written work. Students should also generate their own figures (e.g., graphs, diagrams) rather than using AI generated ones. By adhering to these guidelines, students contribute to a responsible and effective

learning environment that promotes critical thinking, independent inquiry and allows you to produce original written contributions. The same principles also apply to the use of translation software to support the writing the essays and other written assessments.

Academic Policies:

Please review the Department of Sociology "[Important Academic Policies](https://sociology.uwo.ca/undergraduate/courses/Academic_Policies.pdf)" document https://sociology.uwo.ca/undergraduate/courses/Academic_Policies.pdf for additional information regarding:

- Scholastic Offences
- Plagiarism
- Copyright
- Course Selection
- Absence from Course Commitments
- Missed Tests and Exams
- Religious Accommodations
- Accessibility Options
- Mental Health
- Gender-Based and Sexual Violence statement