

Course: MPA 893 – Special Topics: Policy and EDII

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Class time: 11am – 1pm

Office Hours: By appointment

COURSE OVERVIEW:

Why EDII is important for policy

Discrimination and segregation have existed for as long as differences have existed between individuals, that is, for time immemorial. All forms of discrimination and segregations are however social constructs. There is nothing in human biology that points to the fact that individuals are less capable of doing anything or achieving anything based on their skin colour, gender or any other features that distinguish humans. Nonetheless, society has embraced social constructs that affirm oppression for visible minority groups and policies need to be put in place that ensure that oppressed groups can have equal and equitable access and use to resources in order to fair as well as the non-oppressed groups do.

Description of the course

This is a course designed for graduate students who yearn for a deeper understanding of Equity, Diversity, Inclusion and Indigenization (EDII) issues for formulating policy, policy analysis and policy decisions. The brutal killing of an unarmed black man, George Floyd, at the hands of the police in the United States in May 2020 sparked debates about thousands of years of injustice and oppression towards visible minorities. Some of the debates focused on systemic racism. It is imperative that policy makers not only focus on formulating EDII focused policies around the time when the protests and debates are heated. Such policies should be adopted as a way of reversing the damage and challenges posed by lack of diversity and equal opportunity for underrepresented groups that has occurred for many years. The growing need to integrate EDII data in the development of public policy in healthcare, finance, education, immigration, and many other areas is making EDII training a sought-after skill in a growing number of positions. This course is an introduction to EDII topics that will be applicable in analyzing public policy and in other public administration jobs. We will discuss how policy practitioners and public administrators can incorporate EDII tools to answer questions about the world.

Example: Has the COVID-19 pandemic had an impact on the increase of gender-based violence? Which gender is likely to have more victims of gender-based violence? Within the genders, are we only focusing on a gender dichotomy? Are there differences in the ways that men, women and individuals who identify on the gender and sex spectrum face gender and sex-based violence? Which underrepresented groups are more at risk? Can we formulate gender-based violence policies that can ameliorate gender-based violence in times of crises such as COVID-19?

Prerequisites: There are no required prerequisites for this course.

General themes: The general themes that I will cover in this course include race, gender, sexuality, disability, oppression, faith, intercultural communication, the experiences of indigenous people of Canada and immigrant experiences of workers, refugees and international students.

Goals: The three main goals of this course are to:

- 1) To provide the background necessary to read, understand and analyze policy from an EDII perspective.
- 2) To give students the foundation necessary to question status quo as it relates to EDII in society.
- 3) To teach practical skills in applying EDII to policy.

Website: Additional information, lecture outlines, links to readings, the calendar/reading list, and other useful information about this class can be found on OnQ.

LEARNING OUTCOMES:

The overarching objective of Special Topics: Policy and EDII is for students to formulate and questions policies in their future careers based on well-reasoned historical facts and arguments from an EDII lens. By the end of the course, you should be able to analyze, critically evaluate and explain why discrimination and oppression still exist in society today and formulate ways to curb these injustices using policies. The specific learning outcomes are to:

- describe the various forms of discrimination and oppression that exist in society;
- demonstrate your understanding of the historical context of discrimination and oppression;
- question the status quo in cases where EDII is not acknowledged;
- formulate policies that incorporate equity, equality and other EDII considerations;
- demonstrate your ability to speak up when injustices related to EDII occur;
- understand the meaning of jargon used to describe EDII in policy and government reports;
- realize that EDII has many practical applications in your personal and professional lives.

COURSE READINGS:

Specific readings for each class will be posted on OnQ prior to class. Please complete all readings prior to the class in which they will be discussed.

No textbook required: I will use resources from a variety of cases including court rulings, newspaper clippings, songs, movies, social media posts and current events related to EDII.

GRADING SCHEME:

Grading for Special Topics: Policy and EDII will be based on:

Class participation	30%
Debate	30%
Reflection paper	40%
Total	<u>100%</u>

Class participation – 30%: It is expected that students will come to class after reviewing material that will be shared prior to class. Students should be ready to offer their perspectives on the topics in a similar way they would be called upon to discuss such EDII topics in their policy and public administration related workspaces.

Debate – 30%: Students will get into teams to discuss how they would formulate a new EDII focused policy based on material they would have learnt in class. One group member will have a chance to present the policy to the whole class and all students will evaluate the advantages and disadvantages of the policy in an open class discussion at the end of the week.

Reflection paper – 40%: Students will also be evaluated based on a reflection paper at the end of the course. The aim of the paper is for the students to reflect on the material they learnt in the course and how they will incorporate the material in their policy and public administration-oriented careers.

I will not accept late work except in cases of medical or family emergency. If you require accommodations for a disability, please email me as soon as possible. If you are unable to write the reflection paper (i.e. if you are sick, personal issues, etc.), you must let me know BEFORE the reflection paper is due.

Attendance and Lateness: All students are expected to attend class regularly. Although attendance will not be taken each and every class, be warned that you are responsible for all material covered in class. You are expected to make every effort to be on time to class. If for some reason you must be late, try not to disturb others while entering the online classroom.

Teaching style: There are many ways to learn. And different styles are more effective for some students than others. Therefore, we will utilize several different approaches. The learning activities for each class session will include lectures, discussion guides, group discussions, case studies, videos and other engaging activities.

Travel during exams: According to university regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods as well as during any scheduled class times. Requests to write a make-up exam because of conflicting travel plans (e.g. flight bookings) or requests to miss an in-class exam due to other plans will NOT be considered except under extraordinary circumstances. Students are advised to wait until the final exam schedules are posted before making any travel arrangements.

ACADEMIC INTEGRITY:

Academic Integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities). Students are responsible for familiarizing themselves with the Academic Integrity Policy of the School of Graduate Studies, available at http://www.queensu.ca/sgs/forstudents/policiesprocedures/SGSAcademicIntegrityPolicyas_ofFeb2012.pdf.

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment or the failure of a course to the rescinding of a degree.

ACCOMMODATION FOR STUDENTS WITH DISABILITIES:

Students with physical and learning disabilities must contact the instructor as soon as possible in order for accommodations/modifications for course expectations to be made.

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

STATEMENT OF INCLUSION

In this class I will work to promote an anti-discriminatory environment where everyone feels respected, valued and welcome. It is my intent to present materials and activities that are respectful of the diversity of students and experiences in this classroom. Students in this class are encouraged to speak up and participate during class meetings. Because the class will represent a diversity of individuals, beliefs, backgrounds, and experiences, you must show respect for your colleagues in this class.

COPYRIGHT

The link below provides a brief summary of the Copyright Act of Canada (the Act) as it relates to instruction at Queen's University.

<https://library.queensu.ca/help-services/copyright-fair-dealing/copyright-basics-instructors>

Tentative delivery schedule

Please Note:

Any changes to this delivery schedule will be communicated in class or in writing by the professor to the students.

Day	Topic	Key Learning Objectives
1	a) Anti-Racism 101	<ol style="list-style-type: none"> 1. Define racism 2. Explain the social construction of race 3. Review the changing face of demographics in Canada
2	a) Anti-Oppression	<ol style="list-style-type: none"> 1. Define oppression and discuss its many components 2. Review some forms of oppression in society
3	a) The Essentials of Sexual and Gender Diversity in society b) Sexual and Gender Violence and Harassment	<ol style="list-style-type: none"> 1. Understand the complexities of defining and distinguishing between sex and gender 2. Understand how gender intersects with race and class to produce social inequality 3. Review a range of sexual identities 4. Define sexual and gender violence 5. Explain how you can formulate policies that incorporate/seek to address sexual and gender violence
4	a) Indigenous Peoples and Aboriginal Cultures	<ol style="list-style-type: none"> 1. Understand the history of Aboriginal people in Canada 2. Analyze their complex standing with regards persistent discrimination in modern day Canada
5	a) The Immigrant Experience (students, immigrant workers and refugees) b) Intercultural Conflict c) Gaining Competence in an Intercultural Workplace	<ol style="list-style-type: none"> 1. Discuss what it means to be an immigrant away from home 2. Explore some of the challenges that immigrants face in destination countries 3. Define conflict 4. Examine the nuances of intercultural conflict 5. Understanding the changing composition of demographics in Canada 6. Determining how to thrive in an intercultural society
6	a) Accommodation: Disability, Faith, Gender and More b) Building Inclusive and Accessible Workplaces	<ol style="list-style-type: none"> 1. Develop an understanding of accommodations in society 2. Examine ways to accommodate disabled individuals and help them succeed 3. Understand what inclusivity means 4. Examine unconscious inclusivity biases
7	Debate	Groups will present their sides of the debate during class