



## COURSE OUTLINE: PFP0209 - DIVERSITY/FIRT NAT

Prepared: Jeff A Barnes

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	PFP0209: DIVERSITY FIRST NATIONS ISSUES IN CICE
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Semesters/Terms:</b>	19W
<b>Course Description:</b>	<p>The first half of this course introduces the students to the concepts of culture, ethnicity and race. It focuses on the fundamental issues of respect, acceptance and tolerance of diverse groups. The course will review the history of ethnic and race relations in Canada and analyze the current racial ethnic and diverse composition of Canadian society.</p> <p>Cultural/Social/Community organization of minority groups will be an important focus of this course. The second part of this course will increase the knowledge and awareness of important issues in the aboriginal culture of Canada. This will be accomplished through cultural analysis of a First Nation by studying its history, geography, social institutions, religion, aesthetics, living conditions and language. The legal status of the aboriginal people will be explored along with Aboriginal Rights and self determination and other critical issues related to land claims, justice and social services.</p>
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
<b>General Education Themes:</b>	<p>Civic Life</p> <p>Social and Cultural Understanding</p>



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	Personal Understanding												
<b>Course Evaluation:</b>	Passing Grade: 60%, C												
<b>Books and Required Resources:</b>	Diversity Issues in Law Enforcement by Shane Kazarian Phd Publisher: Emond Montgomery Edition: Third ISBN: 978-1-55239-223-2												
<b>Course Outcomes and Learning Objectives:</b>	Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:												
	<table border="1"> <thead> <tr> <th><b>Course Outcome 1</b></th> <th><b>Learning Objectives for Course Outcome 1</b></th> </tr> </thead> <tbody> <tr> <td>1. Explain social diversity in Canadian society from a variety of perspectives.</td> <td>1.1 Explain how past inequalities and historical trends influence current situations. 1.2 Compare a variety of approaches to diversity and immigration including multiculturalism, mosaic, melting pot etc. 1.3 Describe current theories of social inequality and stratification in Canada. apply social/legal explanations of diversity in Canadian society to specific communities such as those characterized by gender, race, sexual orientation, disability, visible minorities, and mental health. 1.4 Explain police culture in terms of a demographic police profile, the context of policing , and core values. 1.5 Discuss the police force approach and the police services approach to policing. 1.6 Discuss policing within the contexts of social and cultural diversity.</td> </tr> <tr> <th><b>Course Outcome 2</b></th> <th><b>Learning Objectives for Course Outcome 2</b></th> </tr> <tr> <td>2. 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	community to understand their unique needs. 3.5 Explain how historical immigration trends influenced current situations of diversity and immigration policy. 3.6 Explain how host community orientations influence immigration policies and the settlement and adaptation patterns of citizens and newcomers. 1.7 Understand the varied adaptation patterns of citizens and newcomers. 1.8 Understand the varied orientations of host communities toward newcomers
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Explain religious diversity in Canadian society from a variety of perspectives.	4.1 Describe diverse religious practices and beliefs identify how religious beliefs and practices effect policing responses explain how the Charter of Rights and Freedoms pertains to religious freedom. 4.2 Explain the concept of religion. 4.3 Recognize the multiple religious beliefs and practices in pluralistic societies. 4.4 Discuss specific religious groups and their beliefs and practices. 4.5 Analyze personal perspectives on religion. 4.6 Use concepts of religious diversity to analyze and facilitate police community interactions.
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Compare and contrast changes that occurred within Canadian Native cultures resulting from European contact from a cultural, political, social and economic viewpoint.	5.1 Trace the impact of colonization on Native peoples. 5.2 Describe the effects of colonization re - Community and family structure - Spirituality - Language/culture - Health
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
6. Describe the development of Native political involvement and influence within the current century.	6.1 Describe and differentiate among the terms policy, legislation and treaties. 6.2 Explain the basis for early Canadian policies of assimilation and paternalism and their consequences. 6.3 Explain the role of reserves in this Canadian policy and their contribution to the erosion of Aboriginal culture.
<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
7. Identify current legal and social issues affecting Native people and outline strategies employed to address these problems.	7.1 Residential schools, health issues and grief issues. 7.2 Aboriginal Justice System (police, courts, corrections, sentencing circles). 7.3 Programs and initiatives for culturally competent law enforcement.

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight	Course Outcome Assessed
Essay	30%	
Final Examination	35%	
Guest Lectures	10%	

Mid Term Examination	25%	
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**CICE Modifications:**

**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an

assignment

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

December 14, 2018

Please refer to the course outline addendum on the Learning Management System for further information.

