

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Diversity/First Nations Issues

CODE NO. : PFP209

SEMESTER: 2

PROGRAM: Police Foundations

AUTHOR: James Pardy, Lisa Piotrowski

DATE: Jan/02

PREVIOUS OUTLINE DATED: Jan/01

APPROVED:

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3

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For additional information, please contact Judi Maundrell, Dean
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I. COURSE DESCRIPTION:

In this course, students will critically identify and examine issues in diversity. Specifically, students will focus on topics pertaining to inequality in various social settings, including but not limited to: race, gender, ethnicity, class and sexual orientation. Incorporating social/legal explanations of diversity, students will develop a clear understanding of the impact groups and possible strategies of community empowerment. Special focus, during the course, will examine Aboriginal issues in the Canadian experience. The Aboriginal communities' relationship with the Canadian justice system will be highlighted.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

Section A: Diversity**1. Explain social diversity in Canadian society from a variety of perspectives.**Potential Elements of the Performance:

- a. explain how past inequalities and historical trends influence current situations.
- b. compare a variety of approaches to diversity and immigration including multiculturalism, mosaic, melting pot etc.
- c. describe current theories of social inequality and stratification in Canada.
- d. apply social/legal explanations of diversity in Canadian society to specific communities such as those characterized by gender, race, sexual orientation, differentially abled, visible minorities, and mental health.

2. Assess the impact of relevant policy and legislation on the recognition of rights of diverse populations.Potential Elements of the Performance:

- a. identify current government policies (federal and provincial) that influence the rights of diverse populations.
- b. explain how Human Rights and the Charter of Rights and Freedoms influences the rights of the Canadian population.
- c. discuss the impact of immigration policies and procedures on diverse populations.
- d. trace the influences of key Royal Commissions/task forces (such as commission of systemic racism in the Canadian Justice System) on diverse populations.

3. Use concepts of social diversity to analyse and facilitate interactions between specific communities and police.

Potential Elements of the Performance:

- a. identify the impact of cultural and community organizations on how specific groups interact with the justice system.
- b. situate one's own perspective within the views of others.
- c. develop interaction strategies that demonstrate respect, acceptance and tolerance of diverse groups.
- d. identify strategies that enable police to work with a community to understand their unique needs.

SECTION B: First Nations

4. Outline pre-contact community life and core beliefs.

Potential Elements of the Performance:

- a. explain the significance of oral versus written traditions/significance of legends and teachings.
- b. explain concept of "Community as Caretaker".
- c. identify core values and beliefs of Native peoples

5. Compare and contrast changes that occurred within Canadian Native cultures resulting from European contact from a cultural, political, social and economic viewpoint.

Potential Elements of the Performance:

- a. trace the impact of colonization on Native peoples
- b. describe the effects of colonization re
 - community and family structure
 - spirituality
 - language/culture
 - health
 - relationship with the land

6. Describe the development of Native political involvement and influence within the current century.

Potential Elements of the Performance:

- a. describe and differentiate among the terms policy, legislation and treaties.
- b. explain the basis for early Canadian policies of assimilation and paternalism and their consequences.
- c. explain the role of reserves in this Canadian policy and their contribution to the erosion of Aboriginal culture.
- d. demonstrate an understanding of historical processes which contributed to the gradual loss of autonomy for First Nations communities.

7. Identify current legal and social issues affecting Native people and outline strategies employed to address these problems.
Potential Elements of the Performance:
- a. land claim.
 - b. residential schools, health issues and grief issues.
 - c. Aboriginal Justice System (police, courts, corrections, sentencing circles).
 - d. social problems facing First Nations on reserves and in urban settings.
 - e. programs and initiatives for culturally competent law enforcement.

III. REQUIRED RESOURCES/TEXTS/MATERIALS:

Steckley & Cummins. Full Circle: Canada's First Nations. Pearson Education

V. EVALUATION PROCESS/GRADING SYSTEM:

Section A: Diversity

Quiz	10%
Test	40%

Section B: First Nations

Video Report	15%
Reaction Report	15%
Test	20%

Section A	50%
Section B	50%
Total	100% of grade for PFP209

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	

X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

Under exceptional circumstances such as documented illness, rewrites may be permitted at the discretion of the instructor.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.