
Course Name

Code No.

- I. **COURSE DESCRIPTION:** In this course, current social science paradigms and theories will be used as a framework for analysis of contemporary social issues relevant to students' future vocations in police services. Topics such as crime, violence, abuse, social stratification, ageism and racism will be included. The course focus will be on how individual behaviours collectively create social problems.

II. **LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to: Develop informed understanding of social trends, social change and social problems and of implications for social and personal responses; examine the relationship between the perception of a problem and the social responses given to it; explain how social issues are the result of the interrelationship of many social forces like family dynamics, economics recession and urban decay; analyse social issues such as suicide or pollution from the orientation of each of the major theoretical perspectives (structural-functionalist, social conflict, symbolic-interactionist, feminist) common to sociology

1. Develop informed understanding of social trends, social change and social problems and of implications for societal and personal responses

Potential Elements of the Performance:

- Define what a social problem is
 - Explain what is an analytical approach to a social problem
 - Select a social issue to examine by adopting a sociological perspective
2. Examine the relationship between the perception of a problem and the social responses given to it

Potential Elements of the Performance:

- Describe the evolution of a social problem
- Review surveys to analyse attitudes or opinions regarding social issues

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- Describe the influence of social stratification (class, gender, age, ethnicity) on social policies
 - Assess how social values influence the identification of social problems and societal responses
3. Explain that social issues are the result of the interrelationship of many social forces like family dynamics, economic recession and urban decay

Potential Elements of the Performance:

- Research and describe the historical and casual factors of current social problems, which affect Canadian society
 - Define social institutions and explain the relationship of social institutions to social problems
4. Analyse social issues such as suicide or pollution from the orientation of each of the major theoretical perspectives (structural-functional, social conflict, symbolic-interaction, feminist) common to sociology

Potential Elements of the Performance:

- Define and differentiate the sociological theoretical perspectives
- Prepare an analysis of a social problem using one or more theoretical perspectives
- Evaluate how each sociological theoretical paradigm changes the research focus of social problems and the organization of social responses

III. **TOPICS:**

*Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below:

1. Review of sociological theoretical paradigms
2. Definition of a social problem

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3. Detailed exploration of social issues using the theoretical paradigms

List of topic selections:

Topics that are relevant to policing will be selected for in-class analysis. Students will be given an opportunity to research a topic of their choice.

POVERTY

- The urban poor
- The working poor
- Poverty and one-parent families
- The homeless
- The poor in the criminal justice system
- Unemployment in one industry community
- Runaways

AGING

- Ageism as an ideology
- Mandatory retirement and economic problems of the aged
- Health problems faced by the aged
- Increasing proportion of population is aged
- Over-medication of the elderly

DEVIANCE

- Society's treatment of the mentally ill
- Human rights of mentally ill
- Deinstitutionalization of the mentally ill
- Medicare; who is treated?
- Illicit drug use – street drugs
- Health maintenance programs for illicit drug abusers – an option for Canada?
- Suicide

GENDER AND FAMILY ISSUES

- Gender roles in the mass media
- Discrimination in the workplace
- Stereotypes (impact on children)
- Social discrimination against homemakers
- Working mother
- Effects of feminist movement on the family
- Changing family structures

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VIOLENCE AGAINST WOMEN

- Marital rape
- Wife battery
- Violence against women

VIOLENCE AGAINST CHILDREN

- Incest/sexual abuse
- Child battery/abuse
- Runaways
- Impact of Young Offenders Act – children solicited by criminals
- Abduction of children
- Adoption/abortion

MINORITIES

- Racial/ethnic minorities in education
- Minority representation in politics
- Native rights to self government
- Attitudes/stereotypes toward natives
- Law and racism

GLOBAL ISSUES

- Impact of advanced technology on social life
- Impact of Third World poverty on Canadian society
- Environmental degradation
- Threat of nuclear war
- Depletion of primary resources
- Population imbalance/urbanization
- A.I.D.S.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Contemporary Canadian Social Issues by Niessen, Carmen; Montgomery, Edmund; Canada (1999)

Society The Basics, Canadian Edition by Macionis, J.J.; Beniot, C.M.; Janson, S.M.; Prentice Hall Canada; 1999

V. EVALUATION PROCESS/GRADING SYSTEM:

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

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<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 been impossible for the faculty member to report grades.	

EVALUATION PROCESS/GRADING SYSTEM:

INSTRUCTIONAL METHODS/CLASS ACTIVITIES

Lecture, class discussions, group activities, video tape presentations will be the foundation of the course. Information about sociological theories and concepts will be delivered, and a descriptive overview of many social issues will be presented. Students will be taught theoretical analysis of social issues. Each student will be required to prepare a sociological analysis of a social problem. Each student is also responsible for contributing to group research and oral presentation of an issue.

TIME FRAME

Contemporary Social Problems PFP 203 meets three periods per week for the entire semester. Students are expected to attend class and to participate in class activities and class discussion.

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ASSIGNMENTS AND TESTS

1. Tests - 60%
2. Written assignments – Social analysis paper - 30%
3. An oral presentation of research of a contemporary Canadian social problem – 10%

Failure to complete any graded component of the course will result in an "R" grade.

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, as may be decided by the professor. 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.

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.