SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

SAULT COLLEGE

COURSE OUTLINE

COURSE TITLE: Contemporary Canadian Social Problems

CODE NO. : PFP203-3   **SEMESTER:** Winter

PROGRAM: Police Foundations, Protection, Security and Investigation

AUTHOR: Social Sciences Department

DATE: Jan/2012   **PREVIOUS OUTLINE DATED:**   Jan/2011

APPROVED: "Angelique Lemay"   Dec. 2011

DEAN	**DATE**

TOTAL CREDITS: 3

PREREQUISITE(S) : SOC120, PFP103

LENGTH OF COURSE: 3

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:

A.   Learning Outcomes:

1. Develop informed understanding of social trends, social change, and social problems and of implications for social and personal responses.
2. Examine the relationship between the perception of a problem and the social responses given to it.
3. Explain how social issues are the result of the inter-relationship of many social forces like family dynamics, economics recession, and urban decay.
4. Analyze social issues such as suicide or pollution from the orientation of each of the major theoretical perspectives (structural-functionalist, social conflict, symbolic-interactionist, feminist and social constructionist) common to sociology.

B.   Learning Outcomes and Elements of the Performance:

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

1. Develop informed understanding of social trends, social change, and social problems and of implications for social 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
- 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

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE (Continued):

3. Explain that social issues are the result of the inter-relationship of many social forces like family dynamics, economic recession, and urban decay.

Potential Elements of the Performance:
* Research and describe the historical and causal factors of current social problems which affect Canadian society
* Define social institutions and explain the relationship of social institutions to social problems

4. Analyze social issues such as suicide or pollution from the orientation of each of the major theoretical perspectives (structural-functional, social conflict, symbolic-interaction, feminist, and social constructionist) 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
3. Detailed exploration of social issues using the theoretical paradigms:
    * Substance use and abuse
    * Sex work
    * Gender inequality
    * Family problems
    * Economic inequality
    * Rural and urban inequality
    * Globalization

List of Topic Suggestions for Independent Social Issues Analysis
(For Police Foundations and Law and Security Administration: 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

III.   TOPICS (continued):

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 the mentally ill
- De-institutionalization 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 structure

Violence Against Women:
- Marital rape
- Wife battery

Violence Against Children:
- Incest/sexual abuse
- Child battery/abuse
- Runaways
- Impact of Young Offenders Act
- 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.
- Internet crime
Identity theft and personal privacy loss

III.   REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Contemporary Canadian Social Issues, Second Edition. Niessen, Carmen; Bromwich, Rebecca. Emond Montgomery Publications: Canada (2008)

2. Access to the Internet

3. *Additional Resource:* Sociology for Everyone. Bruce Ravelli, Michelle Weber, John Patterson. Pearson Canada, 2011.

V.   EVALUATION PROCESS / GRADING SYSTEM:
MAJOR ASSIGNMENTS AND TESTING

1. Tests   60%

2. Written Assignments   40%

    Total   **100%**

Note: Failure to complete any graded component of the course will result in an "F' grade.

METHOD OF ASSESSMENT (GRADING METHOD)

The following semester grades will be assigned to students in post-secondary courses:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

Students enrolled in Police Foundations or Protection, Security and Investigation programs will require a minimum of 60% (C) as a passing grade in each course.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

INSTRUCTIONAL METHODS AND CLASS ACTIVITIES
Lecture, class discussions, group activities, and in-class Internet research of current social issues are the main learning methods adopted in the course. Sociological theories and concepts will serve as the analytical framework that guides exploration of causes and consequences of current Canadian social issues. Each student will be required to prepare sociological analyses of social problems. Each student is also responsible for contributing to group research and oral presentation of an issue.

TIME FRAME
Contemporary Social Problems PFP203 meets three periods per week for the semester, two in a classroom and one in a computer lab. Students are expected to attend class and to participate in class activities and class discussion.

VI.   SPECIAL NOTES:

Attendance:
Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Student Portal:
The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to https://my.saultcollege.ca.

VII.   COURSE OUTLINE ADDENDUM

The provisions in the addendum are located on the student portal and form part of this course outline.