

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

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SAULT STE. MARIE

COURSE OJITJNE

COURSE TITLE: POLICING IN A MULTICULTURAL SOCIETY

CODE NO.: LAS319 SEMESTER: FOUR

PROGRAM: LAW AND SECURITY ADMINISTRATION

AUTHOR: J. EUALE

DATE: JANUARY 1995 PREVIOUS OUTLINE: JANUARY 1994

NEW:

REVISED:

APPROVED: *Kitty DeRosario*
Kitty DeRosario, Dean
Human Sciences & Teacher ED

Date *iOjL nM*

NOTE: Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

PHILOSOPHY/GOALS

The design of this course is intended to provide the student with an understanding and sensitization to the changing mosaic of modern society. While emphasis will be placed towards providing an historical perspective on gender, race and ethnicity, a more particular emphasis will be directed towards the positioning of these groups in the socio-economic fabric of contemporary society.

STUDENT PERFORMANCE OBJECTIVES

Upon successful completion of this course the student will be able to:

1. Define race and discuss social versus scientific implications of race differentiation.
2. Outline and discuss the historical roots of racism, sexism and ethnocentrism.
3. Detail and discuss the impetus of Canada's immigration policy; past and present.
4. Cite legislation, both current and proposed, aimed at barrier elimination.
5. Profile the cultural diversification of the various minority communities.
6. Discuss contemporary issues within the framework of racial, gender and ethnocentric discrimination.
7. Evaluate emergent trends and the stability and instability of a society in transition.

TOPICS TO BE COVERED

1. The Concept Race
2. Gender, Race and Ethnicity
3. French-English Relations
4. Racism in Canada
5. Aboriginal People
6. Government Policy

LEARNING OBJECTIVES

Upon successful completion of each unit the student will be able to:

UNIT ONE - INTRODUCTION

Define prejudice, discrimination, racism, ethnocentrism, culture, stereotype, assimilation, multiculturalism
outline the colonist roots of the race concept
state the three general race classifications
compare scientific findings with the resultant social implications
expand on theory of "Social Darwinism"

Mr TWO - FORMS OF RACISM

state five different types of racism
discuss each variation relative to past and present practice, citing examples of each
outline preliminary course of action towards a comprehensive solution addressing equality

UNIT THREE - SOCIAL HIERARCHY

define "social stratification"
outline the similarities and differences between the Functionalist theory to that of the Conflict **theory**
define and discuss the "Vertical Mosaic"

UNIT FOUR - GENDER, RACE AND ETHNICITY

isolate gender, race and ethnocentrism as being separate and distinct
identify inequities based on race, ethnicity and sexuality
identify and discuss "gender norms"
define "biological barriers" and discuss the advantages and disadvantages of their elimination
define "cultural shock"
differentiate between gender expectations based on cultural (ethnic) heritage
define "generation gap" and the ensuing intergenerational conflict
detail the application of violence as an abnormal coping mechanism in dealing with gender, race and ethnicity

FIVE - ABORIGINAL PEOPLE

state the four classifications of people included under the umbrella of "Aboriginal"
differentiate between Indian, non-status Indian, Metis and Inuit
define the socio-economic status of the Aboriginal people
outline and discuss European colonization relative to segregation and assimilation
detail current government and non-government initiatives aimed at redefining aboriginal status

UNIT SIX - FRENCH-ENGLISH RELATIONS

identify the opposing agendas of French and English Canada provide an historical perspective supporting each agenda
discuss bilingualism; the impact and implications
define distinct society
discuss current and past attempts at repatriation

UNIT SEVEN - LEGISLATION

state six legislative sources enacted to promote equality
cite and discuss the various groups protected by legislation
outline previous initiatives with that of current policy
discuss multiculturalism; the challenges and the prospects
formulate a final comprehensive solution addressing equality over both the short and long term

REQUIRED STUDENT RESOURCES

Cryderman, OToole, Police, Race and Ethnicity, First Edition, Toronto, Butterworth ic Company, 1986

ADDITIONAL REFERENCE RESOURCE MATERIAL

Coffey, Eldefonso, Hartinger, Human Relations - Law Enforcement In a Changing Community, Third Edition, New Jersey, Prentice Hall, 1982

Elliot, Fleras, Unequal Relations - An Introduction to Race and Ethnic Dynamics in Canada, First Edition, Toronto, Prentice Hall, 1992

Constitution Act, Canada, 1982

Videos

A Different Street, Ministry of the Solicitor General
Racism, United Artists
Eye of the Storm, Columbia Broadcasting System

METHOD OF EVALUATION

Tabulation for final grade will consist of:

mid-term 25%
project 25%
final 50%

90 - 100% = A +
80 - 89% = A
70 - 79% = B
60 - 69% = C
BELOW 60% = R

SPECIAL NOTE

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.