

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SAULT STE. MARIE, ON



COURSE OUTLINE

Course Title: Contemporary Canadian Social Problems

Code No.: PFP2030 Semester: Winter

Program: Police Foundations, Law and Security
Administration

Author: Social Sciences Department

Date: January 2003 Previous Outline Dated: Jan. 2001

Approved: _____
Dean Date

Total Credits: 3 Prerequisite(s): SOC1200, PFP1030

Length of Course: 3 hours/week Total Credit Hours: 45 hours

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For additional information, please contact Dean,
School of Health and Human Services
(705) 759-2554, Ext. 603/689

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 from the orientation of each of the major theoretical perspectives (structural-functionalist, social conflict, symbolic-interactionist) 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 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 on social problems: questions asked and conclusions drawn.

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

List of Topic Selections:

(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 structures

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

III. TOPICS (continued):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:

1. Contemporary Canadian Social Issues, Niessen, Carmen. Montgomery, Edmund: Canada (1999)
2. *Additional Resource: Society The Basics (Canadian Edition)* by Macionis, J. J.; Beniot, C. M.; Janson, S. M.; Prentice Hall Canada (1999)

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

1. Tests	60%
2. Written Assignments	
Social Analysis Paper	30%
3. In-Class Analysis of Contemporary Canadian Social Problems	10%
4. Total	100%

Note: Failure to complete the social analysis paper or the final test will result in an "R" grade for the course.

METHOD OF ASSESSMENT (GRADING METHOD)

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+ Consistently outstanding	(90% - 100%)	4.00
A Outstanding achievement	(80% - 89%)	3.75
B Consistently above average achievement	(70% - 79%)	3.00
C Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%)	2.00
R Repeat - The student has not achieved the objectives of the course, and the course must be repeated	(less than 60%)	0.00
CR Credit exemption		
X A temporary grade, limited to situations with extenuating circumstances, giving a student additional time to complete course requirements		

NOTE: Students may be assigned an "R" grade early in the course for unsatisfactory performance.

INSTRUCTIONAL METHODS AND CLASS ACTIVITIES

Lecture, class discussions, group activities, and videotape 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 PFP203 meets three periods per week for the semester. Students are expected to attend class and to participate in class activities and class discussion.

VI. SPECIAL NOTES:

Special Needs

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations with the professor and/or contact the Special Needs Office.

Complementary Activities

To meet course objectives, students should expect to match each scheduled class hour with independent study.

Plagiarism

To plagiarise is to “take and use as one’s own (thoughts [ideas], writings, inventions, etc. of another); especially to take and use a passage, plot, etc. from the work of another writer” (Gage Canadian Dictionary, 1983, p. 861).

Students should refer to the definition of “academic dishonesty” in the “Statement of Students’ Rights and Responsibilities” (on-line Intranet for Sault College). Also, in order to collaborate on an assignment, students need prior permission from the professor.

Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or other such penalty, up to and including expulsion from the course.

In order to protect students from inadvertent plagiarism, to protect 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.

Advanced Standing

Students who have completed an equivalent post-secondary course must bring relevant documents to the Coordinator, Language and Communication Department:

- A copy of course outline
- A copy of the transcript verifying successful completion of the equivalent course

Retention of Course Outlines

Students are responsible for retaining all course outlines for possible future use in gaining advanced standing at other post-secondary institutions.

Substitute course information is available at the Registrar’s office.

VII. PRIOR LEARNING ASSESSMENT

Students who have related employment-centered experience should see the Prior Learning Assessment (PLA) Coordinator.