

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

**COURSE TITLE:** Diversity/First Nations Issues  
**CODE NO. :** PFP209 **SEMESTER:** 2  
**PROGRAM:** Police Foundations  
**AUTHOR:** Greg St-Aubin  
**DATE:** Jan/10 **PREVIOUS OUTLINE DATED:** Jan/09  
**APPROVED:** "Angelique Lemay" Feb. 2010

---

**CHAIR, COMMUNITY SERVICES**

---

**DATE**

**TOTAL CREDITS:** 3  
**PREREQUISITE(S):** None  
**HOURS/WEEK:** 3

**Copyright © 2010 The Sault College of Applied Arts & Technology**  
*Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.*  
*For additional information, please contact the Chair, Community Services*  
*School of Health and Community Services*  
*(705) 759-2554, Ext. 2603*

**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. The course will examine Aboriginal issues in Canada. 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, disability, 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.

**4. Religious Diversity**

Potential Elements of Performance

- a. describe diverse religious practices and beliefs
- b. identify how religious beliefs and practices effect policing responses
- c. explain how the Charter of Rights and Freedoms pertains to religious freedom

**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

**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.

**7. Identify current legal and social issues affecting Native people and outline strategies employed to address these problems.**

Potential Elements of the Performance:

- a. residential schools, health issues and grief issues.
- b. Aboriginal Justice System (police, courts, corrections, sentencing circles).
- c. programs and initiatives for culturally competent law enforcement.

**III. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Diversity issues in Law Enforcement  
Shane Kazarian, PHD

**IV. EVALUATION PROCESS/GRADING SYSTEM:****Section A: Diversity**

Midterm exam	25%
Essay	30%
Final exam	35%
Guest Lectures	10%

Students must be present during guest lectures. Marks will be deducted if not in attendance. The percentage deducted will be determined by the number of guest lectures divided by the number of lectures missed by the student.

**Student-professor interaction is essential to evaluate the student's knowledge of the subject matter. Students are expected to be able to express their substantiated opinion on the class topic.**

**Students will be evaluated on their ability to express and substantiate their opinions and beliefs. Notes are available on LMS, however it must be understood that students must attend class to understand the content of the material being taught.**

**Opinions expressed must be directed toward learning and understanding the beliefs and customs of differing cultural practices, religions, and beliefs. Prejudicial remarks based on hatred will not be tolerated and may result in dismissal from the course.**

***The following semester grades will be assigned to students:***

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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 Law and Security Administration 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.

***Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

#### V. SPECIAL NOTES:

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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

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>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.

*It is the departmental policy that once the classroom door has been enclosed, the learning process has begun. Late arrivers will not be granted admission to the room.*