



FAIRVIEW HIGH SCHOOL

Social 20-1 Course Outline Sem 2, 2021-2022

Room 22, Monday to Friday, A Block

Ms. Morrow morrowc@prsd.ab.ca
Extension 40022 – Google Classroom Code: 3kmxp47

TEXTBOOK: *Perspectives on Nationalism*

COURSE MATERIALS: *Binder, paper, pencil, pen, Chromebook/Laptop*

WHY IS SOCIAL STUDIES IMPORTANT?

1. Social studies provide opportunities for students to develop the attributes, skills, and knowledge that will enable them to become engaged, active, informed, and responsible citizens.
2. Recognition and respect for individual and collective identity are essential in a pluralistic and democratic society.
3. Social studies help students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.
4. Students bring their own perspectives, cultures, and experiences to the social studies classroom. They construct meaning in the context of their lived experience through active inquiry and engagement with their school and community.

Course Overview

Students will explore the complexities of nationalism in Canadian and international contexts. They will study the origins of nationalism and the influence of nationalism on regional, international and global relations. The infusion of multiple perspectives will allow students to develop understandings of nationalism and how nationalism contributes to the citizenship and identities of peoples in Canada.

Rationale

While nationalism has historically examined the relationship of the citizen to the state, contemporary understandings of nationalism include evolving individual, collective, national and state realities. Exploring the complexities of nationalism will contribute to an understanding and appreciation of the interrelationships among nation, nationalism, internationalism, globalization, citizenship and identity. Developing understandings of the various points of view associated with nationalism as well as an appreciation for the perspectives of others will encourage students to develop personal and civic responses to emergent issues related to nationalism.

RELATED ISSUE/UNIT 1: Relationships among Nationalism, Nation and Identity

Unit Issue: To what extent should nation be the foundation of identity?

Focus Questions:

- To what extent do understandings of nation and nationalism vary?
- To what extent do expressions of nationalism create a sense of nation?
- To what extent is nationalism shaped by various factors?
- To what extent do the contending loyalties need to be reconciled?

Chapter 1: Understanding of Nation and Nationalism

Chapter 2: How is Nationalism Expressed?

Chapter 3: How can Nationalism Develop?

Chapter 4: Nationalism and Collective Consciousness

Chapter 5: Exploring Loyalties

RELATED ISSUE/UNIT 2: The Pursuit of National Interest

Unit Issue: To what extent should national interests be pursued?

Focus Questions:

- To what extent does nationalism drive the pursuit of national interests?
- To what extent should the pursuit of national interests shape foreign policy?
- In times of conflict, to what extent are nationalism and ultranationalism expressions of the pursuit of national interests?
- To what extent does ultranationalism contribute to extreme acts?
- How is national self-determination pursued?

Chapter 6: Nationalism and the Pursuit of National Interests

Chapter 7: Why Pursue National Interest?

Chapter 8: Nationalism and Ultranationalism during Times of Conflict

Chapter 9: Ultranationalism and Genocide

Chapter 10: What are the impacts of Pursuing National Self-Determination?

RELATED ISSUE/UNIT 3: Internationalism and Contemporary Global Affairs

Unit Issue: To what extent should internationalism be pursued?

Focus Questions:

- To what extent should nations and nation-states be involved in international affairs?
- To what extent should foreign policy promote internationalism?
- To what extent do organizations promote internationalism?
- To what extent does the pursuit of internationalism help address global issues?
- To what extent should nationalism be sacrificed in the interest of internationalism?

Chapter 11: What are Some Understandings of Internationalism?

Chapter 12: Internationalism, Foreign Policy, and Identity

Chapter 13: Promoting Internationalism

Chapter 14: Investigating Global Issues: The Role of Internationalism

Chapter 15: Nationalism versus Internationalism: Understanding the Dilemma

RELATED ISSUE/UNIT 4: Canadian National Identity

Unit Issue: To what extent should national interests be pursued?

Focus Questions:

- To what extent have perspectives on Canada as a nation contributed to the development of national identity?
- To what extent do individuals, groups, and governments promote a national identity?
- To what extent do the challenges and opportunities related to national unity affect Canadian identity?
- To what extent should you appreciate and promote personal and collective visions of national identity in Canada?

Chapter 16: Exploring Perspectives on Canadian Identity

Chapter 17: Promoting Identity: The Role of Individuals, Groups and Government

Chapter 18: Challenges and Opportunities Related to National Unity

Chapter 19: Visions of Canada for the Future

EVALUATION:

Assignments/Projects	10% (<i>Interspersed throughout the semester</i>)
Written Assignments	30% (<i>Throughout the semester</i>)
Unit Exams/Quizzes	30% (<i>One for each of the four units</i>)
Final Exam	30% (Multiple Choice and Written Components)

**** PLEASE NOTE ****

Abiding by the guidelines of Fairview High School

- Regular attendance is expected. This is to ensure success in each of your courses as well as limit the disruptions to the classroom.
- Tardiness or being late will not be tolerated. Any amount of time missed as a result of being late, will be accounted for and subsequently made up.
- Completing all assignments as per instruction and by the deadline will be expected.
- Treating your fellow students and myself as a teacher, with dignity and respect, are expected behaviours for this class.
- **Cheating will not be tolerated!** This could include, but not be limited to, the following:
 - tendering another's work as your own
 - downloading information from the Internet and not citing it
 - cutting and pasting from documents not your own
 - paraphrasing another's writing
 - submitting with that you have already received a grade for in another course