



FAIRVIEW HIGH SCHOOL

Social 30-1 Course Outline Semester 1, 2022-2023

Room 22, Monday to Friday, A Block (8:55 – 10:07am), Tues PULSE (10:14 – 10:59am)

Ms. Morrow morrowc@prsd.ab.ca

Extension 40022 – Google Classroom Code: 3htjh77

TEXTBOOK: Fielding, J., Christison, M., Harding, C., Meston, J., Smith, T., Zook, D. *Perspectives on Ideology*

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 origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. Analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

Rationale

The principles of liberalism have played a significant role in the development of modern democratic societies. Developing a comprehensive understanding of the evolution of modern liberal thought and the tenets of competing ideologies is important in the development of active, informed, and responsible citizens. This understanding will enable students to effectively investigate, analyze, and evaluate government policies and actions and develop individual and collective responses to contemporary local, national, and global issues.

RELATED ISSUE 1: Identity and Ideology

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

September

Focus Questions:

- What is the relationship between ideology and identity? How are they interrelated?
- What factors influence collective and individual beliefs and values?
- What themes and characteristics should my ideology include?
- What are individualism and collectivism?
- In what ways are individualism and collectivism foundations for ideology?
- How are individualism and collectivism expressed today?

Chapter 1: Thinking about Identity and Ideologies

Chapter 2: Ideologies of Individualism and Collectivism

RELATED ISSUE 2: The Origin and Growth of Liberalism

Unit Issue: To what extent is resistance to liberalism justified?

October - November

Focus Questions:

- To what extent can classical liberalism impact a society?
- What factors are most important in bringing about the emergence of classical liberalism?
- How did classical liberal thought evolve into the principles of liberalism?
- How did classical liberalism impact 19th-century society?
- To what extent did classical liberalism meet the needs of society?
- What ideologies develop in opposition to classical liberalism?
- How did classical liberalism respond to competing ideologies?
- How did the concept of equality expand?
- To what extent is the rejection of liberalism justified?
- Why did ideologies that rejected liberalism emerge?
- How did ideologies that rejected liberalism affect citizens?
- To what extent do contemporary economic policies and practices reflect the principles of liberalism?
- How did economies in the first half of the 20th-century reflect the principles of liberalism?
- How do economies reflect the principles of liberalism since WWII?
- How does ideological conflict shape our world?
- In what ways has ideological conflict affected international relations after WWII?
- In what ways did these conflicts affect people's everyday lives?
- To what extent is modern liberalism evolving?
- How far has liberalism strayed from its roots?
- How is liberalism challenged by alternative thought?

Chapter 3: Uncovering 19th-Century Liberalism

Chapter 4: Responding to Classical Liberalism

Chapter 5: 20th-Century Rejections of Liberalism

Chapter 6: The Evolution of Modern Liberalism

Chapter 7: Challenges to Liberalism Related to Foreign Policy

Chapter 8: Contemporary Challenges to Liberalism

RELATED ISSUE 3: The Viability of Liberalism

Unit Issue: To what extent are the principles of liberalism viable?

November - December

Focus Questions:

- To what extent, and for whom, has the imposition of liberalism been successful?
- How has the imposition of liberalism affected the aboriginal groups in Canada?
- How has the imposition of liberalism affected people globally?
- To what extent should governments reflect the will of the people?
- How do governments attempt to follow the will of the people?
- How, and to what extent, are government actions that ignore the will of the people justified?
- To what extent should democratic governments promote and protect individual and collective rights?
- How do liberal democracies balance the perceived common good with the need to respect rights?
- Why might some democratic governments choose to reject the principles of liberalism in some cases?
- To what extent do contemporary issues challenge the principles of liberalism?
- What solutions to contemporary issues are supported by the principles of liberalism?

Chapter 9: Imposing Liberalism

Chapter 10: Political Challenges to Liberalism

Chapter 11: Complexities of Liberalism in Practice

Chapter 12: The Viability of Contemporary Liberalism

RELATED ISSUE 4: Ideology and Citizenship

Unit Issue: To what extent should we embrace an ideology?

December - January

Focus Questions:

- To what extent should ideology shape responses to issues in times of peace and times of conflict?
- How do personal worldviews and ideology influence citizenship?
- In what ways do people demonstrate their rights, roles, and responsibilities as citizens?
- To what extent should ideology shape your thinking and actions as a citizen?
- To what extent do citizens have a right, role, or responsibility to take action?
- How does ideology affect the way you demonstrate leadership locally, nationally, and globally?

Chapter 13: Reflecting on Worldview, Ideology, and Citizenship

Chapter 14: Reflecting on Ideology, Action, and Citizenship

EVALUATION:

Assignments/Projects 10%

Written Assignments 30%

Unit Exams/Quizzes 30%

Unit Marks account for 70% of course mark

Diploma Final Exam 30%

Diploma Final Exam accounts for 30% of course mark

(Written Part A Diploma: Friday, January 13th, 2023 at 9am)

(Multiple Choice Part B Diploma: Monday, January 23th, 2023 at 9am)

**** 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. **Work missing (both formative and summative) will become locked one week after its due date and will not reopen unless it is a pre-arranged absence or emergency circumstance. This helps to ensure that I can return work and update grades in a timely manner, which I am unable to do until everyone has submitted their work.**
- 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