

UNDERSTANDINGS OF NATIONALISM

COURSE OUTLINE—SOCIAL STUDIES 20-2
 FEBRUARY 2011—JUNE 2011



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A MODEL FOR INQUIRY

Inquiry-based learning is a process where students formulate questions, investigate widely and then build new understandings, meanings and knowledge.

That knowledge may be used to answer a question, to develop a solution or to support a position or point of view.

The knowledge is usually presented to others and may result in some sort of action.

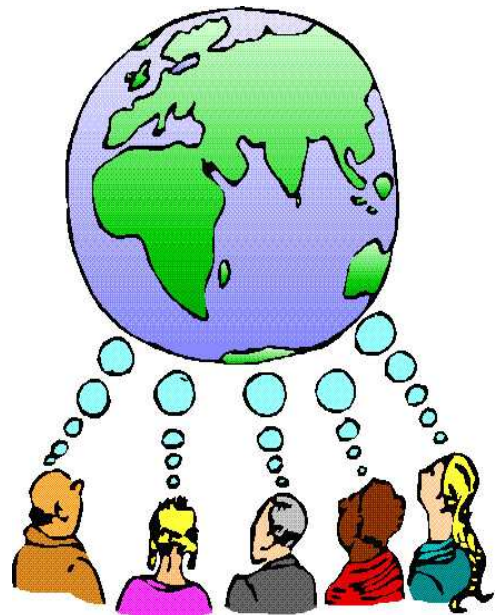
1. Question & Plan
2. Retrieve & Process
3. Create & Share
4. Evaluate & Reflect

THE NEW SOCIAL STUDIES CURRICULUM

Social studies develops the key values and attitudes, knowledge and understanding, and skills and processes necessary for students to be active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and world.

There are several highlights of the new program of studies:

- An exploration of identity and citizenship are at the heart of the new social studies curriculum
- It reflects multiple perspectives, including Aboriginal and Francophone, that contribute to Canada's evolving realities.
- It draws upon history, geography, ecology, economics, law, philosophy, political science and other social science disciplines.
- An issues-focused approach engages students in active inquiry (See the side-bar for a description of inquiry) and emphasizes application of knowledge and critical thinking skills.
- The study of controversial issues provides opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgments.
- The program of studies emphasizes how diversity and inclusivity, recognizing differences as positive attributes of individual and collective identities.



THE KEY UNDERSTANDING FOR SOCIAL STUDIES 20-2

Students will examine historical and contemporary understandings of nationalism in Canada and the world. They will explore the origins of nationalism as well as the impacts of nationalism on individuals and communities in Canada and other locations. Examples of nationalism, ultranationalism, supranationalism and internationalism will be examined from multiple perspectives. Students will develop personal and civic responses to emergent issues related to nationalism.

GENERAL OUTCOME 20.1: STUDENTS WILL EXPLORE THE RELATIONSHIPS AMONG IDENTITY, NATION AND NATIONALISM

<p>Module 1: Nation and Identity</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • Are nation and identity related? • What are some concepts of nation? • What are some understandings of nation? • What is a civic nation? • In what ways can identity and nation be related? 	<p>Module 2: Shaping Nationalism</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How do external and internal factors shape nationalism? • What are some factors that shape nationalism? • How have people responded to some factors that shape nationalism? • How have people in Canada responded to some factors that shape nationalism? 	<p>Module 3: Reconciling Nationalist Loyalties</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How should people reconcile their contending nationalist loyalties? • How do nationalist loyalties shape people's choices? • What choices have people made to affirm nationalist loyalties? • How can nationalist loyalties create conflict? • How have people reconciled contending nationalist loyalties? 	<p>Module 4: Reconciling Nationalist and Non-Nationalist Loyalties</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How can nationalist and non-nationalist loyalties be reconciled? • What are non-nationalist loyalties? • How can nationalist and non-nationalist loyalties compete? • How have people reconciled contending nationalist and non-nationalist loyalties?
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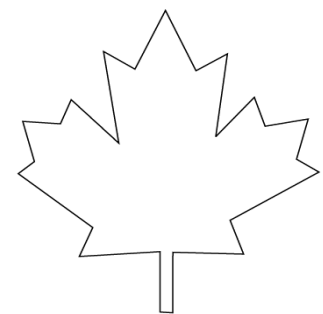
GENERAL OUTCOME 20.2: STUDENTS WILL UNDERSTAND IMPACTS OF NATIONALISM, ULTRANATIONALISM AND THE PURSUIT OF NATIONAL INTEREST



<p>Module 5: National Interest and Foreign Policy</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How do national interest and foreign policy shape each other? • What is national interest? • How are nationalism and national interest related? • How has national interest shaped foreign policy? • How has foreign policy shaped national interest? 	<p>Module 6: Nationalism and Ultrationalism</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How can nationalism lead to ultrationalism? • What is ultrationalism? • How does ultrationalism develop? • How have people responded to ultrationalism?
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“Few Canadians realize that the First Nations peoples are identified in the Constitution as one of the founding nations of Canada, along with the French and the English.”
Assembly of First Nations

<p>Module 7: Ultrationalism and Crimes Against Humanity</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How can ultrationalism lead to crimes against humanity? • What are crimes against humanity? • How has ultrationalism caused crimes against humanity? • What are some current consequences of ultrationalism? 	<p>Module 8: National Self-Determination</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • Should national self-determination be pursued? • What is national self-determination? • What are some effects of pursuing national self-determination? • What are some effects on Canada of pursuing national self-determination? • What are some unintended consequences of the pursuit of national self-determination? 	<p>Module 9: Review 20.1 & 20.2</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • Should nation be the foundation of identity? • Should nations pursue national interest?
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GENERAL OUTCOME 20.3: STUDENTS WILL ASSESS IMPACTS OF THE PURSUIT OF INTERNATIONALISM IN CONTEMPORARY GLOBAL AFFAIRS

<p>Module 10: Nations, Nation-States, and Internationalism</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • Does involvement in international affairs benefit nations and nation-states? • What motivates nations and nation-states to become involved in international affairs? • How do the motives of nations and nation-states shape their responses to the rest of the world? • What are some understandings of internationalism? • How does internationalism benefit nations and states? 	<p>Module 11: Foreign Policy and Internationalism</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • Should foreign policy promote internationalism? • How do countries set foreign policy? • How can nation-states promote internationalism through foreign policy? • How does Canadian foreign policy promote both national interest and internationalism? 	<p>Module 12: Internationalism and Nationalism</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • Does promoting internationalism affect nationalism? • How have changing world conditions promoted the need for internationalism? • How has the United Nations' affected nationalism? • How have various international organizations affected nationalism? 	<p>Module 13: Internationalism and Global Issues</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How effectively does internationalism address contemporary global issues? • What are some contemporary global issues? • How have people used internationalism to address contemporary global issues? • How effective is internationalism in addressing contemporary global issues?
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GENERAL OUTCOME 20.4: STUDENTS WILL UNDERSTAND THE COMPLEXITIES OF NATIONALISM WITHIN THE CANADIAN CONTEXT

<p>Module 14: Visions of Canada</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How have visions of Canadian identity evolved? • What is Canada? • What were some early visions of Canada? • Did early visions of Canada meet people's needs? • Does Canada today show that visions of Canadian identity have evolved? 	<p>Module 15: Canadian Identity</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • Have attempts to promote national identity been successful? • How have symbols and myths been used to promote a national identity? • How have institutions been used to promote a national identity in Canada? • How can government programs and initiatives be used to promote a national identity? • How can individuals promote a national identity? 	<p>Module 16: The Quest for Canadian Unity</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • Should Canadian unity be promoted? • What is national unity? • How does the nature of Canada affect national unity? • How has the changing face of Canada affected national unity?
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<p>Module 17: Visions of National Identity</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • Should I embrace a national identity? • What are some visions of nation? • What are some visions of Canada? • What is your vision of national identity? 	<p>Module 18: Review of 20.3 and 20.4</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • Should internationalism be pursued? • Should individuals and groups in Canada embrace a national identity?
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<p>Module 19: Review of the Year</p>

"If we wish to prevent the extension of this (US) influence, it can only be done by raising up for the North American colonist some nationality of his own; by elevating these small and unimportant communities into a society having some objects of a national importance; and by thus giving their inhabitants a country which they will be unwilling to see absorbed even into one more powerful."

- Governor General of British North America Lord Durham (1839)

ASSESSMENT

Every assignment, quiz or test in this course is designed to assess your understanding of specific learner outcomes from the Alberta Social Studies Program of Studies. All assignments need to be completed in a timely and thorough manner.

Assignments are due on the date given. For further information check out *Tofield School—Assessment Guidelines* policy.

Final grades will be assigned using the following weightings:

Term Marks are weighted 65% with a 35% final exam.

Term Marks can be broken down:

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|--|-----|
| • Assignments and Quizzes | 30% |
| • Exams, Major Written Assignments and Inquiries | 70% |

SUPPORTS AND EXPECTATIONS FOR STUDENTS

Students are expected to:

1. Strive for excellence in the areas of academics, character and relationships.
2. Respect the right of all to learn and demonstrate care for materials and equipment.
3. Attend class regularly and on time. Students remain responsible for material covered during excused absences and need to make arrangements to complete missed work.
4. Have the following supplies and bring them to class daily:
 - *Understanding Nationalism* textbook
 - Binder, dividers and loose leaf paper (both lined and unlined)
 - Pen or pencil
5. Follow all school rules and policies.

Students can expect the following supports:

1. Extra assistance is available to students who struggle or want to improve their skills and understanding of course material.
 - I will be available to help students during some lunch hours, before school or after.
2. Ongoing descriptive feedback about:
 - their achievement and strengths, with positive referrals when they demonstrate excellence, and
 - how they can improve the quality of their work and understanding

STRIVING FOR EXCELLENCE

What is excellence? Excellence is not measured by a test score. It is a set of attitudes, skills and understandings that students who maximize their learning share in common.

Excellent students demonstrate:

- an excitement and commitment for learning
- responsibility for their own learning
- the ability to read, write and speak with clarity and style
- critical and creative thinking skills to solve problems
- respect for the opinions, perspectives and ideas of others and value them as opportunities to explore new ideas
- apply skills and knowledge beyond the classroom to contribute to the wider community
- commitment to realistic, but high, personal achievement goals.

What are your goals for this course?

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