**Course Outline**

**SOCIAL STUDIES 20-1: Perspectives on Nationalism**

**Mr. Lowe**

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***Pre-requisite: 60%+ in Social 10-1***

**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.

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| **Key Issue** | **Key Outcome** |
| **To what extent should we embrace nationalism?** | **Students will understand, assess and respond to the complexities of nationalism.** |
| **Related Issues** | **General Outcomes** |
| *1. To what extent should nation be the foundation of identity?* | Students will explore the relationships among identity, nation and nationalism. |
| *2. To what extent should national interest be pursued?* | Students will assess impacts of nationalism, ultra-nationalism and the pursuit of national interest. |
| *3. To what extent should internationalism be pursued?* | Students will assess impacts of the pursuit of internationalism in contemporary global affairs. |
| *4. To what extent should individuals and groups in Canada embrace a national identity?* | Students will assess strategies for negotiating the complexities of nationalism within the Canadian context. |

**Related Issues Values & Attitudes/Knowledge & Understanding**

***Related Issue 1***

***To what extent should nation be the foundation of identity?***

**General Outcome**

**Students will explore the relationships among identity, nation and nationalism.**

**Specific Outcomes**

􀀗**Values and Attitudes**

1.1 appreciate that understandings of identity, nation and nationalism continue to evolve

1.2 appreciate the existence of alternative views on the meaning of nation

1.3 appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world

1.4 appreciate why peoples seek to promote their identity through nationalism

􀀗**Knowledge and Understanding**

1.5 explore a range of expressions of nationalism

1.6 develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic)

1.7 analyze the relationship between nation and nation-states

1.8 analyze how the development of nationalism is shaped by historical, geographic, political,

economic and social factors (French Revolution and Napoleonic era, contemporary examples)

1.9 analyze nationalism as an identity, internalized feeling and/or collective consciousness shared by a people (French Revolution and Napoleonic era, Canadian nationalism, Québécois nationalism, American nationalism, First Nations and Métis nationalism, Inuit perspectives)

1.10 evaluate the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, civic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism)

1.11 evaluate the importance of reconciling nationalism with contending non-nationalist loyalties

(religion, region, culture, race, ideology, class, other contending loyalties)

***Related Issue 2***

***To what extent should national interest be pursued?***

**General Outcome**

**Students will assess impacts of nationalism, ultranationalism and the pursuit of national**

**interest.**

**Specific Outcomes**

􀀗**Values and Attitudes**

2.1 appreciate that nations and states pursue national interest

2.2 appreciate that the pursuit of national interest has positive and negative consequences

2.3 appreciate multiple perspectives related to the pursuit of national interest

􀀗**Knowledge and Understanding**

2.4 explore the relationship between nationalism and the pursuit of national interest

2.5 analyze how the pursuit of national interest shapes foreign policy (First World War peace

settlements, the interwar period)

2.6 analyze the relationship between nationalism and ultranationalism

2.7 analyze nationalism and ultranationalism during times of conflict (causes of the First and Second World Wars, examples of nationalism and ultranationalism from the First and Second World Wars, ultranationalism in Japan, internments in Canada, conscription crises)

2.8 analyze ultranationalism as a cause of genocide (the Holocaust, 1932–1933 famine in Ukraine, contemporary examples)

2.9 analyze impacts of the pursuit of national self-determination (successor states; decolonization;

Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government, contemporary examples)

***Related Issue 3***

***To what extent should internationalism be pursued?***

**General Outcome**

**Students will assess impacts of the pursuit of internationalism in contemporary global affairs.**

**Specific Outcomes**

􀀗**Values and Attitudes**

3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons

3.2 appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities

3.3 demonstrate a global consciousness with respect to the human condition and global affairs

􀀗**Knowledge and Understanding**

3.4 analyze the motives of nation and state involvement or noninvolvement in international affairs

(economic stability, self-determination, peace, security, humanitarianism)

3.5 explore understandings of internationalism

3.6 analyze how internationalism can be promoted through foreign policy (multilateralism,

supranationalism, peacekeeping, foreign aid, international law and agreements)

3.7 evaluate the extent to which selected organizations promote internationalism (United Nations,

World Council of Indigenous Peoples, European Union, l’Organisation internationale de la

Francophonie, Arctic Council, contemporary examples)

3.8 analyze impacts of the pursuit of internationalism in addressing contemporary global issues

(conflict, poverty, debt, disease, environment, human rights)

3.9 evaluate the extent to which nationalism must be sacrificed in the interest of internationalism

***Related Issue 4***

***To what extent should individuals and groups in Canada embrace a national identity?***

**General Outcome**

**Students will assess strategies for negotiating the complexities of nationalism within the**

**Canadian context.**

**Specific Outcomes**

􀀗**Values and Attitudes**

4.1 appreciate historical and contemporary attempts to develop a national identity

4.2 appreciate contrasting historical and contemporary narratives associated with national identity

4.3 respect the views of others on alternative visions of national identity

􀀗**Knowledge and Understanding**

4.4 explore multiple perspectives on national identity in Canada

4.5 analyze methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology, institutions, government programs and initiatives)

4.6 examine historical perspectives of Canada as a nation (Louis LaFontaine and Robert Baldwin, the Fathers of Confederation, First Nations treaties and the *Indian Act*, Métis and Inuit self-governance, Louis Riel, Sir Clifford Sifton, Henri Bourassa, French-Canadian nationalism, Pierre Trudeau, National Indian Brotherhood)

4.7 evaluate the challenges and opportunities associated with the promotion of Canadian national unity (Québec sovereignty, federal–provincial–territorial relations, Aboriginal self-determination and land claims, bilingualism, multiculturalism)

4.8 evaluate various perspectives of future visions of Canada (pluralism, multination model,

separatism, Aboriginal self-determination, global leadership, North American integration)

4.9 develop personal and collective visions of national identity

**Prescribed Resources/Textbook**

**Exploring Nationalism**. McGraw-Hill Ryerson, 2008.

**Course Evaluation**

Assignments (process, in-class, critical challenges) 15%

Quizzes & Tests 25%

Writing (Position Papers) 20%

Part A Written Final Exam 20%

Part B Multiple Choice Final Exam 20%

**Course Expectations and Procedures**

**Method #1 – Powerschool – parents have passwords, students have**

**passwords. Access marks through the school website.**

**Marks and attendance can be tracked through Powerschool. Marks will be posted on a timely basis.**

**Please be patient!**

**Method #2 – Report Cards – sent home & PSTI**

**Method #3 – e-mail** [**justinlowe@gpcsd.ca**](mailto:justinlowe@gpcsd.ca)

**Points Of Interest:**

* A mark of 65% in Social 20-1 is highly recommended for Social 30-1
* If special learning accommodations are required for the student, please confirm with me a.s.a.p. These accommodations should be recommended through an educational/psychological assessment.

# *Continuous effort – not strength or intelligence – is the key to unlocking your potential!!!*

-**Winston Chruchill**

# WELCOME TO SOCIAL 20-1!!