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**TO WHAT EXTENT SHOULD WE EMBRACE**

# NATIONALISM

**SOCIAL STUDIES 20-1 AP**

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## Course Outline

### SOCIAL STUDIES 20-1 AP: Perspectives on Nationalism

Ms. Blimke

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*Pre-requisite: 65%+ in Social 10-1 or Social 10-1 AP*

#### 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.

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

<b>Values and Attitudes</b>		
<i>Students will:</i> <b>1.1</b>	appreciate that understandings of identity, nation and nationalism continue to evolve	
<b>1.2</b>	appreciate the existence of alternative views on the meaning of nation	
<b>1.3</b>	appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world	
<b>1.4</b>	appreciate why peoples seek to promote their identity through nationalism	
<b>Knowledge and Understanding</b> <i>Students will:</i>	<b>Specific Outcome</b>	<b>Chapter</b>
<i>So</i> <b>1.5</b>	explore a range of expressions of nationalism	
<b>1.6</b>	develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic)	
<b>1.7</b>	analyze the relationship between nation and nation-states	
<b>1.8</b>	analyze how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French Revolution and Napoleonic era, contemporary examples)	
<b>1.9</b>	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)	
<b>1.10</b>	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)	
<b>1.11</b>	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**

<b>Values and Attitudes</b>		
<i>Students will:</i> <b>2.1</b>	appreciate that nations and states pursue national interest	
<b>2.2</b>	appreciate that the pursuit of national interest has positive and negative consequences	
<b>2.3</b>	appreciate multiple perspectives related to the pursuit of national interest	
<b>Knowledge and Understanding</b> <i>Students will:</i>	<b>Specific Outcome</b>	<b>Chapter</b>
<b>So 2.4</b>	explore the relationship between nationalism and the pursuit of national interest	
<b>2.5</b>	analyze how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period)	
<b>2.6</b>	analyze the relationship between nationalism and ultranationalism	
<b>2.7</b>	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)	
<b>2.8</b>	analyze ultranationalism as a cause of genocide (the Holocaust, 1932–1933 famine in Ukraine, contemporary examples)	
<b>2.9</b>	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**

<b>Values and Attitudes</b>		
<i>Students will:</i> <b>3.1</b>	appreciate that nations and states engage in regional and global affairs for a variety of reasons	
<b>3.2</b>	appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities	
<b>3.3</b>	demonstrate a global consciousness with respect to the human condition and global affairs	
<b>Knowledge and Understanding</b> <i>Students will:</i>	<b>Specific Outcome</b>	<b>Chapter</b>
<b>So</b> <b>3.4</b>	analyze the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism)	
<b>3.5</b>	explore understandings of internationalism	
<b>3.6</b>	analyze how internationalism can be promoted through foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements)	
<b>3.7</b>	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)	
<b>3.8</b>	analyze impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights)	
<b>3.9</b>	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**

<b>Values and Attitudes</b>		
<i>Students will:</i> <b>4.1</b>	appreciate historical and contemporary attempts to develop a national identity	
<b>4.2</b>	appreciate contrasting historical and contemporary narratives associated with national identity	
<b>4.3</b>	respect the views of others on alternative visions of national identity	
<b>Knowledge and Understanding</b> <i>Students will:</i>	<b>Specific Outcome</b>	<b>Chapter</b>
<b>So 4.4</b>	explore multiple perspectives on national identity in Canada	
<b>4.5</b>	analyze methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology, institutions, government programs and initiatives)	
<b>4.6</b>	examine historical perspectives of Canada as a nation (Louis LaFontaine and Robert Baldwin, the Fathers of Confederation, First Nations treaties and the <i>Indian Act</i> , Métis and Inuit self-governance, Louis Riel, Sir Clifford Sifton, Henri Bourassa, French-Canadian nationalism, Pierre Trudeau, National Indian Brotherhood)	
<b>4.7</b>	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)	
<b>4.8</b>	evaluate various perspectives of future visions of Canada (pluralism, multination model, separatism, Aboriginal self-determination, global leadership, North American integration)	
<b>4.9</b>	develop personal and collective visions of national identity	

## Prescribed Resources/Textbook

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

### **Supplementary Resources:**

- ***The Wars*** by Timothy Findley. Sixty years after the armistice, the horrors of the First World War were still spurring antiwar literature, one of the most compelling of which is Timothy Findley's *The Wars*. Slim and elliptical, but told with a level-headed, lyrical clarity, *The Wars* traces the atrocities and absurdities of war through the journey of a young Canadian officer through trenches in which barbarism and civilization exist side by side.
- ***They Fight Like Soldiers, They Die Like Children.*** Roméo Dallaire came to global attention for his efforts to stop the Rwandan genocide while serving with the U.N. He also received enormous praise for his book on the subject, *Shake Hands with the Devil*, which won a 2004 Governor General's Literary Award. Since retiring from the military a decade ago, Dallaire's chief mission in life has been the fight to eradicate the use of child soldiers, a practice he first encountered in Rwanda. Dallaire argues that eliminating this scourge requires nothing short of a complete paradigm shift – we need to see these children not simply as victims of abuse but as “weapons systems.” His reasoning is straightforward: if children are indeed weapons systems, it should be possible to decommission them. Dallaire portrays the making, training, and deployment of child soldiers in detail that is often painful to read. He enumerates the many reasons why children have become the weapons of choice in conflicts around the world, both by governments and criminal enterprises such as the drug trade. The worldwide proliferation of light weapons is partly to blame, as is the sheer plenitude of available recruits: overpopulation has made children a virtually limitless, self-renewing resource. Children are used as combatants, bait, cannon fodder, and even sex slaves. They are cheap to employ and easily replaced.
- ***Race Against Time: Searching for Hope in AIDS-Ravaged Africa*** is a non-fiction book written by [Stephen Lewis](#) for the [Massey Lectures](#). Lewis wrote it in early to mid-2005 and [House of Anansi Press](#) released it as the lecture series began in October 2005. Each of the book's chapters was delivered as one lecture in a different Canadian city, beginning in Vancouver on October 18 and ending in Toronto on October 28. The speeches were aired on [CBC Radio One](#) between November 7 and 11. The author and orator, Stephen Lewis, was the then-[United Nations Special Envoy for HIV/AIDS in Africa](#) and former [Canadian ambassador to the United Nations](#). Although he wrote the book and lectures in his role as a concerned Canadian citizen, his criticism of the [United Nations](#) (UN), international organizations, and other diplomats, including naming specific people, was called undiplomatic and led several reviewers to speculate whether he would be removed from his UN position.

In the book and the lectures, Lewis argues that significant changes are required to meet the [Millennium Development Goals](#) in Africa by their 2015 deadline. Lewis explains the historical context of Africa since the 1980s, citing a succession of disastrous economic policies by [international financial institutions](#) that contributed to, rather than reduced, poverty. He connects the [structural adjustment](#) loans, with [conditions](#) of limited public spending on health and education infrastructure, to the uncontrolled [spread of AIDS](#) and subsequent food shortages as the disease infected much of the working-age population. Lewis also addresses such issues as discrimination against women and primary education for children. To help alleviate problems, he ends with potential solutions which mainly require increased funding by [G8](#) countries to levels beyond what they promise

### Course Evaluation

<b>Final Exam (MC) (FEMC)</b>	<b>20%</b>
<b>Final Exam (PP) (FEPP)</b>	<b>14%</b>
<b>Final Exam (SA) (FESA)</b>	<b>6%</b>
<b>Assignments/CC (A/CC)</b>	<b>24%</b>
<b>Quizzes (Q)</b>	<b>4%</b>
<b>RI Tests (RIT)</b>	<b>14%</b>
<b>Position Papers/ FR (PP)</b>	<b>13%</b>
<b>Source Analysis/DBQ (SA)</b>	<b>5%</b>

**Total = 100%**

\*DBQ= Document Based Question (8 sources)

\*FR = Free Response

### 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 [colleenblimke@gpcsd.ca](mailto:colleenblimke@gpcsd.ca)**

**Method #4 - Weebly**

### Points Of Interest:

- A mark of 65% in Social 20-1 is highly recommended for Social 30-1 and Social 30-1 AP
- 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.

**Writing Progression –Social Pre AP/AP**

**\*Note that the overall percentage of the course final mark for writing does not increase – just the type of writing assignments. The writing standard is the same as in a Social 20-1 course – the enrichment comes from increased exposure to source analysis and more writing opportunities.**

<b>Social 9</b>	<b>Social 10-1</b>	<b>Social 20-1</b>	<b>Social 30-1</b>
Source Analysis Written Response	Source Analysis Position Paper	Source Analysis Position Paper	Source Analysis Position Paper
<b>Social 9 AP</b>	<b>Social 10-1 AP</b>	<b>Social 20-1 AP</b>	<b>Social 30-1 AP</b>
Source Analysis Written Response DBQ	Source Analysis Position Paper DBQ	Source Analysis Position Paper DBQ FR	Source Analysis Position Paper DBQ FR

**Areas of Focus Related to Social 30-1 AP**

<b>Social 9 AP</b>	<b>Social 10-1 AP</b>	<b>Social 20-1 AP</b>	<b>Social 30-1AP</b>
		Feudal Society, French Revolution Napoleonic Period, WWI and WWII	European History

*REMEMBER, SUCCESS IS POSSIBLE THROUGH HARD WORK!!!*

**WELCOME TO SOCIAL 20-1 AP !!**

Parent/guardian signature: \_\_\_\_\_

Date: \_\_\_\_\_