Overview:
Students will explore the origins, values and components of competing ideologies. They will explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism. An examination of various political and economic systems will allow students to determine the viability of the values of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

(Alberta Education Program of Studies; Social Studies 30-2)

Student Text:  *Understandings of Ideology* (Oxford Canada, 2009)

Course Overview

Key Issue:  *To what extent should we embrace an ideology?*

Key Outcome:  *Students will understand, assess and respond to the complexities of ideologies.*
Related Issue 1: Should ideology be the foundation of identity?

General Outcome: Students will explore the relationship between identity and ideology.

Specific Outcomes:

Values and Attitudes

Students will:

1.1 – appreciate various perspectives regarding identity and ideology
1.2 – appreciate various perspectives regarding the relationship between individualism and common good

Knowledge and Understanding

Students will:

1.3 – explore factors that may influence individual and collective beliefs and values (culture, language, media, relationship to land, environment, gender, religion, spirituality, ideology)
1.4 – identify historic and contemporary expressions of individualism and collectivism
1.5 – examine the characteristics of ideology (interpretations of history, beliefs about human nature, beliefs about the structure of society, visions for the future)
1.6 – identify themes about ideologies (nation, class, relationship to land, environment, religion)
1.7 – examine individualism as a key value of ideology (values/principles of liberalism: individual rights and freedoms, self-interest, competition, economic freedom, rule of law, private property)
1.8 – examine collectivism as a foundation of ideology (values/principles of collectivism: collective responsibility, collective interest, cooperation, economic quality, adherence to collective norms, public property)
1.9 – examine the relationship between individualism and common good in contemporary societies
1.10 – analyze the extent to which personal identity should be shaped by ideologies
**Related Issue 2: Is resistance to liberalism justified?**

**General Outcome:** Students will assess impacts of, and reactions to, liberalism.

**Specific Outcomes:**

**Values and Attitudes:**

*Students will:*

1. appreciate Aboriginal contributions to the development of ideologies
2. appreciate how citizens and citizenship are impacted by the promotion of ideological principles
3. appreciate that individuals and groups may adhere to various ideologies

**Knowledge and Understanding:**

*Students will:*

1. explore Aboriginal contributions to the development of liberalism
2. explore that relationship between the values of liberalism and the origins of liberal thought (Adam Smith, John Stuart Mill)
3. examine the impacts of liberal thought on 19th century society (laissez-faire capitalism, industrialization, class system, limited government)
4. examine ideologies that developed in response to liberalism (socialism, Marxism)
5. examine the growth of liberalism (labour standards and unions, voting rights, welfare state, protection of human rights, feminism)
6. analyze ideological systems that rejected liberalism (Communism in the Soviet Union, fascism in Nazi Germany)
7. examine how ideological conflict shaped international relations after the Second World War (expansionism, containment, deterrence, brinkmanship, détente, liberation movements)
8. examine perspectives on the imposition of liberalism (Aboriginal experiences, contemporary events)
9. examine the extent to which modern liberalism is challenged by alternative thought (Aboriginal collective thought, environmentalism, religious perspectives, extremism)
10. evaluate the extent to which resistance to liberalism is justified
Related Issue 3: Are the principles of liberalism viable?

General Outcome: Students will understand the extent to which the values of liberalism are viable in a contemporary world.

Specific Outcomes:

Values and Attitudes:

Students will:

3.1 – appreciate various perspectives regarding the viability of the values of liberalism
3.2 – appreciate various perspectives regarding the promotion of liberalism within political and economic systems

Knowledge and Understanding:

Students will:

3.3 – explore the extent to which governments should reflect the will of the people
3.4 – explore the extent to which governments should encourage economic equality
3.5 – examine the extent to which the practices of political and economic systems reflect the values of liberalism (consensus decision making, direct and representative democracies, authoritarian political systems, free market economy, command economy, mixed economy)
3.6 – examine why government practices may not reflect values of liberalism (Canada, contemporary examples)
3.7 – explore the extent to which governments should promote individual and collective rights (Canadian Charter of Rights and Freedoms; Quebec Charter of Human Rights and Freedoms, First Nations, Metis and Inuit rights; emergencies and security legislation)
3.8 – evaluate the extent to which the values of liberalism are viable in the context of contemporary issues (environment concerns, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship)
Related Issue 4: *Should my actions as a citizen be shaped by an ideology?*

**General Outcome:** Students will understand their rights, roles and responsibilities as citizens.

**Specific Outcomes:**

**Values And Attitudes:**

*Students will:*

4.1 – appreciate the relationship between citizenship and leadership
4.2 – exhibit a global consciousness with respect to the human condition and world issues
4.3 – accept responsibilities associated with individual and collective citizenship

**Knowledge and Understanding:**

*Students will:*

4.4 – explore how ideologies shape individual and collective citizenship
4.5 – examine perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, protest, civil disobedience, political participation)
4.6 – examine perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, antiwar movements, pro-democracy movements, contemporary examples)
4.7 – analyze the extent to which ideology should shape responses to contemporary issues
4.8 – develop strategies to address local, national, and global issues that demonstrate individual and collective leadership
4.9 – explore opportunities to demonstrate active and responsible citizenship through individual and collective action
Evaluation

Course mark will be determined by:

Semester Work (school-based) 70%
Diploma Exam 30%

School Based Mark
Portfolio (assignments/CC) 20%
RI Tests & Quizzes 40%
Writing 40%

Total = 100%

Welcome to Social 30-2!

“I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!”