

TO WHAT EXTENT SHOULD WE EMBRACE
NATIONALISM
SOCIAL STUDIES 20-2



Course Outline

SOCIAL STUDIES 20-2: Understandings of Nationalism

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Overview

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.

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
<i>1. Should nation be the foundation of identity?</i>	Students will explore the relationships among identity, nation and nationalism.
<i>2. Should nations pursue national interest?</i>	Students will assess impacts of nationalism, ultra-nationalism and the pursuit of national interest.
<i>3. Should internationalism be pursued?</i>	Students will assess impacts of the pursuit of internationalism in contemporary global affairs.
<i>4. 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.

Prescribed Resources/Textbook

Understanding Nationalism. McGraw-Hill Ryerson, 2008.

Related Issue 1

Should nation be the foundation of identity?

General Outcome

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

Specific Outcomes

Values and Attitudes		
<i>Students will:</i> 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 <i>Students will:</i>	Specific Outcome	Chapter
<i>So</i> 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	examine the relationship between nation and nation-state	
1.8	examine how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French Revolution and Napoleonic era, contemporary examples)	
1.9	examine nationalism as an identity, internalized feeling and/or collective consciousness shared by a people (French Revolution, Canadian nationalism, Québécois nationalism, First Nations and Métis nationalism, Inuit perspectives)	
1.10	analyze the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism)	
1.11	analyze the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, culture, race, ideology, class, other contending loyalties)	

Related Issue 2

Should nations pursue national interest?

General Outcome

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

Specific Outcomes

Values and Attitudes		
<i>Students will:</i> 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 <i>Students will:</i>	Specific Outcome	Chapter
So 2.4	explore the concept of national interest	
2.5	explore the relationship between nationalism and the pursuit of national interest	
2.6	examine how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period)	
2.7	examine similarities and differences between nationalism and ultranationalism	
2.8	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, internments in Canada, conscription crises)	
2.9	examine ultranationalism as a cause of genocide (the Holocaust, the 1932–1933 famine in Ukraine, contemporary examples)	
2.10	evaluate impacts of the pursuit of national self-determination (Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples)	

Related Issue 3

Should internationalism be pursued?

General Outcome

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

Specific Outcomes

Values and Attitudes		
<i>Students will:</i> 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 <i>Students will:</i>	Specific Outcome	Chapter
So 3.4	examine 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	examine how internationalism can be promoted through foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements)	
3.7	analyze 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)	
3.8	examine 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

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		
<i>Students will:</i> 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 <i>Students will:</i>	Specific Outcome	Chapter
So 4.4	explore multiple perspectives on national identity in Canada	
4.5	examine methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology, institutions, government programs and initiatives)	
4.6	identify 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, French Canadian nationalism, Pierre Trudeau, National Indian Brotherhood)	
4.7	explore 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	analyze 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	

Course Evaluation

Final Exam – Multiple Choice	20%
Portfolio Assignments/Critical Challenges	10%
RI Exams/Quizzes	35%
Writing – WAI, WAI, WAIII	35%

TOTAL = 100%

Contact Procedures and Course Expectations

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

- Attendance is essential in order to be successful in this class.
- 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.
- If extra help is needed, ask!!!

WELCOME TO SOCIAL 20-2!!