

Social Studies 30 Course Outline
W.H. Croxford High School
September 2018 – January 2019
Perspectives on Ideology

INTRODUCTION:

Welcome to Social Studies 30-1 at WH Croxford High School. The main goals of this course are twofold: 1) to realize the importance of not leaving your politics to someone else, and 2) to understand what motivates human beings to behave as they do politically and economically.

UNIT OVERVIEW:

Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues. Students will be required to incorporate various skill sets from Social Studies 10-1 through to Social Studies 30-1 that incorporate critical and creative thinking, historical thinking, geographic thinking, decision making and problem solving. Students will also be required to demonstrate skills of how to participate in social and democratic practice through cooperation, conflict resolution and consensus building. In exploring the major issues of liberalism students will be required to demonstrate and apply the research process to their inquiries along with communicating their ideas through oral, visual, media and textual literacy.

Evaluation

The course is divided into two sections:

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|---------------------------------------|------------|
| 1. Term Work | 70% |
| 2. Alberta Diploma Examination | 30% |

Social Studies 30 class grade will be evaluated in the following categories:

Writing	40%
Unit Tests	40%
Assignments	20%
TOTAL:	100%

Please Note: The Diploma exam will consist of a multiple-choice section and an in-class written assignment.

Controversial Issues

Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of social studies education in Alberta.

Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study 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.

Local and Current Affairs

In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allowed for Social Studies.

Appeals Process

If students wish to appeal their grades, there is a process in place at W.H. Croxford:

Step One: Student speaks with teacher to come up with a resolution. IF a consensus is not achieved;

Step Two: Student, Teacher, Parents, and Department Lead have a conference to reach a resolution. IF a consensus is not achieved;

Step Three: Student, Teacher, Parents, Department Lead, and Administration have a conference to reach a final resolution.

Policies Procedures and Materials

1. Students are expected to complete all assigned homework.
2. Students are expected to make up missed assignments or exams in a reasonable amount of time after their return to class following any absence.
3. Students are expected to come prepared to class with all appropriate materials. This includes a POD, charger, headphones, USB drive, writing utensils, paper, and binder.
4. Students in 20-1 are expected to attain a final grade of 60% or greater in order to move on to 30-1.
5. Students in 20-1 and 20-2 must achieve a final grade of 50% or greater to progress to 30 level courses.

General Education Information

- Section 12 of the Alberta School Act on Student Conduct:

A student shall conduct himself or herself so as to reasonably comply with the following code of conduct:

- a) be diligent in pursuing the student's studies;
- b) attend school regularly and punctually;
- c) co-operate fully with everyone authorized by the board to provide education programs and other services;
- d) comply with the rules of the school;
- e) account to the student's teachers for the student's conduct;
- f) respect the rights of others;
- g) ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- h) refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means;
- i) positively contribute to the student's school and community.

General and Specific Outcomes

In class we will be studying the following issues: To what extent should ideology be the foundation of identity? To what extent is resistance to liberalism justified? To what extent are the principles of liberalism viable? To what extent should my actions as a citizen be shaped by an ideology?

Issue #1: To what extent should ideology be the foundation of identity?

Students will:

- Appreciate various perspectives regarding identity and ideology.
- Appreciate various perspectives regarding the relationship between individualism and common good.
- Explore factors that may influence individual and collective beliefs and values **(culture, language, media, relationship to land, environment, gender, religion, spirituality, ideology)**.
- Examine historic and contemporary expressions of individualism and collectivism.
- Examine the characteristics of ideology **(interpretation of history, beliefs about human nature, beliefs about the structure of society, visions for the future)**.
- Explore the themes of ideologies **(nation, class, relationship to land, environment, religion, progressivism)**.
- Analyze individualism as a foundation of ideology **(principles of liberalism: individual rights and freedoms, self-interest, competition, economic freedom, rule of law, private property)**.

- Analyze collectivism as a foundation of ideology (**principles of collectivism: collective responsibility, collective interest, cooperation, economic equality, adherence to collective norms, public property**).
- Analyze the dynamic between individualism and common good in contemporary societies
- Evaluate the extent to which personal identity should be shaped by ideologies.

Issue #2: To what extent is resistance to liberalism justified?

Students will:

- Appreciate Aboriginal contributions to the development of ideologies.
- Appreciate how citizens and citizenship are impacted by the promotion of ideological Principles.
- Appreciate that individuals and groups adhere to various ideologies.
- Explore Aboriginal contributions to the development of liberalism.
- Examine the relationship between the principles of liberalism and the origins of classical liberal thought (**John Locke, Montesquieu, Adam Smith, John Stuart Mill**).
- Analyze the impacts of classical liberal thought on 19th century society (**laissez-faire capitalism, industrialization, class system, limited government**).
- Analyze ideologies that developed in response to classical liberalism (**classical, conservatism, Marxism, socialism, welfare capitalism**).
- Analyze the evolution of modern liberalism as a response to classical liberalism (**labour standards and unions, universal suffrage, welfare state, protection of human rights, feminism**).
- Evaluate ideological systems that rejected principles of liberalism (**Communism in the Soviet Union, fascism in Nazi Germany**).
- Analyze how ideological conflict shaped international relations after the Second World War (**expansionism, containment, deterrence, brinkmanship, détente, nonalignment, liberation movements**).
- Analyze perspectives on the imposition of the principles of liberalism (**Aboriginal experiences, contemporary events**).
- Analyze the extent to which modern liberalism is challenged by alternative thought (**Aboriginal collective thought, environmentalism, religious perspectives, neo-conservatism, postmodernism, extremism**).
- Evaluate the extent to which resistance to the principles of liberalism is justified

Issue #3: To what extent are the principles of liberalism viable?

Students will:

- Appreciate various perspectives regarding the viability of the principles of liberalism.
- Appreciate various perspectives regarding the promotion of liberalism within political and economic systems.
- Explore the extent to which governments should reflect the will of the people.

- Explore the extent to which governments should encourage economic equality.
- Analyze the extent to which the practices of political and economic systems reflect the principles of liberalism (**consensus decision making, direct and representative democracies, authoritarian political systems, traditional economies, free market economies, command economies, mixed economies**).
- Analyze the extent to which liberal democracies reflect illiberal thought and practice (**Canadian contemporary examples**).
- Analyze why the practices of governments may not reflect principles of liberalism.
- Evaluate the extent to which governments should promote individual and collective rights (**American Bill of Rights; Canadian Charter of Rights and Freedoms; Québec Charter of Human Rights and Freedoms; First Nations, Métis and Inuit rights; language legislation; emergencies and security legislation**).
- Evaluate the extent to which the principles of liberalism are viable in the context of contemporary issues (**environment concerns, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship, illiberalism**).

Issue #4: To what extent should my actions as a citizen be shaped by an ideology?

Students will:

- Appreciate the relationship between citizenship and leadership.
- Exhibit a global consciousness with respect to the human condition and world issues.
- Accept responsibilities associated with individual and collective citizenship.
- Explore the relationship between personal and collective worldviews and ideology.
- Explore how ideologies shape individual and collective citizenship.
- Analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (**respect for law and order, dissent, civility, political participation, citizen advocacy**).
- Analyze perspectives on the right, roles and responsibilities of the individual during times of conflict (**humanitarian crises, civil rights movements, antiwar movements, McCarthyism, pro-democracy movements, contemporary examples**).
- Evaluate the extent to which ideology should shape responses to contemporary issues.
- Develop strategies to address local, national and global issues that demonstrate individual and collective leadership.
- Explore opportunities to demonstrate active and responsible citizenship through individual and collective action.