

Social Studies 20-1 Perspectives on Nationalism

WH Croxford High School Course Outline

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INTRODUCTION

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

To what extent should we embrace nationalism?

Key Outcome

Students will understand, assess and respond to the complexities of nationalism.

Related Issues

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 nationalism, ultranationalism 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.

Unit Overview

While nationalism has historically examined the relationship of the citizen to the state, contemporary understandings of nationalism include evolving individual, collective, national and state realities. Exploring the complexities of nationalism will contribute to an understanding and appreciation of the interrelationships among nation, nationalism, internationalism, globalization, and citizenship and identity. Developing understandings of the various points of view associated with nationalism as well as an appreciation for the perspectives of others will encourage students to develop personal and civic responses to emergent issues related to nationalism.

Evaluation:

| | |
|------------------------------|---|
| Cumulative Assessment | 70% (all marks over the entire semester) |
| Final Exam | 30% |

In Class Assessment

Classroom student assessment will be based on many forms of both **Assessment for Learning/Formative Assessment** (student progress toward clearly specified outcomes; using such tools as Self-Reflection, Peer-Coaching, Descriptive Feedback, and Checklists) and **Assessment of Learning/Summative Assessment** (quizzes, tests and unit exams).

Evaluation

The course is to be divided into two sections:

- | | | |
|----|--------------------------|--------------|
| a. | Term Work | (70%) |
| b. | Course Final Examination | (30%) |

Weighting of Marks:

| | |
|-------------------|-------------|
| Exams | 30% |
| Written Responses | 30% |
| Minor Assignments | 20% |
| Major Assignments | 20% |
| Total | 100% |

Powerschool will be used to report marks to students and parents and will be updated at the end of each unit test.

Writing Assignment(s) are an important skill that was introduced in Social 10-1 level at this level (Social 20-1) there will be an increased focus on writing skills and the development of critical thinking skills. This will help to better prepare you for courses in Social Studies. Attention to these writing assignments will be essential for success in 30-1. These writing assignments will mirror what students in the will be expected to complete in preparation for the Provincial Social Studies Diploma Examination in Grade 12.

Resources:

In this course, you will be using many resources that reflect varying perspectives on numerous issues that will be raised throughout the course. These include, on-line resources, print media, and visual media of all sorts.

Basic Resource:

Exploring Nationalism– Robert Gardner, Margaret Hoogeveen, Daniel J. McDevitt, and Angus L. Scully.

McGraw-Hill, Ryerson Publications \$75.00

Perspectives on Nationalism – Craig Harding, Tom Smith, David Yoshida, and John Meston. Oxford University Press \$75.00

Rules and Expectations

1. Everyone's opinion is valid and must be respected.
 - No put-downs will be tolerated.
 - Treat others with respect and courtesy.
 - Respect the property of others.
2. Everyone has the right to be heard, if he or she is not infringing upon the rights of others.
 - Only one person talks at a time.
 - No inappropriate language will be tolerated.
 - Raise your hand to answer a question.
3. Attend class regularly.
 - Be prompt and prepared for class.
 - Keep a neat and complete notebook.
 - Please don't doodle on your notes/handouts or those of others.
 - Make review a habit.
 - Complete all homework and assignments.
 - Take responsibility for any work missed.
 - Ask questions when in doubt.
4. Be responsible for your own actions and learning.
 - Help is available outside class time so that students may achieve their potential. However, students must put in effort in class to earn my time out of class.

5. The facilities, instructor, and your learners must be given the proper respect to enjoy the privilege of learning. The following class rules will be followed.
 - **NO electronic communication device during instructional time.**
 - No electronic communication devices will be allowed out of the classroom during breakout time

Materials:

Bring these supplies to class.

- Blue or black pen, pencil and eraser
- Pencil crayons or felts and high lighter
- Binder and paper

One to One Computer policy:

- It is expected that all students will possess a device that allows them to complete assigned tasks in class.

Late Policy, Late Assignments, Missing Assignments, Redo's, Quest A Plus

1. Homework, if assigned is due at the beginning of a class
 2. Punctuality is extremely important. Students arriving late for class who do not have a written note or phone verification from a teacher excusing the late will be marked late. If tardiness is a reoccurring problem the teacher will assign time to be made up at the convenience of the teacher. Parents will be contacted if improvements are not shown and the school administration will be consulted.
 3. You are responsible to write all tests/exams that are given in the classroom. If you are away for a test/exam, then it is **YOUR** responsibility to decide with the teacher to write this test/exam. This will be done on your own time and **NOT** during class time.
 4. Late Assignments will be given a **Mark of Zero (0)** until the assignment is handed in. After one week- if the assignment has not handed in an alternative assignment will be given and completed in class.
 5. Redo's of any summative assessment can be done. However, there are exceptions. **Unit Tests and Essays are done as "Replacement"** meaning the next Unit Test or Essay can replace the previous exam or essay if the mark received is higher.
 6. Quest A Plus will be used for all Essays.
- **Please refer to SCHOOL ATTENDANCE POLICY if any questions.**