

Social Studies 30-1

“Perspectives on Ideology”

WH Croxford High School

Course Outline

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INTRODUCTION

Welcome to Social Studies 30-1 at WH Croxford. There are 2 reasons to take this course other than the obvious ones:

- 1- To realize the importance of not leaving your politics to someone else.
- 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.

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 (**labor 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.

Required Text(s):

Fielding, John, Christison, Matt, et al. *Perspectives on Ideology*. Ontario, Canada: Oxford University Press, 2009.

Evaluation

The course is to be divided into two sections:

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|----|--------------------------------|--------------|
| a. | Term Work | (70%) |
| b. | Alberta Provincial Examination | (30%) |

Weighting of Marks:

Exams	40%
Written Responses	40%
Minor and 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.

In Class Assessment

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

Power School will be used to report marks to students and parents and will be updated on the completion of each unit.

*****Writing Assignment(s) are an important skill at the Social 30-1 level and are preparation and attention to these writing assignments will be essential for success in this course. You will be expected to complete a variety of written responses in preparation for the **“SOCIAL STUDIES 30-1 DIPLOMA EXAMINATION”**. These writing assignments will mirror the requirements of the Provincial Social Studies Diploma Examination.

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 web resources, print media, and visual media of all sorts.

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, as long as 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.
 - Display a positive attitude.
 - 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.**

Materials:

Bring these supplies to class.

- Blue or black pen, pencil and eraser
- Pencil crayons or felts and hi-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.**