SOCIAL STUDIES 30-1

**Perspectives on Ideology**



Course Outline – Mrs. Weber

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SS30-1 Google classroom code: dw979g

**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 access the viability of the principles of the principles 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 30-1)*

**Student Texts:**  *Perspectives on Ideology* (Oxford Canada, 2009)

**Student Resources:** A variety of resources must be used in the new Social Studies 30-1 curriculum; magazines, newspapers, internet, media coverage etc.

**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.*

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

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

***Approximately 3 weeks (11-15 classes)***

Learner Outcomes:

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| **Values and Attitudes** |  |  |
| *Students will:*  *so 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** | **Specific Outcome** | **Chapter/**  **pages** |
| *Students will:*    *so*  ***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*** | examine 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*** | explore themes of ideologies (nation, class, relationship to land, environment, religion, progressivism) |  |
| ***1.7*** | analyze individualism as a foundation of ideology (principles of liberalism: individual rights and freedoms, self-interest, competition, economic freedom, rule of law, private property) |  |
| ***1.8*** | analyze common good as a foundation of ideology (principles of collectivism: collective responsibility, collective interest, cooperation, economic equality, adherence to collective norms, public property) |  |
| ***1.9*** | analyze the dynamic between individualism and common good in contemporary societies |  |
| ***1.10*** | evaluate the extent to which personal identity should be shaped by ideologies |  |

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

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

***Approximately 6 weeks (27-30 classes)***

Learner Outcomes:

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| **Values and Attitudes** |  |  |
| *Students will:*  *so 2.1* | appreciate Aboriginal contributions to the development of ideologies |  |
| *2.2* | appreciate how citizens and citizenship are impacted by the promotion of ideological principles |  |
| *2.3* | appreciate that individuals and groups may adhere to various ideologies |  |
|  |  |  |
| **Knowledge and Understanding** | **Specific Outcome** | **Chapter/**  **pages** |
| *Students will:*  *so* ***2.4*** | explore Aboriginal contributions to the development of liberalism |  |
| ***2.5*** | examine the relationship between the principles of liberalism and the origins of classical liberal thought (John Locke, Montesquieu, Adam Smith, John Stuart Mill) |  |
| ***2.6*** | analyze the impacts of classical liberal thought on 19th century society (laissez-faire capitalism, industrialization, class system, limited government) |  |
| ***2.7*** | analyze ideologies that developed in response to classical liberalism (classic conservatism, Marxism, socialism, welfare capitalism) |  |
| ***2.8*** | 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) |  |
| ***2.9*** | evaluate ideological systems that rejected principles of liberalism (Communism in the Soviet Union, fascism in Nazi Germany) |  |
| ***2.10*** | analyze how ideological conflict shaped international relations after the Second World War (expansionism, containment, deterrence, brinkmanship, détente, nonalignment, liberation movements) |  |
| ***2.11*** | analyze perspectives on the imposition of the principles of liberalism (Aboriginal experiences, contemporary events) |  |
| ***2.12*** | analyze the extent to which modern liberalism is challenged by alternative thought (Aboriginal collective thought, environmentalism, religious perspectives, neo-conservatism, extremism) |  |
| ***2.13*** | evaluate the extent to which resistance to the principles of liberalism is justified |  |

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

**General Outcome:** Students will assess the extent to which the principles of liberalism viable in a contemporary world.

***Approximately 5 weeks (22-25 classes)***

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| **Values and Attitudes** |  |  |
| *Students will: so 3.1* | appreciate various perspectives regarding the viability of the principles of liberalism |  |
| *3.2* | appreciate various perspectives regarding the promotion of liberalism within political and economic systems |  |
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| **Knowledge and Understanding** | **Specific Outcome** | **Chapter/**  **pages** |
| *Students will:*  *so* ***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*** | analyze the extent to which the practices of political and economic systems reflect principles of liberalism (consensus decision making, direct and representative democracies, authoritarian political systems, traditional economies, free market economies, command economies, mixed economies) |  |
| ***3.6*** | analyze the extent to which liberal democracies reflect illiberal thought and practice (Canada, contemporary examples) |  |
| ***3.7*** | analyze why the practices of governments may not reflect principles of liberalism |  |
| ***3.8*** | explore 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; War Measures Act/Emergencies Act; USA PATRIOT Act) |  |
| ***3.9*** | evaluate the extent to which the principles of liberalism are viable in the context of contemporary issues (environment, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship, illiberalism) |  |

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

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

***Approximately 2 weeks (7-10 classes)***

Learner Outcomes:

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| **Values and Attitudes** |  |  |
| *Students will: so 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** | **Specific Outcome** | **Chapter/**  **pages** |
| *Students will: so* ***4.4*** | explore the relationship between personal and collective worldviews and ideology |  |
| ***4.5*** | explore how ideologies shape individual and collective citizenship |  |
| ***4.6*** | 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) |  |
| ***4.7*** | analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, pro-democracy movements, contemporary examples) |  |
| ***4.8*** | evaluate the extent to which ideology should shape responses to contemporary issues |  |
| ***4.9*** | develop strategies to address local, national and global issues that demonstrate individual and collective leadership |  |
| ***4.10*** | explore opportunities to demonstrate active and responsible citizenship through individual and collective action |  |

**Evaluation:**

**Final Mark**

***Semester Work (school-based) 70%***

# **Diploma Exam 30%**

School Based Mark

Portfolio (Assignments/CC) 20%

Tests/Quizzes 40%

Writing (Position Papers & 40%

Source Analysis)

Total = 100%

Course Expectations and Procedures

* If a student requires special learning accommodations, please discuss with your teacher what is required. These accommodations are recommended through an educational/psychological assessment, and must be provided throughout the year in order for final exam accommodations to be granted.
* Marks will be posted in a timely manner on PowerSchool. Please ensure you have and use your password to keep informed on course progress.
* Please email me at [kateweber@gpcsd.ca](mailto:kateweber@gpcsd.ca) rather than leaving a message at the school.
* Missed assignments can be printed off my google classroom.
* Attending class increases student success! You are responsible for attending focus for missed content and classes.

REMEMBER….SUCCESS CAN BE ACHIEVED THROUGH DEDICATION AND HARD WORK!!!!

