

BERT CHURCH HIGH SCHOOL
Social Studies 20–1: PERSPECTIVES ON NATIONALISM
Mr. Hoe Rm 2020 ghoe@rockyview.ab.ca

LIFE IN MR. HOE'S CLASSROOM

- **Laptop required every class;** students are NOT to work on a smartphone unless handwriting their work
- Food/beverage permitted, please respect the room and dispose/recycle appropriately
- Please respect assigned seating unless otherwise indicated
- Mr. H reserves the right to confiscate any electronic device, to be returned at his discretion

COURSE EVALUATION:

Projects & Large Assignments	45%	(multiple choice, projects large assignments)
Writing and Composition	30%	(source analysis, position paper, paragraph, journals)
Readings and Research	25%	(daily readings, case studies, small assignments)

ACADEMIC INTEGRITY POLICY

At Bert Church High School, and across all academia, integrity and honesty are critical. Throughout your educational career you will find that the consequences for submitting work that is not your own are very serious. Submitting your own work is not only the only way you can grow as a learner, but is also the only way that teachers can determine if you are meeting course outcomes and give you credit for your efforts.

Any work that does not meet expectations for academic integrity will not be assessed until work reflects an student's authentic understandings.

In cases of academic dishonesty parents and administration will be notified and disciplinary action may result.

APPEALS

Any course mark may be appealed. Students are encouraged to consult with Mr. Hoe about any concerns.

TEST POLICY

All tests/written exams are the property of the Social Studies Department and will not leave the school.

COURSE MATERIAL & CONTROVERSY TOPICS

Social Studies is an inherently political subject area; Social Studies material, however, is presented free of any political agenda. There is no emphasis on, nor a deliberate effort to promote, any particular ideology. The goal is to expose students to a variety of perspectives; as such, the course may involve issues which challenge personal beliefs. Students should be prepared to engage appropriately with a diversity of opinions.

If you have concerns in this regard, please feel free to approach Mr. Hoe in confidence and the matter will be addressed in a mature, respectful fashion.

OVERVIEW OF SOCIAL 20-1

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 AND RELATED ISSUES

Key Issue: To what extent should we embrace nationalism?

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 nations, 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/civic responses to issues related to nationalism.

Related Issues:

1. To what extent should nation be the foundation of identity?
2. To what extent should nations pursue national interests?
3. To what extent should internationalism be pursued?
4. To what extent should individuals and groups in Canada embrace a national identity?