**Brief Overview of the Course**

Students will examine historical and contemporary understandings of nationalism in Canada and the world. They will explore origins of nationalism as well as the impacts of nationalism on individuals and communities within Canada and other locations. Examples of *Nationalism, Ultranationalism, Supranationalism* and *Internationalism* will be examined from a variety of perspectives. Students will develop personal and civic responses to emergent issues related to nationalism.

**Rationale**

As perspectives on personal identity continue to evolve, so do understandings of nationalism and what it means to be a member of a collective, community, state and nation. This evolution is significant in the Canadian context as nationalism continues to shape visions of identity and nation. Understanding the significance of nationalism contributes to an appreciation and awareness of interrelationships among nationalism, internationalism, citizenship and identity.

**Key Issue**

To what extent should we embrace nationalism?

**Key Outcome**

Students will understand, assess, and respond to the complexities of nationalism.
### Outcomes – General and Specific

#### General

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<th>Related Issue</th>
<th>General Outcome</th>
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<td>Students will explore the relationships among identity, nation and nationalism.</td>
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<td>2. Should Nations pursue national interest?</td>
<td>Students will understand impacts of nationalism, ultranationalism, and the pursuit of national interest.</td>
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<td>3. Should Internationalism be pursued?</td>
<td>Students will assess the impacts of the pursuit of internationalism in contemporary global affairs.</td>
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<td>4. Should individuals and groups in Canada embrace a national identity?</td>
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#### Specific Outcomes

**Related Issue 1 – Should nation be the foundation of identity?**

**General Outcome**  
Students will explore the relationships among identity, nation and nationalism.

**Values and Attitudes**

1.1 Students will appreciate that understandings of identity, nation and nationalism continue to evolve  
1.2 Students will appreciate the existence of alternate views on the meaning of nation.  
1.3 Students will appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world.  
1.4 Students will appreciate why people seek to promote their identity through nationalism.

**Knowledge and Understanding**

1.5 Students will explore a range of expressions of nationalism  
1.6 Students will develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic)  
1.7 Students will examine the relationship between nation and nation-state.  
1.8 Students will examine how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French Revolution and contemporary examples)  
1.9 Students will examine nationalism as an identity, internalized feeling, and/or collective consciousness shared by a people. (French Revolution, Canadian Nationalism, Québécois
nationalism, First Nations and Métis nationalism, Inuit perspectives)

1.10 Students will analyze the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism)

1.11 Students will analyze the importance of reconciling nationalism with contending non-nationalist loyalties (religion, regional, culture, race, ideology, class, other contending loyalties)

**Related Issue 2 – Should Nations pursue national interest?**

**General Outcome**
Students will understand impacts of nationalism, ultranationalism, and the pursuit of national interest.

**Values and Attitudes**

2.1 Students will appreciate that nations and states pursue national interest.

2.2 Students will appreciate that the pursuit of national interest has positive and negative consequences.

2.3 Students will appreciate multiple perspectives related to the pursuit of national interest.

**Knowledge and Understanding**

2.4 Students will explore the concept of national interest.

2.5 Students will explore the relationship between nationalism and the pursuit of national interest.

2.6 Students will examine how the pursuit of national interest shapes foreign policy (First World War peace settlements, interwar period)

2.7 Students will examine similarities and differences between nationalism and ultranationalism

2.8 Students will analyze nationalism and ultranationalism during times of conflict (causes of the First and Second World Wars, examples of nationalism and ultranationalism from the First and Second World Wars, internments in Canada, conscription crisis)

2.9 Students will examine ultranationalism as a cause of genocide (Holocaust, Ukraine Famine (1932-33) and contemporary examples.

2.10 Students will evaluate impacts of the pursuit of national self-determination (Québécois nationalism and sovereignty movement; First nations, Métis and Inuit Self-government; contemporary examples.
## Related Issues 3 – Should Internationalism be pursued?

### General Outcome
Students will assess impacts of the pursuit of internationalism in contemporary global affairs

### Values and Attitudes

3.1 Students will appreciate that nations and states engage in regional and global affairs for a variety of reasons

3.2 Students will appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities

3.3 Students will demonstrate a global consciousness with respect to the human condition and global affairs

### Knowledge and Understanding

3.4 Students will examine the motives of nation and state involvement or non-involvement in international affairs (economic stability, self-determination, peace, security, humanitarianism)

3.5 Students will explore understandings of internationalism

3.6 Students will examine how internationalism can be promoted by foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law, and agreements)

3.7 Students will analyze the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, Europeans Union, L’Organisation international de la Francophonie, Arctic Council)

3.8 Students will examine impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, Poverty, debt, disease, environment, human rights)

3.9 Students will evaluate the extent to which nationalism must be sacrificed in the interest of internationalism

## Related Issue 4 – Should individuals and groups in Canada embrace a national identity?

### General Outcome
Students will understand the complexities of nationalism within the Canadian context.

### Values and Attitudes

4.1 Students will appreciate historical and contemporary attempts to develop a national identity

4.2 Students will appreciate contrasting historical and contemporary narratives associated with national identity.

4.3 Students will respect the views of others on alternative visions of national identity.
Knowledge and Understanding

4.4 Students will explore multiple perspectives on national identity in Canada.

4.5 Students will examine methods used by individuals, groups, and governments in Canada to promote a national identity (symbolism, mythology, institutions, government programs and initiatives)

4.6 Students will identify historical perspectives of Canada as a nation (Louis Lafontaine, Robert Baldwin, the Fathers of Confederation, First Nations treaties and the Indian Act, Métis and Inuit self-governance, Louis Riel, French Canadian Nationalism, Pierre Elliot Trudeau, National Indian Brotherhood)

4.7 Students will explore the challenges and opportunities associated with the promotion of Canadian national unity (Quebec Sovereignty, Federal-Provincial-Territorial Relations, Aboriginal self Determination and land Claims, Bilingualism, Multiculturalism)

4.8 Students will analyze various perspectives of future visions of Canada (pluralism, multination model, separatism, Aboriginal self-determination, global leadership, North American integration)

4.9 Students will develop personal and collective visions of national identity.

Prescribed Resources/Textbook:
Understanding Nationalism

Course Evaluation

Assignments (in-class, take-home, group-work, critical analysis) ..........................................15%

Pop quizzes, quizzes, and tests.................................................................................................25%

Written Assignment..................................................................................................................20%

Part A Written Final Exam.......................................................................................................20%

Part B Multiple Choice Final Exam..........................................................................................20%

Additional Information and Expectations/Procedures

Keep up to date with your marks through GradeBook and PowerSchool. Attendance and Grades can be followed through this process. (Please be patient with the posting of Marks/Grades)

Report Cards will keep you informed as well as PSTI.

Email me with any concerns or questions related to this course and your progression.
Interesting Points
If special learning accommodations are required for students, please inform me as soon as humanly possible. These accommodations should be recommended through an educational/psychological assessment.
A mark of 65% or higher in this course is highly recommended for Social Studies 30-2.

Welcome to Social Studies 20-2!!

*Your success is measured by your effort!* 😊