Perspectives on Nationalism 2017-2018 Semester I
Social Studies 20-IB
Archbishop MacDonald Senior High School

Mr. E. Delpercio  Enrico.Delpercio@ecsd.net

IB Program: Overview and Rationale:
The IB Program is the advanced stream of skills and knowledge development for students who are intent on pursuing a post secondary education. In order to prepare for the Social Studies 30IB World History, students are expected to rigorously and independently pursue and demonstrate their learning of the key issue and related issues with teacher led instruction, cooperative group activities and the completion of teacher led tasks. The IB student is willing to commit to enriched investigation of higher levels of knowledge, evaluate and judgment of case studies in preparation for class discussion.

Students will explore the concept of nation building and the beliefs and values held by citizens that support a collective understanding of a country. They will learn of the various natures of national identity and how challenging and conflicting views of the nation-state are expressed and resolved. National interests and their international pursuit are also explored providing the student the opportunity to learn of methods of cooperation, foreign aid and assistance in a globalizing world. Students will consider diplomatic solutions to international disputes and emerging national issues of a political, social or economic nature.

Students will be required to refine and develop their academic skills by demonstrating depth and breadth of understanding in the Alberta Learning Social Studies 20-1 curriculum. Students will be encouraged, challenged and expected to engage in the independent nature of study. Students will actively research, develop and demonstrate ownership of issues and projects undertaken in various formats including persuasive and expository essays, electronic presentation, speech, debate, and other media. The requirements of the curriculum will be met by demonstrating insight and understanding of current issues and events that Canadians face today.

The IB coursework focuses on examining history which is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance. History is an exploratory subject that fosters a sense of inquiry; it is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today. The IB Diploma Programme (DP) history course is a world history course based on a comparative and multiperspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

The Social Studies 20IB Course covers the content of both the Alberta Diploma Social Studies Program of Studies and the International Baccalaureate Organization World History Higher Level Program of Studies incorporating the IB Learner Profile, IB Theory of Knowledge and IB Approaches to Learning into lessons.
Two areas, which already exist in our Alberta Curriculum, will be explored in further detail:

**The French Revolution and Napoleon I (1774–1815)**

This case study deals with the origins, outbreak, course and impact of the French Revolution. It focuses on the social, economic, political and intellectual challenges confronting the Ancien Régime and the stages of the revolutionary process during this period, culminating in the rise and rule of Napoleon Bonaparte. The section requires investigation of the impact of the French Revolution, as well as Napoleon’s domestic and foreign policies, upon France and its European neighbours.

**Move to Global War**

This case study focuses on Japanese expansionism in East Asia from 1931 to 1941; the second case study explores German and Italian expansionism in the period 1933–39. Each case study will examine three main aspects relating to these two examples of military expansionism in the period 1931–41: (1) causes (2) actions/events (3) international responses. In particular, these case studies will examine the significance of nationalism and militarism, and the rise of right-wing and fascist regimes in Japan, Italy and Germany. In addition, economic developments will be examined, including the impact of the Great Depression. These case studies will also consider the problems arising from the peace settlements of 1919–20; and the various responses of the League of Nations, and of the main democratic states, to these developments which eventually led to the outbreak of the Second World War.

In addition, a **Historical Investigation** will be started. This is a problem-solving activity that enables students to demonstrate the application of their skills and knowledge to a historical topic that interests them and that need not be related to the syllabus. The internal assessment allows for flexibility. The emphasis must be on a specific historical inquiry that enables the student to develop and apply the skills of a historian by selecting and analyzing a good range of source material and managing diverse interpretations. The activity demands that students search for, select, evaluate and use evidence to reach a relevant conclusion.

**Basic Resources:**

- Century of Change: Europe from 1789-1918 (Michner and Tuffs)
- The Move to Global War (Rogers and Thomas, 2015)
- History of Europe and the Middle East (Habibi et al, 2010)

The students will also be exposed to a variety of perspectives ranging from previous texts and periodicals to online sources and possible guest lecturers.
PROGRAM OF STUDIES SST 20-1 CURRICULUM:

Key and Related Issues

The curriculum for Social Studies 20-1 focuses on a single central or Key Issue that is further divided into four Related Issues.

Key Issue: To what extent should we embrace nationalism?

Under this key issue it is expected that students will understand, assess and respond to the complexities of nationalism.

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

Here it is expected that students will explore the relationships among identity, nation, and nationalism.

Related Issue 2: To what extent should national interests be pursued?

The outcome here is that students will assess impacts of nationalism, ultranationalism, and the pursuit of national interest.

Related Issue 3: To what extent should internationalism be pursued?

Students will now be able to assess impacts of the pursuit of internationalism in contemporary global affairs.

Related Issue 4: To what extent should individuals and groups in Canada embrace a national identity?

Students will finally be able to assess strategies for negotiating the complexities of nationalism within the Canadian context.

For more information on the Social Studies curriculum, go to the following link:
https://education.alberta.ca/media/774373/soc20.pdf

* All marks are cumulative. Absences can affect student progress. Parents/guardians should contact student services regarding absences prior to exams or due dates of assignments.
* It is expected that students complete their assigned readings, responses and reflections on issues of study.

Assessment for Reporting Purposes:

Nationalism Tests 35%
Nationalism Writing Assignments 25%
Nationalism Projects 15%
Nationalism Final Exam (Multiple Choice) 25%

General Student Evaluation Procedures:

Students will have a marking guide explained to them as well as models for assessment (where available) so that the nature of the task and its outcome are known. A wide range of assessment information is used in the development of a student’s final grade. At Archbishop MacDonald High School, individualized assessments provide specific information regarding student progress and overall performance in class. Student assessment may vary from student to student to adapt for differences in student needs, learning styles, preferences, and paces. It should also be noted that not all assignments are used to determine the final grade. If they have an excused absence they should, nonetheless, ensure that assignments and tasks missed are completed as soon as they can manage them (within reasonable time frame, of course). Contacting a classmate or the teacher is the student’s responsibility.

THE POWER SCHOOL GRADE BOOK CODES:

Only the following will appear for a student on an assignment in a course.

1. a numeric value
2. “√” [Green “check mark’] This indicates an assignment has been received
3. Late “L” (Red “L”) – this indicates that the assignment is has not been turned in on time. No change to the course grade will result.
4. Exempt “EX” (Grey “EX”) – this is used for all items that are not to be included in that student's grade calculation. (see disclaimer) No change to the course grade will result.
5. Missing “M” (Tan “M”) – The student has missed an assessment but has the opportunity to complete the required work. The work will be evaluated when submitted according to a timeline set up in consultation between the student and the teacher. This code will calculate as a zero until the code has been replaced with a numeric value.