

# Eagle Butte High School



## Social Studies 30–1 “PERSPECTIVES ON IDEOLOGY”

### Course Outline & Evaluation

#### **EBHS Social Studies Department:**

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#### **I. Course description:**

*“Social Studies provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed, and responsible citizens. Recognition and respect for individual and collective identity is essential in a pluralistic and democratic society. Social Studies helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.” Alberta Education Program of Study, Program Rationale & Philosophy*

The core concepts of the new Alberta Social Studies Curriculum are citizenship and identity. The program reflects multiple perspectives and pluralism using inquiry-based learning across a variety of areas of Social Studies. Students will actively engage in:

● exploring issues and developing positions	● use of research for deliberative inquiry
● making decisions and solving problems	● meta-cognition (thinking about their thinking)
● critical, creative, historical & geographical thinking	● oral, written, visual and media literacy skills

**The material presented in news programs, film, and images is purposefully chosen by EBHS teachers to foster historical empathy and compassion for others which help shape who students are, what they want to become, and the society in which they want to live. In an attempt to portray events realistically, some material may contain profanity or graphic images. It is important to know that students always have the option to take a walk or choose an alternative to the material presented in class.**

Social 30-1 “**Perspectives on Ideology**” explores the complexities of ideologies and examines multiple perspectives regarding the principles of classical and modern liberalism, and the role liberalism has played in the development of modern democratic societies. Students will analyze various political and economic systems with the opportunity to assess the merits of the principle of liberalism. In understanding the basics of competing ideologies, students will be able to effectively analyze and evaluate government policies and actions and develop individual and collective responses to current local, national, and global issues. In Social 30-1, students will explore the following key issue:

#### **To what extent should we embrace an ideology?**

This issue will be studied through the examination of four related issues addressed throughout various parts of the course:

- 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?

**II. Resources:** Perspectives on Ideology. Toronto: Oxford University Press, 2009.

**III. Evaluation:**

Minor assignments (incl daily work & quizzes) .....	25%
Major assignments (including essay writing & projects) .....	35%
Set Tests .....	10 %
<b>Diploma Exams</b> .....	<b>30 %</b>

**IV. CONTACT INFORMATION**

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**V. Class policies:**

A. ASSIGNMENTS:

- **All due assignments have due dates and times.** It is important that you understand when your assignments are due. Sometimes work is due at the beginning of class. Other times it might be due at the end of class (if it is something you are assigned during class to work on). Google Classroom and Google Calendar are places to look for due dates on digital assignments. Please be responsible by writing dates for homework, concept checks, and tests into the calendar of your agenda (especially on Mondays during TAG planning).
- **Late assignments will be treated with teacher discretion on a case-by-case basis.** It is important that you communicate clearly with your teacher ahead of time if you can not hand in an assignment on time. It will be up to the teacher to decide how to handle a late assignment and this may involve a late-mark adjustment to your assignment grade.

B. METHODS FOR ASSIGNMENT SUBMISSION

- Not being here is not an excuse for not submitting an assignment. In our cloud-based world, it has become easier to hand things in online. Try one of the following methods for assignment submission to ensure your work is on time.



Email your teacher  
Share it – through Google Drive  
Turn it in – to Google Classroom

C. ABSENCES:

- **It is essential that you are in class. We cover a GREAT deal of material quickly and it is very difficult to catch up if you have been away even for one day.**
- Many of this course’s lessons and videos will be shared with you through Google Classroom.
- If you are absent, **it is YOUR responsibility to obtain any notes or assignments missed.**

You will have an assigned homework buddy, so as soon as you return to class, look for list of activities completed/tasks assigned that they’ve created for you. If you exchange phone numbers, they can text a pic of the list to you at the end of class.  
Use the lessons housed in Google classroom.

- If you are absent on a test day, the test must be rescheduled with your teacher the day you return on YOUR TIME (not class time) unless you have made prior arrangements with me. Feel free to talk to me before school, during TAG or at lunch to make arrangements (Students who are on sports teams, please take note!)

#### D. LATES:

- **Students are required to be in class on time with Chromebook, appropriate texts, notebook, paper and writing utensils.** Students without necessary materials will be asked to locate them and may be marked late when they return.
- **Please take care of your bathroom needs before class begins!** This class is for Social Studies, NOT breaks. All minutes of class are valuable and interruptions of your learning are not helpful. When “emergencies” arise however, please use the signal as explained by your teacher.
- Understandably, circumstances occur when being on time is not possible BUT these instances should be extremely rare. Students who are late a moderate to frequent amount will serve detentions at the teacher’s discretion. If a student is chronically late, parents will be called and the student will be referred to administration for appropriate consequences and/or to begin a late contract.

#### E. EBHS SIGN OUT POLICY

If you need to leave the room for any reason just ask. Once you have clearly obtained permission, use the sign-out book by the door - Be sure to fill out all columns. Sign in again when you return.

#### F. BEHAVIOR:

Behavior that prevents other students from learning will not be tolerated. This is a classroom where character is highly valued and your attempts to practice the six pillars of character (trustworthiness, respect, responsibility, fairness, caring and citizenship) will be expected. Behavior that interrupts learning in any way will be addressed at the teacher’s discretion. Detentions may be given for disruptive or inappropriate behaviors or a student may be suspended from the classroom for one class. If a detention is missed, the student will receive additional detentions. If these are missed, students will be referred to administration.

- Students who are repeatedly disruptive will be referred to administration.
- If directed to leave the room, students must sit on the blue bench and wait for further teacher direction. To avoid further consequences, do not visit with other students while waiting on the bench.
- Under special circumstances the teacher may instruct a student to head directly to the office.

#### G. CELL PHONES

- We are working toward having a distraction free environment, as explained in the agenda.

#### H. PLAGIARISM

- This is the act of copying, downloading or borrowing someone else’s work and presenting it as your own. Yes, taking something from the Internet is plagiarizing unless it is quoted and then fully and accurately documented. Plagiarism of any kind on an assignment is unacceptable. If this occurs, the work must be re-done from scratch.

#### I. SUPPLIES

- Pens/pencils
- Binder
- Notebook
- Chromebook
- Paper
- highlighters

#### **Current events**

Many class sessions will include a discussion of current news happenings, in other words: "history in the making". You will be required to follow current events over the semester, therefore you should become comfortable with using some of the following news sources:

- Television or radio news; newspapers and news magazines (always available in the library)
- Free phone apps like CTV GO, etc.
- Internet. Some sites to refer to: [Google News](#)      [allsides.com](#)      [the DONUT](#)

# SOCIAL 30 – 1 Chapter tests schedule

Be sure to prepare notes ahead of time so that you are ready for each quiz.

<b>SET ONE: INTRODUCING IDEOLOGIES</b>		
1A	Introduction to ideology (beliefs and values; factors and themes)	Ch 1
1B	Individualism and collectivism	Ch 2
1C	Exploring the spectrum of ideologies	
<b>SET TWO: EVOLUTION OF LIBERALISM</b>		
2A	Historical backgrounds (middle ages; thinkers; First Nations)	Thinkers quiz (includes pgs 15-18)
2B	Capitalism (foundations; Adam Smith; today's capitalism)	Ch. 3
2C	Industrialization & CL (ag rev.; social/econ/poli/ changes)	
2D	Opposition to liberalism (new ideologies – Luddites, Chartists; socialism; Marxism; Utopian socialism; welfare capitalism.) Equality – suffrage; unions; feminism	Ch. 4 (skip pgs 142-153)
2E	Evolution of Liberalism (roaring 20s; Great Depression; growth of modern liberalism)	Ch. 6 (including pages 142-153)
<b>SET THREE: CONTEMPORARY LIBERALISM</b>		
3A	Rejections of liberalism (democracy vs. dictatorship; communism; fascism)	Ch. 10 and 5
3B	Ideological conflict (World Wars; Cold War era)	Ch. 7
3C	Imposition of liberalism (FN; Metis; land claims; Royal Commission; Rwanda; Haiti; Afghanistan; Indonesia)	Ch. 9
3D	Alternatives to liberalism (environment; extremism; religion; aboriginal thought)	Ch. 8
<b>SET FOUR: VIABILITY OF LIBERALISM</b>		
4A	Individual & collective rights (constitutions; charters; rights; emergencies acts; pandemics; environment)	Ch. 11
4B	Challenging claims to liberalism (illiberalism)	
<i>TBA: Ch. 12, 13, 14</i>		