



## DEPARTMENT OF ACADEMIC UPGRADING

### COURSE OUTLINE – WINTER 2015

#### SL 0130 -- SOCIAL STUDIES GRADE 12 EQUIVALENT 5 (5-0-0) HS

**INSTRUCTOR:** Joan Godbout      **PHONE:** 780 539 2727  
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**OFFICE HOURS:** Before/after class, drop in or by appointment

**PREREQUISITE(S)/COREQUISITE:** SL0120 or consent of instructor

#### **REQUIRED TEXT/RESOURCE MATERIALS:**

Fielding, J. et al. (2009). *Perspectives on Ideology*. Oxford University Press.  
Moodle Computer Management System – SL 0130

#### **CALENDAR DESCRIPTION:**

This course investigates the major episodes of twentieth century history from World War I to the present, and identifies the major focus and ideas which arose from these events, including key political and economic ideologies. =

**CREDIT/CONTACT HOURS:** Five hours per week

**DELIVERY MODE(S):** This course is delivered through lectures, activities, discussion forums, in-class activities, group work, and presentations. In addition, assigned projects provide students with an opportunity to research topics of personal interests as they relate course topics/themes. ,

## LEARNING OUTCOMES:

### **Issue #1: Ideology and Identity** (To what extent should ideology be the foundation of identity?)

- 1.1 - appreciate various perspectives regarding identity and ideology
- 1.2 - appreciate various perspectives regarding the relationship between individualism and common good
- 1.3 - explore factors that may influence individual and collective beliefs and values (culture, language, media, environment, gender, 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 collectivism 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

### **Issue #2: The Origin and Growth of Liberalism** (To what extent should resistance to liberalism justified?)

- 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
- 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 19<sup>th</sup> 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 (labour 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, postmodernism extremism)
- 2.13 - evaluate the extent to which resistance to the principles of liberalism is justified

### **Issue #3: The Viability of Liberalism** (To what extent are the principles of liberalism viable?)

- 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
- 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 - evaluate 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; emergencies and security legislation)

3.9 - evaluate the extent to which the principles of liberalism are viable in the context of contemporary issues (environment concerns, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship, illiberalism)

**Issue #4: Ideology and Citizenship** (To what extent should my actions as a citizen be shaped by an ideology?)

- 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
- 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

**TRANSFERABILITY:**

\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability

**GRADING CRITERIA:**

GRANDE PRAIRIE REGIONAL COLLEGE							
GRADING CONVERSION CHART							
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation	Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A <sup>+</sup>	4.0	90 – 100	EXCELLENT	C <sup>+</sup>	2.3	67 – 69	SATISFACTORY
A	4.0	85 – 89		C	2.0	63 – 66	
A <sup>-</sup>	3.7	80 – 84	FIRST CLASS STANDING	C <sup>-</sup>	1.7	60 – 62	
B <sup>+</sup>	3.3	77 – 79		D <sup>+</sup>	1.3	55 – 59	MINIMAL PASS
B	3.0	73 – 76	GOOD	D	1.0	50 – 54	
B <sup>-</sup>	2.7	70 – 72		F	0.0	0 – 49	FAIL
				WF	0.0	0	FAIL, withdrawal after the deadline

## EVALUATIONS:

Within each of the Issues, there are in-class assignments, project(s), reading quizzes and chapter tests.

1. <b>Identity and Ideology</b>	15%
2. <b>The Origin and Growth of Liberalism</b>	25%
3. <b>The Viability of Liberalism</b>	20%
4. <b>Ideology and Citizenship</b>	15%
Final Exam	25%

## STUDENT RESPONSIBILITIES:

In addition to the “Student Rights and Responsibilities” as set out in *GPRC Policies*, the following guidelines will allow us to have an effective learning environment for everyone.

[https://www.gprc.ab.ca/files/forms\\_documents/StudentRightsandResponsibilities.pdf](https://www.gprc.ab.ca/files/forms_documents/StudentRightsandResponsibilities.pdf)

- I will start classes on time; similarly, arrive on time, be ready to work, and remain for the duration of the class.
- Some activities are disruptive to teaching and learning, so during class, have your phone on silent mode and no texting.
- Many learners prefer a quiet learning/working atmosphere, so refrain from unrelated and/or disruptive talking during class time.
- Be respectful of others regarding food or beverages in the classroom. You may have a beverage or a snack, but eat your lunch before/after class.

For the class, I will post our work schedule and due dates on *Moodle*. You will be given ample notice of due dates and test days.

Attendance is a requirement for academic and career success. Attend class unless it is completely unavoidable. If you are ill and could make others sick, you have reason to be away. Not feeling 100 percent is not an excuse.

If I need to be away, I will let you know either in class or electronically through *Moodle*. I will make arrangements for you to continue course work by providing activities/assignments so we do not fall behind in our course work. Likewise, if you need to be away, I expect you will make arrangements with me so I may help you. It is also expected that while you are away, you will work on assignments and be ready for quizzes. It is your responsibility to check the schedule on *Moodle*, and do not let yourself fall behind.

If you know that you will need to be away for a test or require more time to complete an assignment, **make arrangements with me to before hand.**

**Unfortunately, after I have handed back an assignment or test, there is no opportunity for you to submit and/or complete it.**

If you need assistance or extra time completing course material, it is your responsibility to meet with me as soon as possible. Late submission of assignments will be subject to deduction of 5 percent/day ONLY until the corrected assignments are returned (that is, unless prior arrangements were made). Again, late submissions will not be accepted after marked assignments have been returned.

Based on GPRC policy, you are responsible to “write tests and final examinations at the times scheduled by the instructor or the Office of the Registrar”. Your final exam will be set by the Registrar.

### **STATEMENT ON PLAGIARISM AND CHEATING:**

Grande Prairie Regional College “expects intellectual honesty from its students. Intellectual honesty demands that the contribution of others be acknowledged. To do less is to cheat ... [therefore] the College has adopted appropriate penalties for student misconduct with respect to plagiarism and cheating” (from the *GPRC Academic Policy – Student Misconduct*). If you wish to obtain further information, refer to GPRC’s Academic Policy titled *Student Misconduct: Plagiarism and Cheating*.

[https://www.gprc.ab.ca/files/forms\\_documents/Student\\_Misconduct.pdf](https://www.gprc.ab.ca/files/forms_documents/Student_Misconduct.pdf)

Plagiarism includes submitting copied work as your own as well as allowing another person to copy, thus enabling that person to commit plagiarism. So while you may work together, you must make certain to submit your own work.

Students in SL 0130 found to be “intellectually dishonest” on assignments or tests will receive a grade of zero. As an additional caution, be aware that copying even a short passage is plagiarism.

**\*\*Note:** all Academic and Administrative policies are available at

<https://www.gprc.ab.ca/about/administration/policies/>

### **PRINTING POLICY:**

Each student will have a printing account established with a credit balance at the beginning of each course. Through their GPRC accounts, students are charged \$0.10 per sheet (each sheet represents 2 pages, when printed double-sided). If you need, you will be able to recharge your account. <https://www.gprc.ab.ca/files/policies/admin/StudentPrintingPolicy.pdf>

So that you do not have to do so much printing, most assignments and projects will be submitted through *Moodle*.

**COURSE SCHEDULE/TENTATIVE TIMELINE:**

	<b>Four Issues</b>	<b>Chapters from text <i>Perspectives on Ideology</i></b>
2 – 3 weeks	<b>1. Identity and Ideology</b>	<b>Ch 1</b> Thinking about Identity and Ideologies <b>Ch 2</b> Ideologies of Individualism and Collectivism
4 weeks	<b>2. The Origin and Growth of Liberalism</b>	<b>Ch 3</b> Uncovering 19th-Century Liberalism <b>Ch 4</b> Responding to Classical Liberalism <b>Ch 5</b> Twentieth-Century Rejections of Liberalism <b>Ch 6</b> The Evolution of Modern Liberalism <b>Ch 7</b> Challenges to Liberalism Related to Foreign Policy <b>Ch 8</b> Contemporary Challenges to Liberalism
3 weeks	<b>3. The Viability of Liberalism</b>	<b>Ch 9</b> Imposing Liberalism <b>Ch 10</b> Political Challenges to Liberalism <b>Ch 11</b> Complexities of Liberalism in Practice <b>Ch 12</b> The Viability of Contemporary Liberalism
2 to 3 weeks	<b>4. Ideology and Citizenship</b>	<b>Ch 13</b> Reflecting on Worldview, Ideology, and Citizenship <b>Ch 14</b> Reflecting on Ideology, Action, and Citizenship