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# Social Studies

## Social Studies 20-1, 20-2 Curriculum Map

### Nationalism

Related Issue 2: To what extent should national interest be pursued? (20-1)

Related Issue 2: Should nations pursue national interest? (20-2)

Resources Included: *Academic One File, Canada in Context, The Canadian Encyclopedia, Historica Canada, World History in Context, Global Issues in Context, Canadian Heritage, Government of Canada, LearnAlberta, CBC News in Review, Films Media Group, Crash Course Videos*

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On Behalf of THE ALBERTA LIBRARY

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## Crash Course Disclaimer

These Curriculum Maps have been updated to include the YouTube educational web series *Crash Course*. This web series is geared towards Division IV Social Studies. It includes topics related Globalization, Capitalism, World War I & II, and more. These videos can sometimes contain irreverent humour. We encourage educators to preview the videos for appropriateness first before showing them in a classroom or library setting.

## **Perspectives On Nationalism**

### **Overview**

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.

### **Rationale**

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 nation, 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 and civic responses to emergent issues.

## Social Studies 20-1

### Key Issue: To what extent should we embrace nationalism?

***Students will understand, assess and respond to the complexities of nationalism.***

### Related Issue 1

To what extent should nation be the foundation of identity?

#### General Outcome

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

### Specific Outcomes: Values and Attitudes

#### ***Students will:***

- appreciate that understandings of identity, nation and nationalism continue to evolve
- appreciate the existence of alternative views on the meaning of nation
- appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world
- appreciate why peoples seek to promote their identity through nationalism

## Specific Outcomes: Knowledge and Understanding

### ***Students will:***

- explore a range of expressions of nationalism
- develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic)
- analyze the relationship between nation and nation-state
- analyze how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French Revolution and Napoleonic era, contemporary examples)
- analyze nationalism as an identity, internalized feeling and/or collective consciousness shared by a people (French Revolution and Napoleonic era, Canadian nationalism, Québécois nationalism, American nationalism, First Nations and Métis nationalism, Inuit perspectives)
- evaluate the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, civic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism)
- evaluate the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, culture, race, ideology, class, other contending loyalties)

### Related Issue 2

To what extent should national interest be pursued?

### General Outcome

***Students will assess impacts of nationalism, ultranationalism and the pursuit of national interest.***

## Specific Outcomes: Values and Attitudes

### ***Students will:***

- appreciate that nations and states pursue national interest
- appreciate that the pursuit of national interest has positive and negative consequences
- appreciate multiple perspectives related to the pursuit of national interest

## Specific Outcomes: Knowledge and Understanding

### ***Students will:***

- explore the relationship between nationalism and the pursuit of national interest
- analyze how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period)
- analyze the relationship between nationalism and ultranationalism
- 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, ultranationalism in Japan, internments in Canada, conscription crises)
- analyze ultranationalism as a cause of genocide (the Holocaust, 1932-1933 famine in Ukraine, contemporary examples)
- analyze impacts of the pursuit of national self-determination (successor states; decolonization; Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples)

## Related Issue 3

To what extent should internationalism be pursued?

### General Outcome

***Students will* assess impacts of the pursuit of internationalism in contemporary global affairs.**

### Specific Outcomes: Values and Attitudes

#### ***Students will:***

- appreciate that nations and states engage in regional and global affairs for a variety of reasons
- appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities
- demonstrate a global consciousness with respect to the human condition and global affairs

### Specific Outcomes: Knowledge and Understanding

#### ***Students will:***

- analyze the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism)
- explore understandings of internationalism
- analyze how internationalism can be promoted through foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements)
- evaluate the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous

Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council, contemporary examples)

- analyze impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights)
- evaluate the extent to which nationalism must be sacrificed in the interest of internationalism

## Related Issue 4

To what extent should individuals and groups in Canada embrace a national identity?

### General Outcome

***Students will* assess strategies for negotiating the complexities of nationalism within the Canadian context.**

## Specific Outcomes: Values and Attitudes

### ***Students will:***

- appreciate historical and contemporary attempts to develop a national identity
- appreciate contrasting historical and contemporary narratives associated with national identity
- respect the views of others on alternative visions of national identity

## Specific Outcomes: Knowledge and Understanding

### ***Students will:***

- explore multiple perspectives on national identity in Canada
- analyze methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology, institutions, government programs and initiatives)
- examine historical perspectives of Canada as a nation (Louis LaFontaine and Robert Baldwin, the Fathers of Confederation, First Nations treaties and the Indian Act, Métis and Inuit self-governance, Louis Riel, Sir Clifford Sifton, Henri Bourassa, French-Canadian nationalism, Pierre Trudeau, National Indian Brotherhood)
- evaluate the challenges and opportunities associated with the promotion of Canadian national unity (Québec sovereignty, federal-provincial-territorial relations, Aboriginal self-determination and land claims, bilingualism, multiculturalism)
- evaluate various perspectives of future visions of Canada (pluralism, multinational model, separatism, Aboriginal self-determination, global leadership, North American integration)
- develop personal and collective visions of national identity

## Social Studies 20-2

### Key Issue: To what extent should we embrace nationalism?

***Students will understand, assess and respond to the complexities of nationalism.***

### Related Issue 1

Should nation be the foundation of identity?

#### General Outcome

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

### Specific Outcomes: Values and Attitudes

#### ***Students will:***

- appreciate that understandings of identity, nation and nationalism continue to evolve
- appreciate the existence of alternative views on the meaning of nation
- appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world
- appreciate why peoples seek to promote their identity through nationalism

## Specific Outcomes: Knowledge and Understanding

### ***Students will:***

- explore a range of expressions of nationalism
- develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic)
- examine the relationship between nation and nation-state
- examine how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French Revolution, contemporary examples)
- 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)
- 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)
- analyze the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, 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.***

## Specific Outcomes: Values and Attitudes

### ***Students will:***

- appreciate that nations and states pursue national interest
- appreciate that the pursuit of national interest has positive and negative consequences
- appreciate multiple perspectives related to the pursuit of national interest

## Specific Outcomes: Knowledge and Understanding

### ***Students will:***

- explore the concept of national interest
- explore the relationship between nationalism and the pursuit of national interest
- examine how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period)
- examine similarities and differences between nationalism and ultranationalism
- 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 crises)
- examine ultranationalism as a cause of genocide (the Holocaust, the 1932-1933 famine in Ukraine, contemporary examples)
- evaluate impacts of the pursuit of national self-determination (Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples)

## Related Issue 3

Should internationalism be pursued?

### General Outcome

***Students will* assess impacts of the pursuit of internationalism in contemporary global affairs.**

### Specific Outcomes: Values and Attitudes

#### ***Students will:***

- appreciate that nations and states engage in regional and global affairs for a variety of reasons
- appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities
- demonstrate a global consciousness with respect to the human condition and global affairs

### Specific Outcomes: Knowledge and Understanding

#### ***Students will:***

- examine the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism)
- explore understandings of internationalism
- examine how internationalism can be promoted by foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements)
- analyze the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la

Francophonie, Arctic Council)

- examine impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights)
- 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.***

### Specific Outcomes: Values and Attitudes

#### ***Students will:***

- appreciate historical and contemporary attempts to develop a national identity
- appreciate contrasting historical and contemporary narratives associated with national identity
- respect the views of others on alternative visions of national identity

### Specific Outcomes: Knowledge and Understanding

#### ***Students will:***

- explore multiple perspectives on national identity in Canada
- examine methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology,

- institutions, government programs and initiatives)
- identify historical perspectives of Canada as a nation (Louis LaFontaine and Robert Baldwin, the Fathers of Confederation, First Nations treaties and the *Indian Act*, Métis and Inuit self-governance, Louis Riel, French Canadian nationalism, Pierre Trudeau, National Indian Brotherhood)
  - explore the challenges and opportunities associated with the promotion of Canadian national unity (Québec sovereignty, federal-provincial-territorial relations, Aboriginal self-determination and land claims, bilingualism, multiculturalism)
  - analyze various perspectives of future visions of Canada (pluralism, multination model, separatism, Aboriginal self-determination, global leadership, North American integration)
  - develop personal and collective visions of national identity

## Related Issue 2

To what extent should national interest be pursued

### Topic Pages:

[Canada at War](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news, magazine and academic journal articles, images, videos, audio clips and websites.

[Genocide](#): *Canada in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

[Genocide](#): *World History in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

[Holocaust](#): *Canada in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

[Inuit](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news, magazine and academic journal articles, images, videos, audio clips and websites.

[Japan Since 1945](#): *World History in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

[Japanese Canadian Internment](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news, magazine and academic journal articles, images, videos, audio clips and websites

[Metis](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news, magazine and academic journal articles, images, videos, audio clips and websites.

[Nationalism](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

[Nationalism](#): *World History in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

[Quebec and the Separatist Movement](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news, magazine and academic journal articles, images, videos, audio clips and websites.

[Ukraine](#): *World History in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

[World War I](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news, magazine and academic journal articles, images, videos, audio clips and websites.

[World War I](#): *World History in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

### Collections/Exhibits:

"[Fear and Fortitude in Normandy](#)." *Canadian Encyclopedia*. Toronto: Historica Canada, 2014.

Canadian soldiers, sailors and airmen helped launch the [Battle of Normandy](#) — one of the pivotal events of the [Second World War](#). Canadians played a critical role in the Allied invasion force that swept into France that summer, beginning the bloody campaign to liberate Western Europe from Nazi occupation.

"[First World War](#)." *Canadian Encyclopedia*. Toronto: Historica Canada, 2006. The First World War of 1914–1918 was the bloodiest conflict in Canadian history, taking the lives of more than 60,000 Canadians. This collection brings together a number of resources on the First World War. Timelines, biographies, study guide, exhibits, videos, Heritage Minutes, and quiz.

"[VE-Day in Canada](#)." *Canadian Encyclopedia*. Toronto: Historica Canada, 2015.

### Specific Reference:

"[The Covenant of the League of Nations, April 28, 1919](#)." *DISCovering World History*. Detroit: Gale, 2003. *Canada in Context*.

"[Enemy Aliens: Internment in Canada During the Great War](#)." *Alberta History* 51.2 (2003): 27+. *World History in Context*.

"[Francophone Nationalism In Québec](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2013.

"[French Canadian Nationalism](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2015.

"[Genocide](#)." *Gale Student Resources in Context*. Detroit: Gale, 2016. *Canada in Context*.

"[The Great Armenian Massacre, 1915-1916](#)." *Historic World Events*. Detroit: Gale, 2012. *Canada in Context*.

"[Holocaust](#)." *UXL Encyclopedia of U.S. History*. Sonia Benson, Daniel E. Brannen, Jr., and Rebecca Valentine. Vol. 4. Detroit: UXL, 2009. 702-703. *Canada in Context*.

"[First World War \(WW1\)](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2015.

"[League of Nations](#)." *Gale Encyclopedia of U.S. History: War*. Detroit: Gale, 2009. *Canada in Context*.

"[Nationalism and Nationality](#)." *International Encyclopedia of the Social Sciences*. Ed. William A. Darity, Jr. 2nd ed. Vol. 5. Detroit: Macmillan Reference USA, 2008. 416-418. *World History in Context*.

"[Québec Referendum \(1995\)](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2015.

"[Québec Since Confederation](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2015.

"[Self-Determination](#)." *International Encyclopedia of the Social Sciences*. Ed. William A. Darity, Jr. 2nd ed. Vol. 7. Detroit: Macmillan Reference USA, 2008. 405-407. *World History in Context*.

"[Sovereignty](#)." *International Encyclopedia of the Social Sciences*. Ed. William A. Darity, Jr. 2nd ed. Vol. 8. Detroit: Macmillan Reference USA, 2008. 38-40. *World History in Context*.

"[Treaty of Versailles and Its Implications](#)." *Gale Encyclopedia of U.S. History: War*. Detroit: Gale, 2009. *Canada in Context*.

"[Ukraine \(Famine\)](#)." *Encyclopedia of Genocide and Crimes Against Humanity*. Ed. Dinah L. Shelton. Vol. 3. Detroit: Macmillan Reference USA, 2005. 1055-1061. *World History in Context*.

### **CBC News in Review**

"[Nunavut: Birth of a Territory](#)." *CBC News in Review* (April 1999).

"[Parizeau's Plan: Blueprint for Separation \(1995\)](#)." *CBC News in Review* (1995).

"[Quebec: The referendum \(1995\)](#)." *CBC News in Review* (1995).

### **Articles**

"[Japan's Holy War: The Ideology Of Radical Shinto Ultrationalism](#)." *Canadian Journal Of History* 44.3 (2009): 572-574. *Academic One File*.

"[Legacy of shame: Japanese-Canadians became 'enemy aliens' in their own land](#)." *Maclean's* 18 Nov. 1991: 38+. *World History in Context*.

"[The ongoing legacies of Canadian genocide](#)." *Canadian Dimension* Winter 2016: 12+. *Canada in Context*.

"['Steering our own ship?' An assessment of self-determination and self-governance for community development in Nunavut](#)." *Northern Review* Winter 2015: 157+. *Canada in Context*.

## Critical Essay:

"[Genocide or 'A Vast Tragedy'? University students in an Alberta classroom try to decide.](#)" *Literary Review of Canada* 17.10 (2009): 22+. *Canada in Context*.

"[Message to Moscow.](#)" *Globe & Mail* [Toronto, Canada] 11 June 2008: A19. *Canada in Context*. Web.

The Canadian government's recent move to recognize Holodomor, the 1932-3 famine in Ukraine, as genocide needs to be taken out of the cynical context that some critics try to set it in. Whether or not it is a play to the Ukrainian diaspora, it is an important step in standing up to Russia's refusal to come to terms with Ukraine's autonomy as an independent state.

"[Making War, Making Peace: Versailles, 1919.](#)" *Queen's Quarterly* 121.1 (2014): 24+. *Canada in Context*.

"[The Versailles legacy.](#)" *History Review* 29 (1997): 8+. *Canada in Context*. Web. 15 June 2016.

## Websites:

"[1932-1933 Ukrainian Holodomor Commemoration.](#)" *Ukrainian Canadian Congress*.

Commemorates the 75th anniversary of the Holodomor. The history of the Holodomor is covered and archives, articles, videos, interviews, photos, and Ukrainian educational links are provided.

"[Armenian Genocide.](#)" *Center for Holocaust & Genocide Studies: University of Minnesota*.

Contains information about the Armenian genocide, including primary documents, political cartoons, photographs and educational materials.

"[Ethnic Cleansing in Kosovo: An Accounting.](#)" *U.S. Department of State*.

Contains a December 1999 U.S. State Department report on atrocities committed against

Kosovar Albanians from March to June 1999.

["In Depth: Rwanda Genocide: Ten Years On."](#) *BBC News*.

Contains a 2004 BBC News special on the 10-year anniversary of the 1994 Rwandan genocide. Text, reports, speeches, videos, a timeline and an audio slideshow are provided.

["Peace of Westphalia."](#) *Encyclopedia.com*.

["Quebec Nationalism."](#) *Marianopolis College*.

Contains information about the concepts of nation and nationalism and Quebec nationalism.

["Scarred by History: The Rape of Nanjing."](#) *BBC News*.

Contains an April 2005 BBC report on the massacre that occurred between December 1937 and March 1938 when the Japanese captured the Chinese city of Nanjing.

["Treaty of Westphalia."](#) *The Avalon Project*. Lillian Goldman Law Library, Yale Law School.

Contains information, from a variety of sources, about the 1648 Peace of Westphalia.

["Ukraine Marks Great Famine Anniversary."](#) *BBC News*.

Contains a 2003 BBC article with information about the 1932-33 famine in the Ukraine.

["United States Holocaust Memorial Museum."](#) *United States Holocaust Memorial Museum*.

Contains a wide variety of materials including an introduction to the Holocaust, a Holocaust encyclopedia, an education sections for teachers and students, online workshops, films and videos, and a collections and archives sections.

### **Videos:**

["Archdukes, Cynicism, and World War I: Crash Course World History #36."](#)

YouTube. 1 Nov, 2018.

["Decolonization and Nationalism Triumphant: Crash Course World History #40."](#) YouTube. 24 September, 2018.

["Samurai, Daimyo, Matthew Perry, and Nationalism: Crash Course World History #34."](#) YouTube. 12 September, 2018.

["World War II: Crash Course World History #38."](#) YouTube. 30 October, 2018.

["World War II, A War for Resources: Crash Course World History #220."](#) YouTube. 12 October, 2018.