

# Canadian and World Politics, Grade 12, University Preparation (CPW4U)

This course examines national and international political issues from a variety of perspectives. Students will learn about the rights and responsibilities of individuals, groups, and states within the international community; analyse the different ways in which Canada tries to settle its conflicts with other nations; and evaluate the role of nationalist and internationalist ideologies in shaping relations among states.

**Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

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## Participation in the International Community

### Overall Expectations

By the end of this course, students will:

- explain the rights and responsibilities of individual citizens, groups, and states in the international community;
- describe the main ways in which sovereign states and non-state participants cooperate and deal with international conflicts;
- evaluate the role of Canada and Canadians in the international community;
- describe the structure and function of international intergovernmental and non-governmental organizations;
- evaluate the role and operation of the international human rights protection system.

### Specific Expectations

#### Rights and Responsibilities of International Participation

By the end of this course, students will:

- evaluate the extent to which the rights and responsibilities of states in the international community are parallel to the rights and responsibilities of citizens in democratic national communities;
- describe the rights and obligations of international groups (e.g., the International Monetary Fund, transnational corporations, environmental lobby groups);
- describe the actions of particular individuals who have influenced global affairs (e.g., Nelson Mandela, Lester Pearson, Eleanor Roosevelt, Dag Hammarskjold, Mikhail Gorbachev, John Humphrey).

## **International Conflict and Cooperation**

By the end of this course, students will:

describe the participation of several states in international relations in terms of their objectives, resources, and methods;  
identify ways of preventing war and conflict between states (e.g., military preparation, international law, peace movements);  
explain the effects on national sovereignty of the trend towards global decision making (e.g., the decreased power of states to make policies to control the flow of goods and services, ideas, and cultural products);  
identify the causes and consequences of non-governmental international conflict and violence (e.g., terrorism, tribalism, organized crime).

## **Canada's International Role**

By the end of this course, students will:

identify selected key events in the history of Canada's foreign relations since Confederation;  
explain the types of commitments made by Canada to other nations or to international or extranational organizations (e.g., membership in the Commonwealth of Nations, la Francophonie, or the North American Treaty Organization; participation in the United Nations and in peacekeeping missions);  
evaluate the extent to which key agreements and treaties signed by Canada (e.g., NAFTA, agreements relating to the testing of nuclear weapons over Canada) contribute to the well-being of Canadians and the world in general;  
explain how Canada tries to settle its external conflicts (e.g., through negotiation, arbitration, international cooperation);  
explain the role of federal and provincial government agencies (e.g., Canada's Departments of Foreign Affairs and International Trade, the Canadian International Development Agency) in formulating and implementing Canada's foreign policy;  
evaluate the role of pressure groups in formulating and implementing Canada's foreign policy (e.g., anti-landmine protests, the environmentalist lobby, the media, the Canadian Manufacturers' Association, the Canadian Bankers Association).

## **International Intergovernmental and Non-governmental Organizations**

By the end of this course, students will:

explain the origins, functions, and objectives of selected international non-governmental organizations (e.g., the International Committee of the Red Cross, Amnesty International, the International Olympic Committee);  
explain the origins, functions, and objectives of international cooperation organizations (e.g., the United Nations, Asia-Pacific Economic Cooperation, the World Health Organization);

evaluate the effectiveness of selected international organizations (e.g., the Organization of Petroleum Exporting Countries, the Non-Aligned Conference, the Arab League) in meeting their stated objectives; analyse the need for new international organizations as a result of globalization and the advent of new technologies (e.g., organizations for regulating extra-governmental firms, controlling drug trafficking, regulating activities in outer space).

### **International Human Rights**

By the end of this course, students will:

identify the most important international human rights documents (e.g., the Universal Declaration of Human Rights; the United Nations Covenant on Social, Economic, and Cultural Rights; the Geneva Conventions) and assess their significance;  
describe the role of agencies responsible for ensuring the upholding of human rights (e.g., the Human Rights Commission, the Commission on the Status of Women);  
explain the role of state and non-state participants in international controversies about certain rights.

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## **Power, Influence, and the Resolution of Differences**

### **Overall Expectations**

By the end of this course, students will:

describe factors that make states powerful and factors that make states weak;  
identify key influences in the history of international relations;  
evaluate Canada's role and influence in international relations.

### **Specific Expectations**

#### **State Power**

By the end of this course, students will:

describe the factors that help to determine the power and influence of a country (e.g., geography and demography, economic resources and markets, military strength and diplomatic traditions);  
evaluate the accuracy and usefulness of classifying states (e.g., as developing countries; Western countries; non-aligned countries; major, medium, or small powers) when describing relationships among states;  
analyse the rise and development of non-governmental organizations

(NGOs) and corporations as world powers (e.g., Red Cross/Crescent; oil cartels; multinational corporations such as Nike, Shell, and Microsoft).

### **Key Influences on International Relations in the Past**

By the end of this course, students will:

identify major influences on the development of international relations from antiquity to 1945 (e.g., the development of empires and colonization, the impact of Christianity and Islam, the growth of nation states);  
describe how decolonization after World War II transformed international politics, economics, technology, communications, and law;  
identify and describe challenges and conflicts caused by the end of the Cold War (e.g., political fragmentation such as in the former Soviet Union and Yugoslavia; the position of the United States as the sole “superpower” nation; neo-nationalism);  
explain the relationship between changes in information, telecommunications, and military technologies and changes in international, political, and economic relations (e.g., the American military development of the Internet, military and commercial uses of satellite telecommunications, the spread of industrial espionage).

### **Canada’s International Role and Influence**

By the end of this course, students will:

describe the factors (e.g., resources, economy, wealth) that contribute to Canada’s power;  
identify the most important factors shaping Canadian foreign policy (e.g., economic objectives, commitments under international treaties);  
describe the types of influence exerted by other nations and groups on Canada and Canadians;  
evaluate the role and influence of Canadian individuals and groups on the world stage;  
evaluate the nature and quality of Canada’s influence within selected world and regional organizations (e.g., the United Nations, the International Olympic Committee, the Organization of American States).

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## **Values, Beliefs, and Ideologies**

### **Overall Expectations**

By the end of this course, students will:

explain the role and function of ideologies in national and international politics;

explain how nationalist and internationalist ideologies shape ideas, as well as conflict or cooperation within and among nations;  
demonstrate an understanding of the many similarities and differences in the aspirations, expectations, and life conditions among the peoples of the developed and the developing nations.

## **Specific Expectations**

### **The International Influence of Ideologies**

By the end of this course, students will:

explain the role of religion in national and international politics (e.g., Islamic and Hebrew fundamentalism, Christian evangelism, Buddhist resistance to secular governments);  
describe the main characteristics of the world's major political ideologies (e.g., fascism, conservatism, liberalism, socialism, communism);  
demonstrate an understanding of various critiques of traditional world views.

### **Nationalist and Internationalist Orientations**

By the end of this course, students will:

identify the key components of nationalist ideology (e.g., the definition of nation, types of nationalism, the role of the individual and the group);  
determine the origins and effects of nationalist armed conflicts (e.g., the Balkan wars, wars in Central Africa, apartheid in South Africa) and of rivalries rooted in ethnocentrism (e.g., between India and Pakistan, between Israel and Arab nations, between the diverse peoples of Indonesia);  
describe the peaceful legal means used to adjudicate conflicts between governments (e.g., Canadian federal-provincial conferences, the International World Court) and explain their relationship to values, beliefs, and ideologies;  
explain the key arguments for and against the processes of "globalization" in economics, politics, and culture, as well as their relationship to values, beliefs, and ideologies.

### **Developed and Developing Nations**

By the end of this course, students will:

describe the main economic, political, and social characteristics of developed and developing countries;  
compare key elements of selected theories concerning the nature of effective development (e.g., global industrialization, sustainable national development);  
analyse the main differences between the social beliefs and ideologies in developed and developing countries (e.g., individual and community property ownership, private and public capitalism, inter-party democracy and

intra-party democracy);  
demonstrate an understanding of the commonality of human aspirations for  
a better, more secure life.

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## Methods of Political Inquiry

### Overall Expectations

By the end of this course, students will:

correctly use social scientific methods to gather, organize, and synthesize information;  
develop supportable conclusions about political events, issues, and trends and their  
relationships to social, economic, and cultural systems;  
communicate knowledge, beliefs, and interpretations of politics and citizenship, using a  
variety of formats;  
use political knowledge, skills, and values to act as responsible citizens in a variety of  
contexts.

### Specific Expectations

#### Researching, Recording, and Organizing Information

By the end of this course, students will:

formulate meaningful questions that lead to a deeper understanding of a  
political issue and of the different ways to approach an issue;  
collect data from a range of media and sources (e.g., print or electronic  
media, interviews, government and community agencies);  
classify and clarify information by using timelines, organizers, mind maps,  
concept webs, maps, graphs, charts, and diagrams;  
prepare summary notes in a variety of forms and for a variety of purposes  
(e.g., for recording research findings, making oral presentations, and  
studying for tests and examinations).

#### Analysing and Evaluating Information

By the end of this course, students will:

distinguish among opinions, facts, and arguments in sources;  
describe some of the key methods of analysis used by political scientists;  
draw conclusions based on an effective evaluation of sources, analysis of  
information, and awareness of diverse political interpretations.

#### Communicating Research Results

By the end of this course, students will:

present ideas, understandings, and arguments effectively in a variety of contexts (e.g., in role plays, interviews, simulations, debates, group presentations, seminars), using graphic organizers and displays (e.g., graphs, charts, images);  
use political terms accurately;  
write clear, coherent, and logically organized reports, papers, and essays that include correctly documented citations and bibliographies, demonstrate academic honesty, and avoid plagiarism.

### **Responsible Citizenship**

By the end of this course, students will:

think creatively and analytically to develop potential resolutions to a series of given issues and issues that they select;  
work effectively both individually and in groups;  
demonstrate the ability to seek and respect the opinions of others;  
describe various career opportunities related to the study of politics (e.g., in research, the civil service, law, journalism);  
communicate and exercise their own political views and convictions in a responsible, democratic manner.