

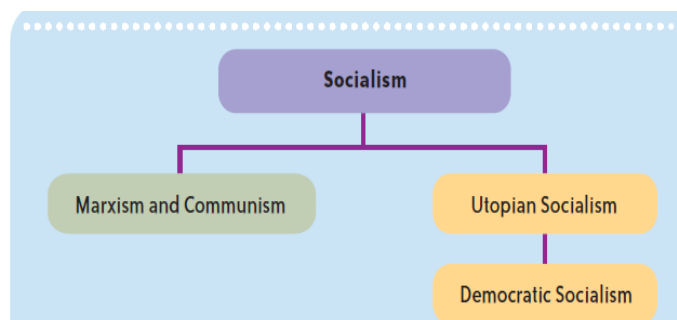
Some tips for Part A – the written assignments

There is a good chance that the sources you are asked to deal with in the writing assignments will provide an opportunity to explore competing principles. i.e. self-interest versus collective interest, individual rights and freedoms versus collective good (or collective responsibility) etc.

(Collectivist)	(Individualist)
Collective Interest: Humans should be co-operative, helpful, and compassionate.	Self-Interest: Individuals should act in their own self-interest.
Collective Responsibility: Society, through government, should be responsible for the well-being of its members.	Individual Rights/Responsibilities/Freedoms: Individuals should be responsible for their own well-being.
Economic Equality: Government should intervene in the economy—for example, by taxing profits and earnings and by offering social programs—to ensure a more equitable distribution of wealth among citizens in society.	Economic Freedom: The economy should be determined by market forces, such as supply and demand. The government should not intervene in the economy.
Public Property: The government should own major industries and run them on behalf of the people. Profits from these industries should be kept by the government and then redistributed throughout society.	Private Property: Individuals should have the right to own, buy, or sell property.
Co-operation: People should co-operate to achieve collective goals.	Competition: Competition benefits society when people work in their own self-interest, leading to innovation, motivation, and lower prices.
Adherence to Collective Norms: People should follow rules and norms that benefit society. Society should be structured so that there is equality among the people.	Rule of Law: No one is above the law, and each individual is accountable to the law.

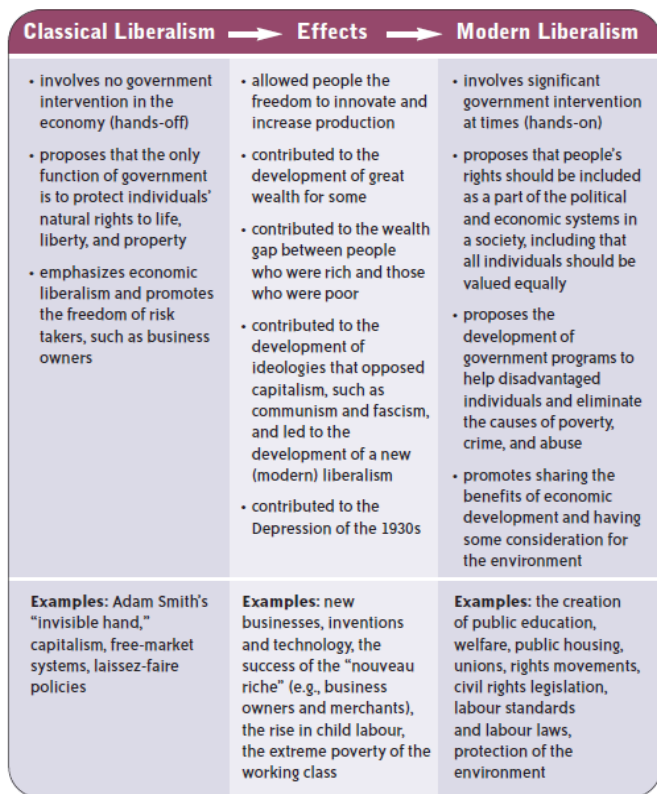
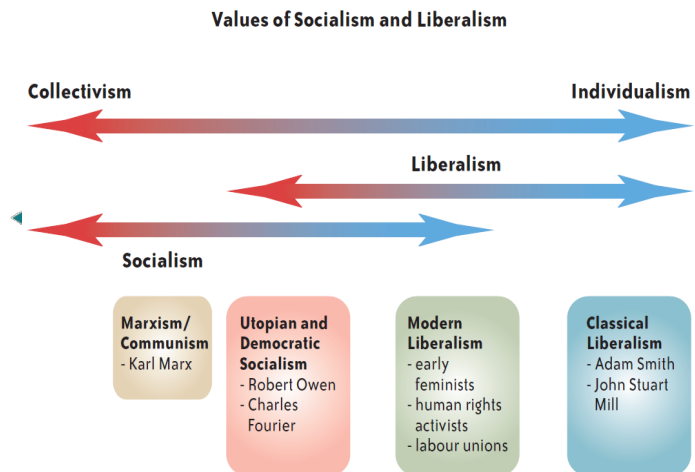
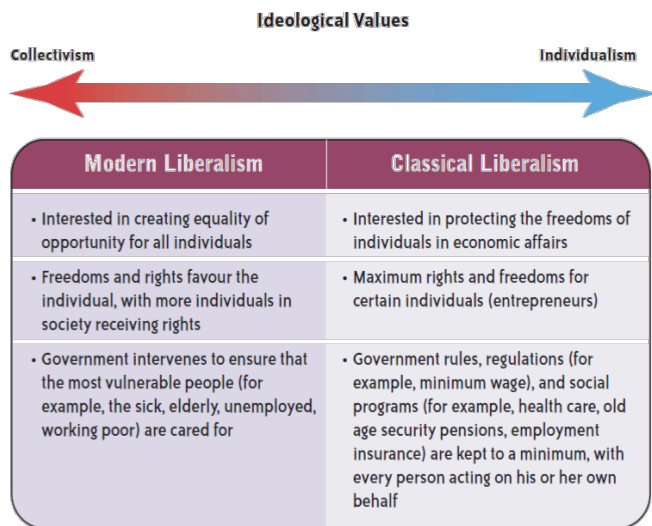
It is also important to understand the historical context of the development of liberalism: from classical liberalism to modern liberalism, the rejections of liberalism and all of the deviations beyond.

The Western European origins of liberalism trace their roots back to significant events. The Renaissance period (14th to 17th century) in Europe saw the emergence of a modern spirit of individualism, which is a central characteristic of liberalism. By the end of the 18th century, revolutions had taken place in America and in France to establish governments based on liberal values of freedom and democracy. The Industrial Revolution during the late 18th and early 19th century in western Europe and North America transformed economic systems. Classical liberal values led to laissez-faire capitalism, as described by Adam Smith. Later, during the mid-19th century, John Stuart Mill advanced Smith's ideas into the political and social realms, and moved them toward what would come to be known as modern liberalism.



Early socialists believed that the working population faced unacceptable conditions and that the main causes of these conditions were the practices of classical liberalism. In response, socialists decided to try to change the conditions by changing the way the economy and government operated.

Some early socialists, such as Robert Owen and Charles Fourier, proposed models for new utopian socialist communities based on co-operation rather than competition. Others, such as Karl Marx, proposed the need for a revolution of the working class, so that society could be restructured according to socialist beliefs. Later, democratic socialists proposed ways in which society should evolve through both socialist and democratic ideas and values, such as through elections and reform and established political parties that worked toward changing political and economic systems in Europe and North America.



The Social Studies 30 curriculum is an exploration of ideologies. Contemporary ideologies in the West (Canada, U.S., Europe) share a common foundation – liberalism. We have spent the semester exploring both origins and the evolution of liberalism. The source on the diploma exam is going to be a perspective that somehow relates to the fundamental principles of liberalism (classical liberalism and individualism – self-interest, competition, economic freedom, private property, individual rights and freedoms, rule of law) or to the principles of collectivism (collectivism - collective interest, collective responsibility, cooperation, economic equality, public property, adherence to collective norms), which have served to move classical liberalism towards a more balanced modern day liberalism.

The evolution of liberalism includes ideas such as an understanding of individuals becoming empowered as a result of the *Enlightenment*, *French Revolution*, *American Revolution* and the political and economic freedom emerging from the *Industrial Revolution*. These events set the stage for modern issues surrounding the role of individuals and the role of government today. In regards to economics, it would be important to discuss the competing ideologies of capitalism and socialism (and/or communism), Adam Smith and Karl Marx, classical liberalism and modern liberalism, maybe even demand-side and supply-side economics in a contemporary context.

TO WHAT EXTENT SHOULD WE EMBRACE AN IDEOLOGY? EVOLUTION of LIBERALISM

The following timeline attempts to provide a brief overview of the evolution of the complex term **LIBERALISM**.



The fundamental principles of liberalism fall into two general categories: **political** (rights and freedoms, rule of law) and **economic** (economic freedom, self-interest, competition, private property).

Here are some major case studies you could apply to a number of different scenarios:

- **Classical liberalism of Adam Smith** – rising middle class ('nouveaux riche', Marx called them the bourgeoisie); 'laissez-faire' approach with little government involvement in the competition between many small businesses, government's role was to provide security and level playing field for competition; exploitation of workers because of little government involvement (Marx called them the proletariat). Other contributors to the origins of classical liberal thought (John Locke, Montesquieu, John Stuart Mill)
- **Socialist ideas emerge in response to classical liberalism – Karl Marx** and Frederick Engels believe capitalist system will implode on itself as wealth was funnelled into fewer and fewer hands – they write "The Communist Manifesto" explaining that there would likely need a violent revolution in order to re-organize society and re-distribute wealth. Other socialists argue for wealth to be distributed, but through peaceful democratic processes. There is a disconnect between the theories of people like Marx and the reality and practice of the communist regimes of the twentieth century (like the USSR and North Korea). Marx would not have agreed with the dictatorial regimes that came to dominate the system – he believed the 'dictatorship of the proletariat would be temporary.
- Understanding the most capitalist time of the twentieth century '**Roaring Twenties**'– little government involvement, lots of good jobs, better working conditions for workers, ability to use credit, investment opportunities in the stock market, many new businesses creating competition, many new consumer products to spend your money on (for example, entertainment industry and professional sports are born). The stock market crash ushers in a depression. With little government involvement in the economy there were few regulatory tools for the government to stop the downturn, leading to a massive depression. Capitalists wanted to remain neutral and let the economy fix itself – '**laissez-faire**'.
 - The plight of the working class in contemporary societies – lack of government regulation in developing countries like Bangladesh (sweat shops, poor wages, unsafe working conditions of the industrial revolution)
- **F.D.Roosevelt** wanted to get the government involved and was elected in 1932 by promising a '**New Deal**' for Americans. Massive government spending on programs to put people back to work 'Alphabet Agencies (CCC, TVA, AAA, etc.). He also regulated the banking and investment (stock market) industries to restore confidence and rebuild the financial system in the U.S. Many compare President Obama's programs with FDR's. Many call them socialist because of the shift to government involvement in the economy. Great case study to explore the values of individualism and collectivism.
- The **Nazi** regime in Germany under Hitler and the **Communist** regime in Russia under Stalin are important to understand. They both represent **rejections of liberal principles and values**. You should know examples of how the regimes attacked the principles of liberalism and how they used various techniques of dictatorships to do so. You should also understand the fundamental differences between fascism and communism.
 - Stalin's communist regime could be used as a good case study to display an extreme expression of collectivist principles. You could discuss his specific policies: collectivization, five year plans, Great Famine, great terror and the gulags etc.
- **Cold War** was an ideological battle between the force of liberalism and democracy with the forces of communism (and a more collectivist perspective). The war played out between the two superpowers that emerged from World War II – the United States and the Soviet Union. Understanding that this was not a direct war between the superpowers is critical and if you are going to use the Cold War as a case study there are many events you could use to talk about the ideological competition: containment - division of Berlin, 'iron curtain', Truman doctrine, Marshall Plan, spheres of influence and proxy wars [Korea, Vietnam, Afghanistan]; expansionism, deterrence [MAD], détente, brinkmanship [Cuban Missile Crisis], non-alignment
- Historical liberation movements: **Hungarian** anti-communist uprising in 1956 brutally crushed by Khrushchev, 'Prague Spring' 1968 **Czechoslovakian** anti-communist uprising brutally crushed by Brezhnev, Gandhi's independence movement in India, Nelson Mandela against racist **Apartheid** in South Africa,
 - Contemporary liberation movements: **Arab Spring** – Tunisia, Egypt, Libya and Syria – mass movements fighting for individual rights and freedoms against governments and leaders who have denied many of the fundamental principles of liberalism

- Understanding the examples of how modern liberalism is challenged by alternative thought (Aboriginal collective thought, environmentalism, religious perspectives, neo-conservatism, postmodernism, extremism) – ‘Idle No More’ protests protecting aboriginal collective rights; environmentalists fighting against land exploitation and pollution by big corporate interests; religious extremism and fundamentalism [Westboro Baptist Church, terrorists etc.]
- Extent to which the principles of liberalism are viable in the context of contemporary issues (environment concerns, resource use and development, debt and poverty [gap between the rich and poor – nationally and internationally – neo-liberalism and globalization], racism, pandemics, terrorism, censorship, illiberalism) – [censorship in China and the story of ‘Tank-man’]
- Understanding contemporary political systems (Canada and the United States) – comparing and contrasting their abilities to represent the will of the people and the adherence to democratic principles. There are a number of different areas of critique: election timing, party solidarity, responsible government vs. checks and balances, crossing the floor, first past the post electoral systems, etc.
- 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). Perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, prodemocracy movements). Understanding the extent to which governments guarantee individual and collective rights. The history of the charter of rights and freedoms in Canada and a history of illiberal government practices: residential schools, story of enfranchisement, War Measures Act (WWI internment, WWII internment, FLQ crisis), Indian Act and the White Paper
- The imposition of liberal democratic values and principles. You could look at historical case studies and examples in Canada i.e. residential schools, Potlatch, White Paper etc. You could also look at contemporary global examples i.e. Canadian and American involvement in Afghanistan – working to bring freedom and democracy; and/or American imposition of liberalism in Vietnam and Iraq as a contemporary example. [see imposition of liberalism handout for many more case studies]
- case studies exploring the suspension of individual civil liberties – U.S. PATRIOT Act, drone technology and surveillance cameras (CCTV in Britain, drone technology) as invasions of privacy; women’s rights – story of Malala in Pakistan, religious rights – Westboro Baptist Church, Tiananmen Square 1989 China, Google and censorship in China, 2nd Amendment in the U.S. – issue of gun control and recent mass shootings, FLQ Crisis 1970 – War Measures Act, Post-9/11 Canada – Emergencies Act and Anti-terrorism Act
 - Balancing collective rights with individual rights - The gun law debate in the United States vs the success of gun law regulation in Australia (healthcare debate)

HINTS

- Avoid generalizing about ideologies. *i.e. many students talked about capitalists (classical liberals, Adam Smith) believing in **no** government involvement. Capitalists believe in a free market for economic decisions, but do see a role for the government in promoting and protecting the rule of law and the rights and freedoms of individuals.*
 - Another common mistake was talking about FDR and Keynes. Many students said these individuals didn’t believe in capitalism, which is simply not true. FDR and Keynes believed in classical liberal principles, but they argued they should be regulated to ensure the economy didn’t slide into depression, leaving people without jobs and with a means of supporting themselves – a balance of self-interest and collective interest.
- In your defenses of position essay **make clear arguments** (clearly stated premise). Many students simply started talking about their case study and/or example without connecting it to their thesis – **your paper can quickly start to sound like a research paper as opposed to a defense of position paper.**

Don’t forget to check out the writing hint sheets provided on the class website

Writing Assignment Terms

Analyze - examine in detail, typically for purposes of explanation and interpretation; to study (something) closely and carefully; to learn the nature and relationship of the parts of (something) by a close and careful examination

Appreciate - understand (a situation) fully; recognize the full implications of.

Comprehensive - includes nearly everything that could be expected, covers all aspects of the topic

Defend - to maintain an argument using evidence (similar to support)

Evaluate - form an idea of the amount, number, or value of something; to assess.

Examine - inspect (someone or something) in detail to determine their nature or condition; investigate thoroughly.

Explain - describing in more detail or reveal relevant facts or ideas

Explore - take a look at, inspect, investigate

Fluent - accurate, expressive and easy to read, well organized

Identify - establish or indicate who or what (someone or something) is; associate (someone) closely with; someone as having strong links with.

Insightful - showing a deep understanding, going beyond the basics

Interpret - explain the meaning of (information, words, or actions).

Link - finding the relationship, whether it be to other sources, or to liberalism (or other ideological ideas)

Judiciously - carefully chosen ideas, terms, examples (similar to deliberately)

Pertains - relates to, is relevant and appropriate to the topic

Perspective - an attitude or point of view

Perceptive - similar to insight, showing a depth of understanding, may include an original point of view

Purposeful - similar to judicious, choice of ideas, terms and examples are intentional and show a depth of understanding

Sophisticated - Highly complex, reveals a depth of understanding (both in the interpretation of the source and writing skills)

Support - to strengthen by providing evidence

Synthesize - to put together, to gather information and apply it to an argument

Strategy for reading multiple choice questions: Recognize the Qualifiers

a) Qualifiers of value or degree... These use such terms as: most, best, worst, least, strongest, weakest... etc.

E.g.

The ideologies of fascism and communism differ MOST in their approach to

- a. practicing censorship
- b. holding periodic elections
- c. establishing one-party rule
- d. establishing class structure in society

b) Qualifiers of Time ... These phrases will usually indicate a specific time period - Inter-war years, pre-World War One, depression. Cold War era

E.g.

From the perspective of Japanese political leaders in the early 1940s the invasion of Southeast Asia was necessary to

- a) counter Soviet advances into the same territory
- b) secure a stable supply of desperately needed natural resources
- c) avoid antagonizing the political leadership of the United States
- d) assist the British in attempting to consolidate their colonial holdings

c) Qualifiers of Place... These phrases will usually indicate a specific place. It is important for students to see if the place is in historical or contemporary setting - Abyssinia (historical), Weimar Republic (historical), Soviet Union (historical), Russia (contemporary)

E.g.

The continued use of transfer payments in Canada primarily reflects an attempt by the federal government to enhance

- a) self-reliance
- b) national security
- c) economic equality
- d) individual freedom

d) Qualifiers of Perspective... There is the use of such terms as supporter of the titles of books, or the names of individuals.

E.g.

To many western observers, President Gorbachev's policies of perestroika and glasnost represented a shift in emphasis from

- a) domestic production to greater exports of finished products
- b) individual self-reliance to greater group co-operation
- c) national unity concerns greater global commitments
- d) social conformity to greater individual initiative

e) Qualifiers of Theme or Doctrine and Theory... Students need to be aware of such terms as classical, model, in theory, pure

E.g.

An important feature of a model public enterprise economy is the

- a) allocation of resources through competitive markets
- b) provision of consumer control of production
- c) provision for increasing business profit
- d) allocation of resources by command

f) Qualifiers of People... Students need to make special note of any historical or contemporary persons that will help to set the historical context of the question.

E.g.

The Paris Peace Conference settlement that was most acceptable to American president Woodrow Wilson was the

- a) German "war-guilt" clause
- b) German reparation payments
- c) Self-determination for Central Europe
- d) British and French mandates over former colonies

Now that we have looked at various hints to help you with your writing skills, let's turn to a summary of the curriculum

Related Issue 1 Ideology and Identity

Main ideas:

- Characteristics of ideologies and themes of ideologies
- Factors that influence our acceptance of various ideologies
- Individualism, collectivism and common good
- How much influence should ideology have on identity?

Values and Attitudes

- 1.1 appreciate various perspectives regarding identity and ideology
- 1.2 appreciate various perspectives regarding the relationship between individualism and common good

Knowledge and Understanding

- 1.3 explore factors that may influence individual and collective beliefs and values (culture, language, media, relationship to land, environment, gender, religion, spirituality, 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

Key Point:

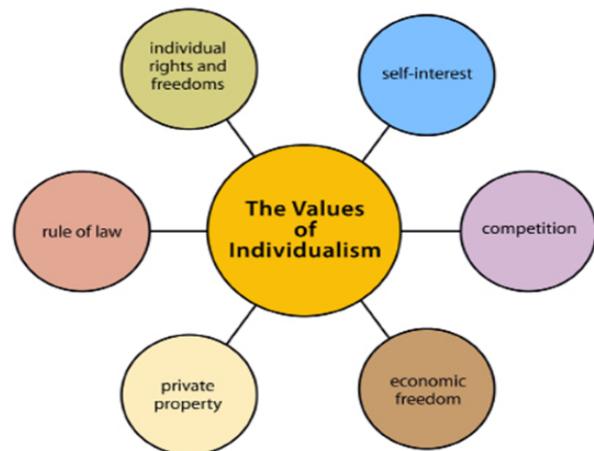
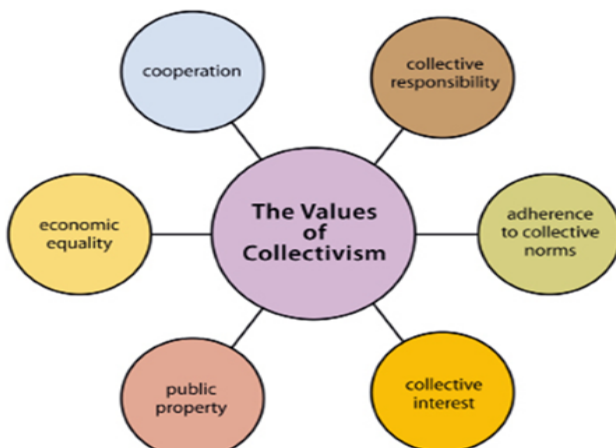
- An ideology is a set of beliefs and values about what kind of society is best.
- Ideologies are based on themes like nation, class, the environment, and religion.



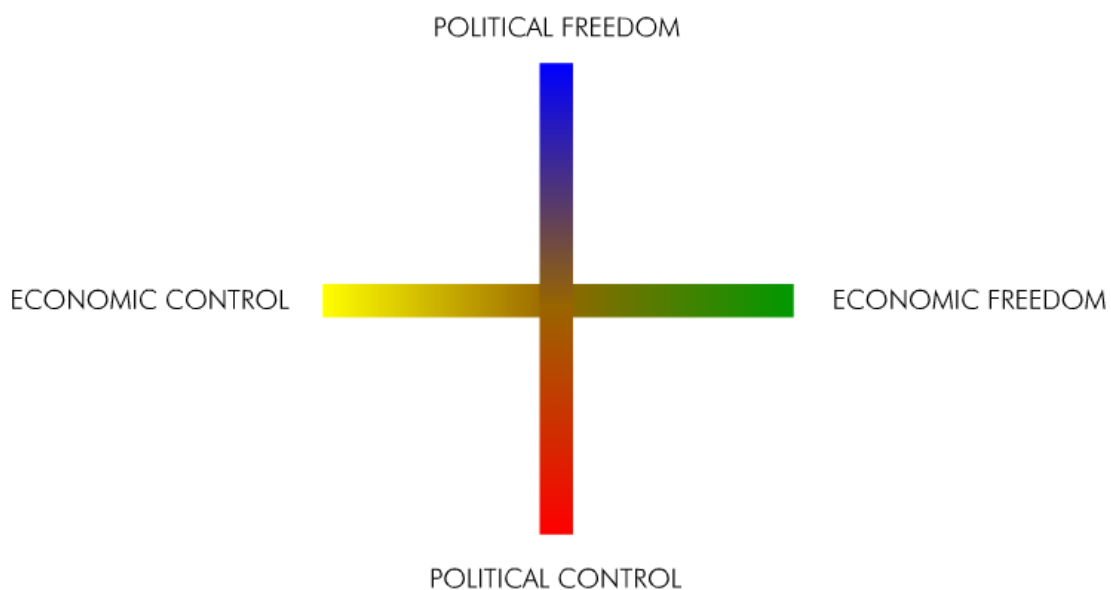
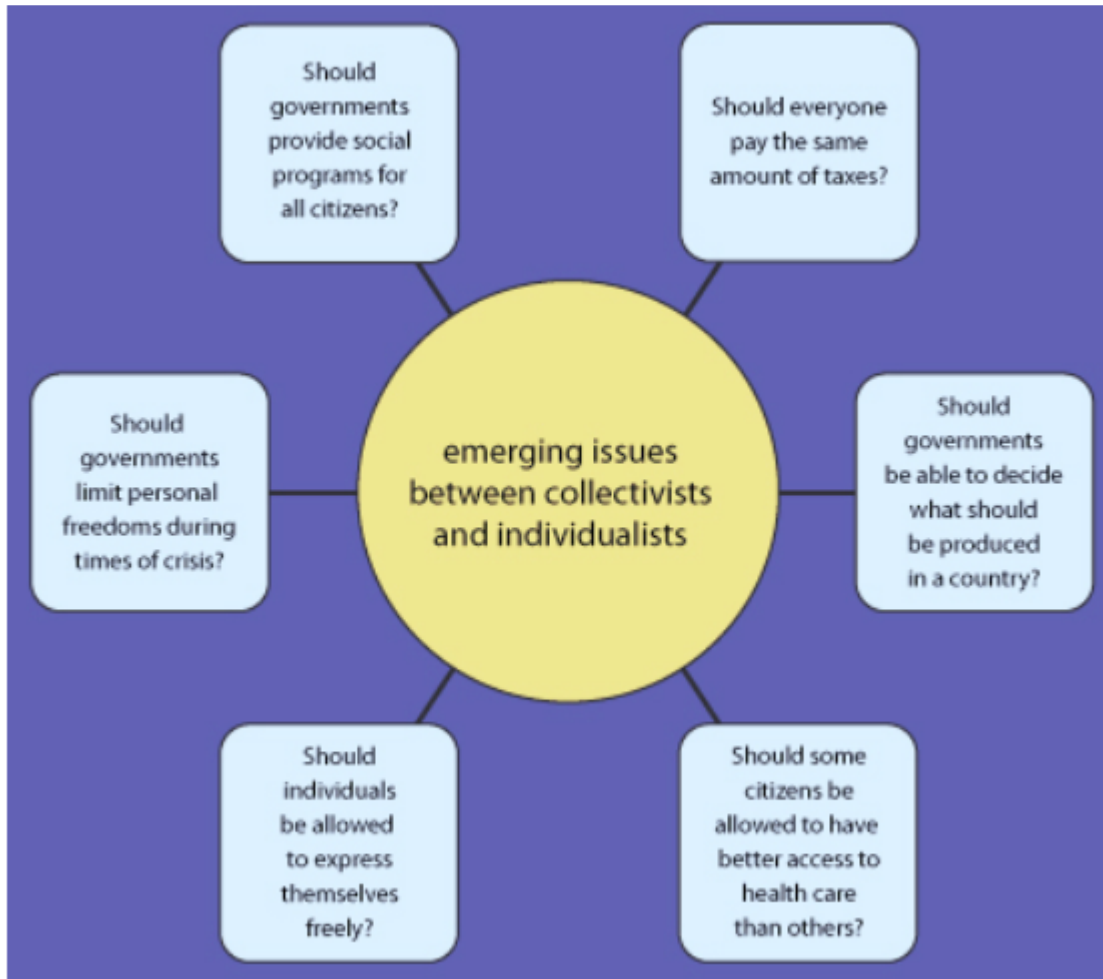
The "isms" of Ideology

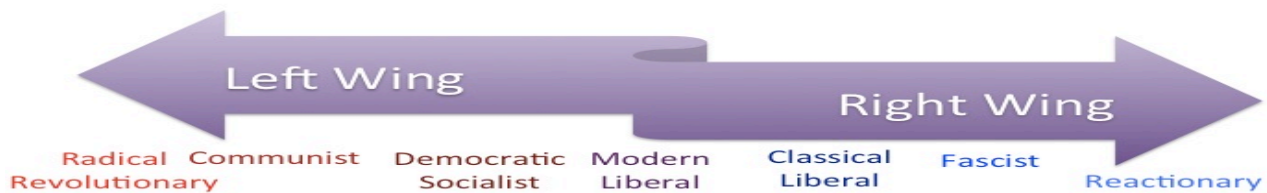
• liberalism	• authoritarianism
• conservatism	• capitalism
• extremism	• democracy
• individualism	• fascism
• collectivism	• socialism
• anarchism	• communism

- Hobbes, Locke, Rousseau – Man is generally...Society should be...



Both individualists and collectivists think their ideology is best way to achieve common good (what is best for all)



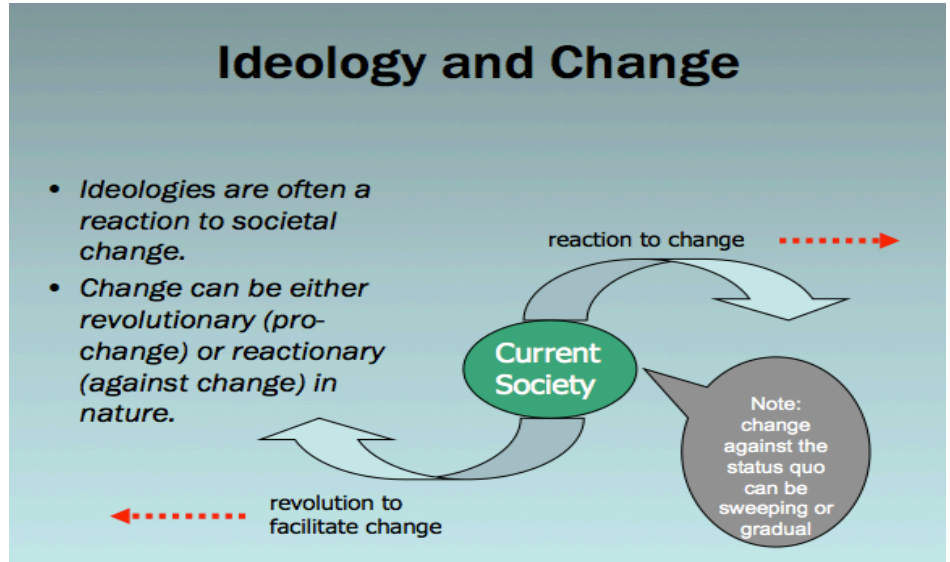


Create change

Status Quo

Go back/fear change

- Evolution of ideas during the Renaissance and Enlightenment
- Philosophers
 - Hobbes
 - Locke
 - Rousseau
 - Voltaire
 - Montesquieu
 - Burke
 - Smith
 - Mill



How can the following influence your acceptance of different ideological viewpoints:

- culture
- language
- media
- relationship to land
- environment
- gender
- religion
- spirituality

Try to brainstorm modern and historical examples that can help to illustrate the various characteristics of individualism and collectivism (use the information on previous pages to help you with this):

Related Issue 2: Is Resistance to Liberalism Justified? - Students will assess impacts of, and reactions to, principles of liberalism.

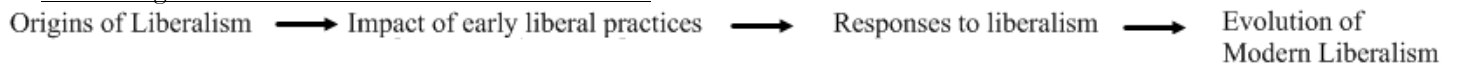
Values and Attitudes

- 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

Knowledge and Understanding

- 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 19th 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

Unit Progression and Connection to Outcomes:



2.4 Aboriginal contributions to the development of liberalism 2.5 origins of liberal thought	2.6 impacts of liberal thought on 19th century society	2.7 ideologies that developed in response to liberalism 2.9 ideological systems that rejected liberalism - Nazi Germany, USSR 2.10 ideological conflict during Cold War 2.11 perspectives on the imposition of liberalism (Aboriginal experiences, contemporary events) 2.12 extent to which modern liberalism is challenged by alternative thought 2.13 extent to which resistance to liberalism is justified	2.8 the growth of liberalism
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Is it justifiable to resist liberal principles?

Does representative democracy and laissez-faire economics provide freedom and power only to the wealthy elite?

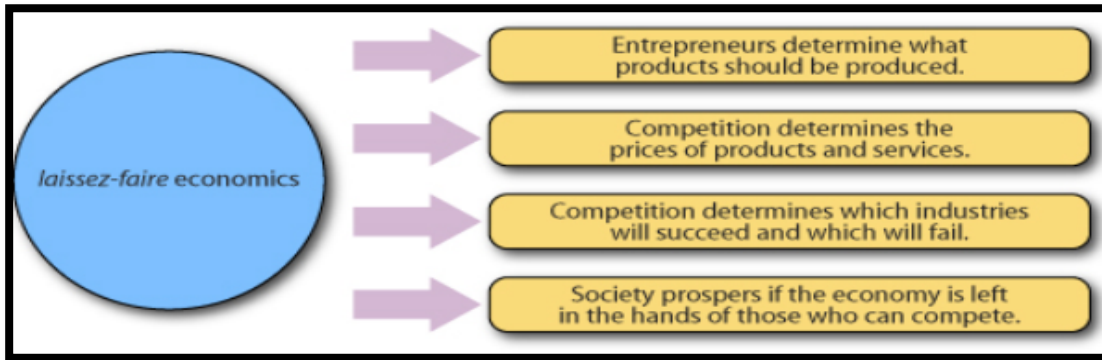
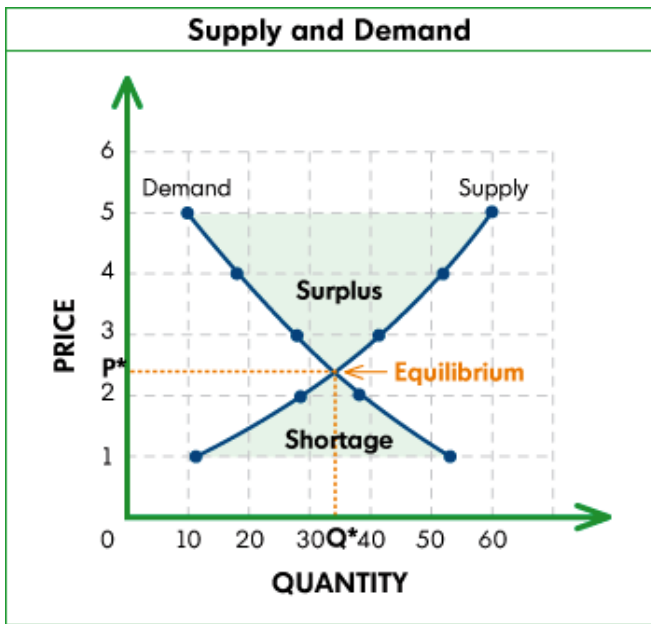
○ Consider:

▪ Events:

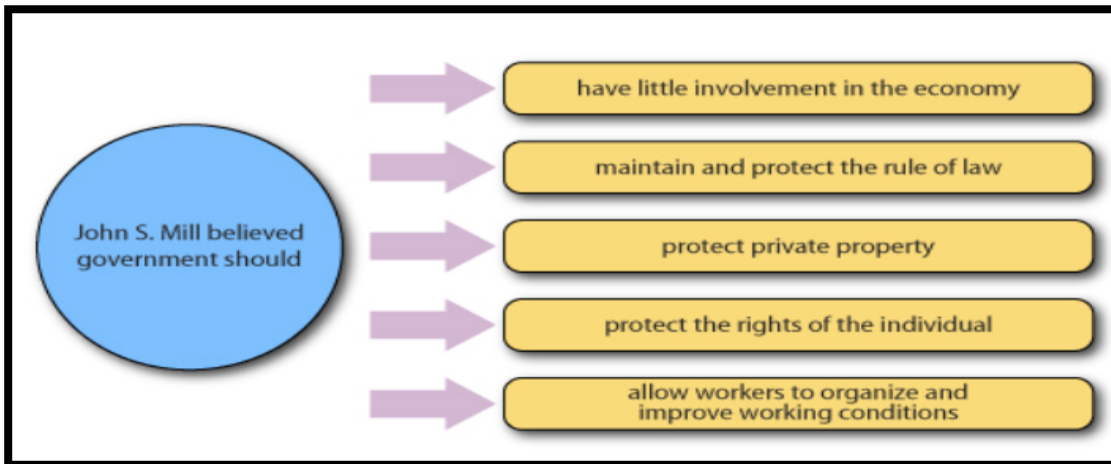
- Haudenauconee Confederacy
- Industrial Revolution
- Growth of Modern Liberalism
- Progressivism
- New Deal
- Growth of socialism
- Early and modern issues with labour unions
- Nazi Germany
- USSR
- Cold War
- Residential Schools
- 2000s invasion of Iraq and Afghanistan

○ Perspectives:

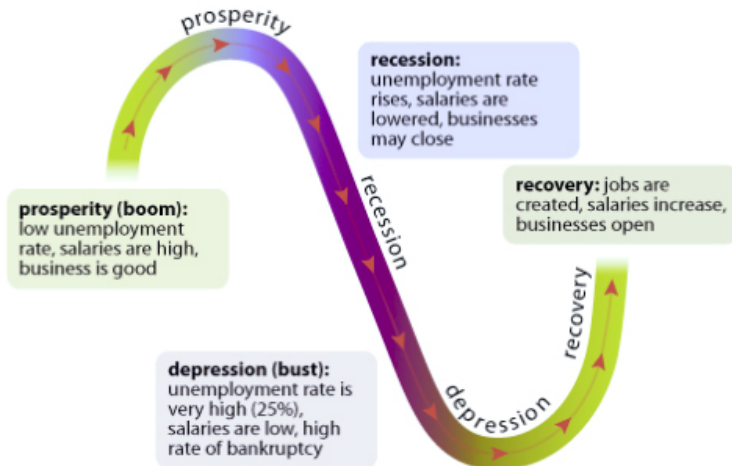
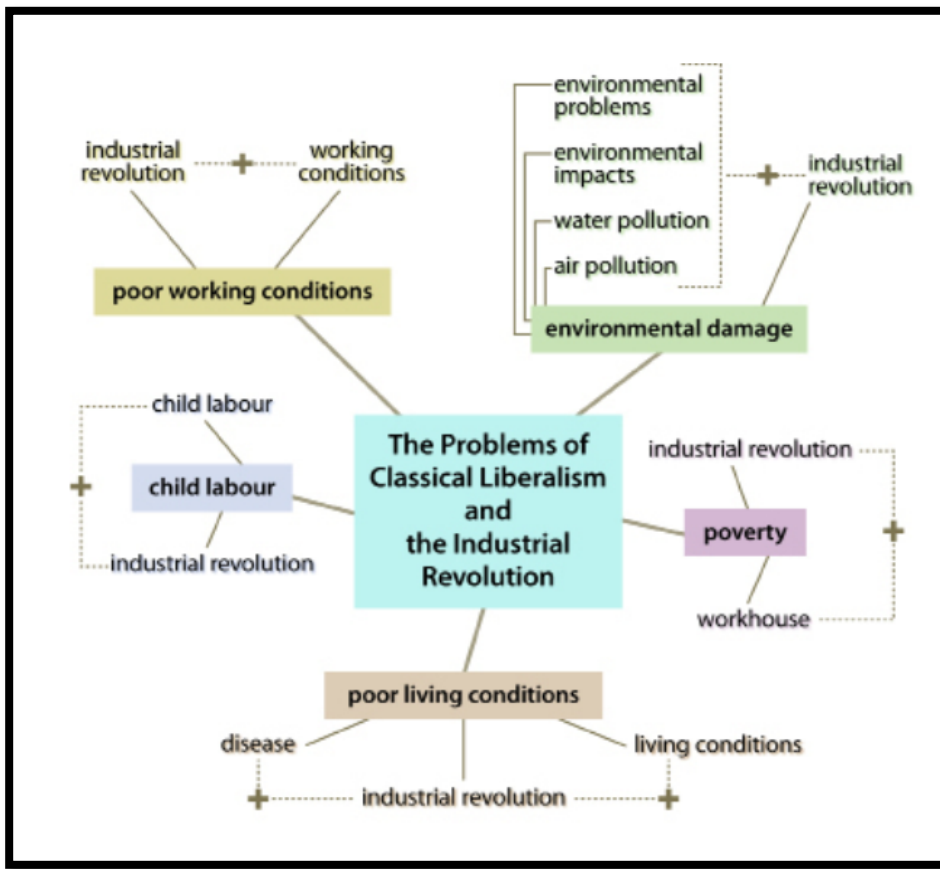
- Workers
- Minorities
- Women
- First Nations
- Religion
- Environmentalism
- Extremism



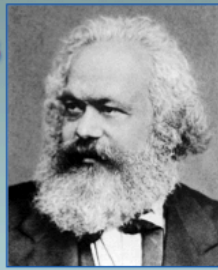
Invisible Hand



Mill's Harm Principle - people should be as free as possible so long as that freedom does not cause harm to others. Role of government is to prevent harm. "Achieve the greatest good for the greatest number of people."

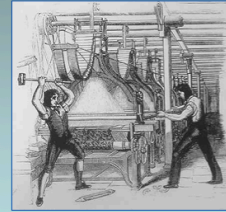


The Socialists: Utopians & Marxists



- ✦ People as a society would operate and own the means of production, not individuals.
- ✦ Their goal was a society that benefited everyone, not just a rich, well-connected few.
- ✦ Tried to build perfect communities [utopias].

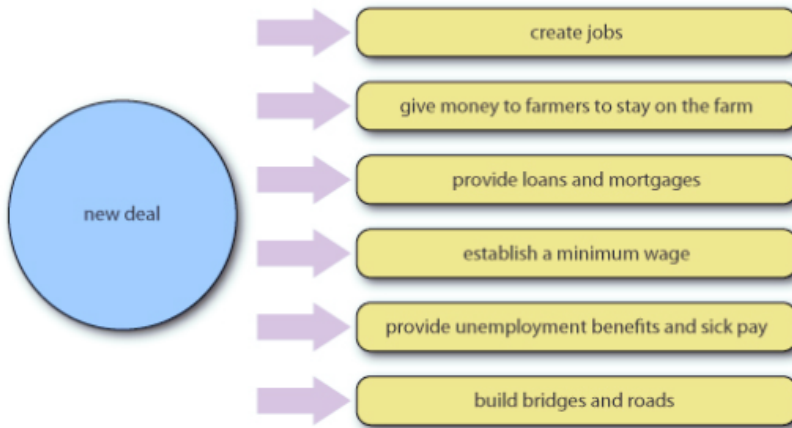
The Luddites: 1811-1816



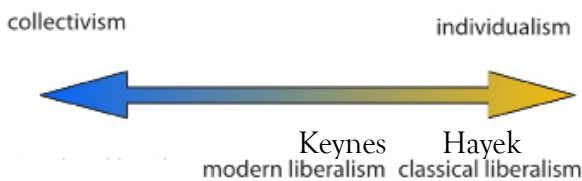
Attacks on the "frames" [power looms].
Ned Ludd lead attacks on machines because they took away the jobs of Tradesmen

Effects of the Depression

- Unemployment - 13 million people were out of work.
- Industrial production dropped by 45 per cent between 1929 and 1932.
- House-building fell by 80 per cent between 1929 and 1932.
- The entire American banking system reached the brink of collapse.
- From 1929 to 1932, more than 5,000 banks went out of business.
- Although many people went hungry, the number of recorded deaths from starvation during the Depression was 110, although many other illnesses and deaths were probably related to a lack of nutrition.



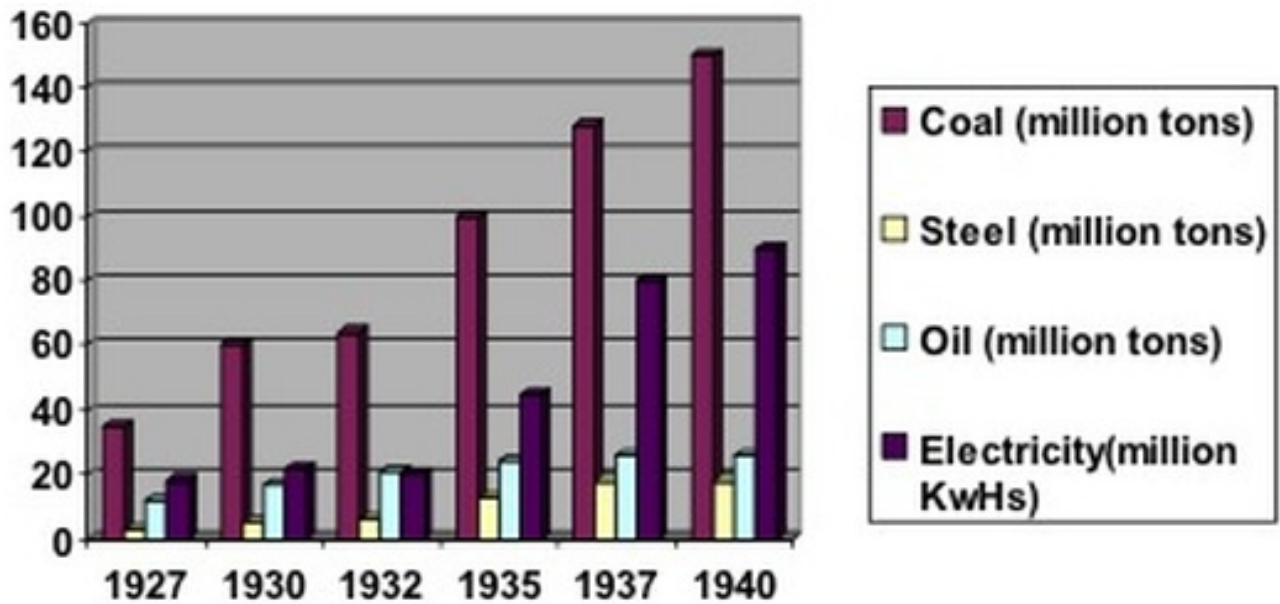
Keynes vs Hayek



Modern Liberalism	Classical Liberalism
government laws to guarantee a minimum standard of living for all citizens	interested in promoting the interests of individuals
collective rights and freedoms are as important as individual rights and freedoms	maximum rights and freedoms for individuals
government regulations to manage the market economy	few government rules and regulations

Soviet rejection of liberalism

- Bolshevik revolution
 - o Lenin - Peace Land Bread
 - War Communism - fails as there is limited support for nationalization
 - NEP - small scale capitalism
- Stalin
 - o Strict adherence to communist principles
 - Collectivisation, state farms, 5 year plans
 - Kulaks (Ukraine)
 - Other purges to eliminate opposition (need control to be free)
- Justification - liberalism only causes conflict, by adhering to the concepts of Karl Marx, we can be more free to explore new ideas because we are not competing with our neighbour and worrying about not having enough to survive. With government controls the economy will grow. We don't need political competition because we are all the same ideology.



Nazi rejection of liberalism

- Why? Weakness of the Weimar republic, the unfair Treaty of Versailles (created by liberal nations), historically built on militaristic society – very successful.
- Hitler – after Reichstag fire, uses crisis enact emergency measures, then passes the Enabling Act to solidify those measures.
- Do not need multiple political parties because the Nazis are superior = the best to rule (Great Man Theory)

Lebensraum
the need for 'living space' for the German nation to expand.

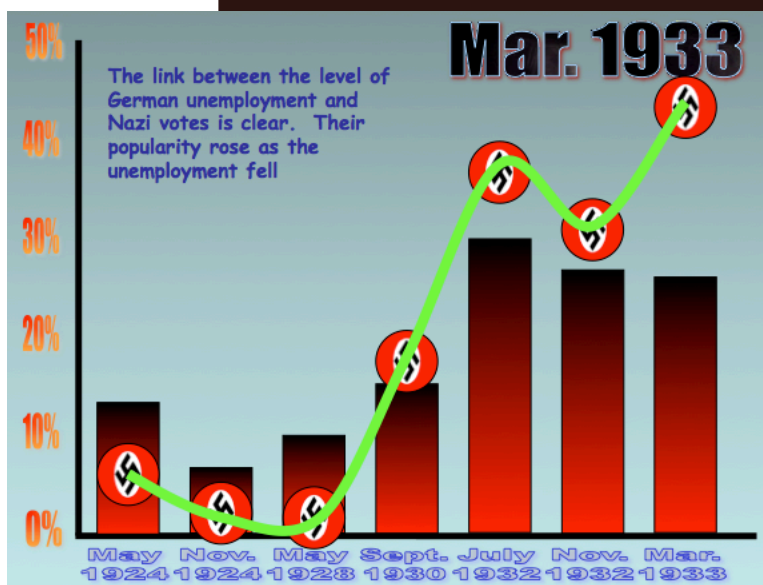
A strong Germany
the Treaty of Versailles should be abolished and all German-speaking people united in one country.

Führer the idea that there should be a single leader with complete power rather than a democracy.

Social Darwinism
the idea that the Aryan race was superior and Jews were 'subhuman'.

Autarky the idea that Germany should be economically self-sufficient.

Germany was in danger from Communists and Jews, who had to be destroyed





Wartime Conferences

- Washington (Atlantic Charter → UN)
- Casablanca (unconditional surrender)
- Tehran (defeat of Germany)
- Yalta (post-war Europe)
- Potsdam (post-war Europe)



Note: the failed outcome of the Yalta and Potsdam meetings helped create an atmosphere of antagonism between the superpowers.

Ideological Differences

US Liberal Democracy

- Individual rights & freedoms
- Free elections
- Market-based economy



Soviet Communism

- Centralized dictatorial government
- Little personal freedoms
- Economic planning



EVENTS DURING THE COLD WAR THAT COULD HAVE ERUPTED INTO ALL-OUT WAR

- Berlin Blockade (1948-49)
- Berlin Wall (1961)
- Czechoslovakia coup (1948)
- Cuban Missile Crisis (1962)
- COMECON and NATO (1949)
- Vietnam War (1957-1975)
- Korean War (1950-1953)
- Czechoslovakia (1968, 1980s)
- Warsaw Pact (1955)
- Invasion of Afghanistan (1979-1989)
- Hungarian Uprising (1956)
- Iran (1980s)



1989 Revolutions

- Poland (Solidarity)
- Hungary
- Czechoslovakia
- East Germany (wall comes down)
- Romania (violent revolution against Ceausescu)



Note: communist governments in Eastern Europe fall and are replaced by non-communist coalitions.

End of Cold War and USSR

- Reforms spread
- Independence movement among Soviet republics
- Baltic States declared independence in 1990
- Hard-line coup against Gorbachev (1991)
- Rise of Boris Yeltsin
- End of Cold War and USSR in December 1991



2.12 examine the extent to which modern liberalism is challenged by alternative thought (Aboriginal collective thought, environmentalism, religious perspectives, extremism)

Environmentalism

- impact of economic freedom on environment vs. improvement to people's lives - perspectives

Religious Perspectives

Liberalism supports religious freedoms but governments will sometimes place limitations on religious practices to prevent them from conflicting with the rights of individual members of a religious community:

Ex. Sharia Law

Extremism:

- belief system outside the mainstream, morally or socially unacceptable.

- Extremist generally believe they are acting on principled belief and are not extreme. Al Qaeda may believe their actions are extreme but justified given their circumstances.

- Forms: intolerance, economic

Aboriginal collective thought:

- Consensus decision making in Nunavut, sentencing circles.

Related Issue 3 – Viability of Liberalism - Students will assess the extent to which the principles of liberalism are viable in a contemporary world.

Main Idea – Are the principles of liberalism capable of survival? Are they the best way to do things? Politically? Economically?

Values and Attitudes

- 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

Knowledge and Understanding

- 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)

Viability of Liberalism- Politics

- accountability of democratic governments
 - o Accountable to **citizens**, responsible to **Parliament**
- practices of democratic governments - how they represent people, should they always **reflect will of people** (when is it appropriate to ignore the will of the people)?
- ways **citizens participate**
- Constitutional Rights and Freedoms Limit the Power Government.
 - rights and freedoms can be limited to preserve a free and democratic society. **When are limitations justified?**
 - know history – residential schools, use of War Measures Act – WW1, Japanese internment, FLQ
 - know current events – anti-terror legislation, promotion of rights beyond morality? – assisted suicide

Know various forms of decision making

- direct democracy, representative democracy, consensus decision making

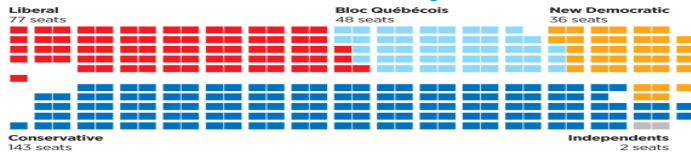
Issues:

- first past post – most votes wins in each constituency (simple plurality) vs proportional rep – most votes overall wins
- Party solidarity – representatives follow wishes of party or constituents?
- **Apathy – not caring, low voter turnout**
- Should government always reflect will of the people? If not why?

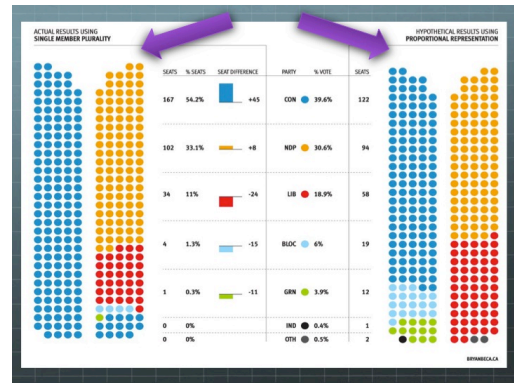
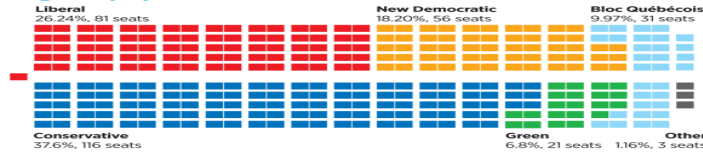
Know your stuff about practices of democratic governments. Are they liberal?

- written constitutions
- individual rights and freedoms
- guaranteed periodic elections
- House of Commons (elected) and Senate (appointed) in Canada
- representative democracy
- responsible government
- multiparty system (Canada), two party system (USA)
- lobby groups
- referendums/plebiscites
- separation of powers – legislative, executive, judicial branches

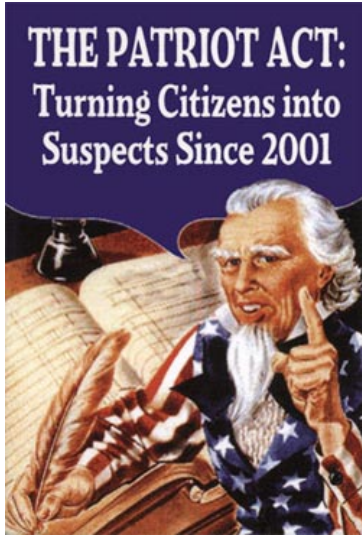
What Parliament looks like today with the First-Past-the-Post electoral system:



What Parliament might look like today if PR properly aligned popular vote with seats:



Pros and cons of FPTP vs PR (including issues of extremism, voter apathy)



How are liberal principles the **cause** of the following issues?

Can liberal principles offer solutions to these issues?

- environment concerns, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship)

Authoritarian System Basics - Governments that do not promote liberal values.

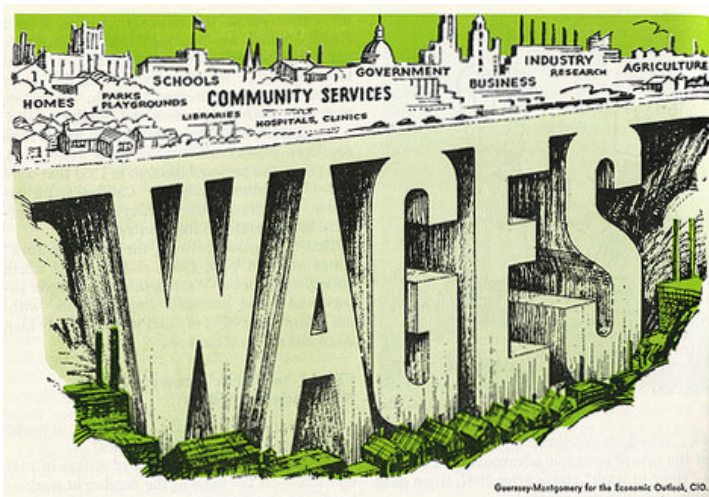
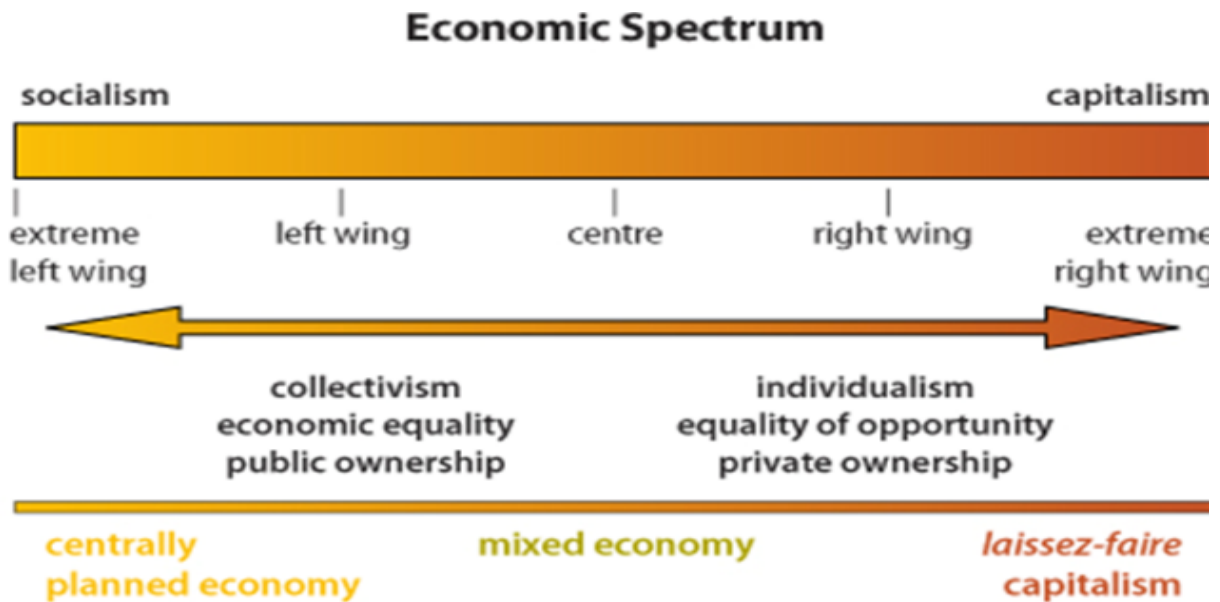
<p>Control is maintained through</p> <ul style="list-style-type: none"> - violence and intimidation - secret police - propaganda - indoctrination - controlled participation - scapegoating - no rights or freedoms - having a vision that is adopted by all citizens 	<p><u>Advantages</u></p> <ul style="list-style-type: none"> -fast decision making -things get done quick -good leader means good decisions -strong national unity 	<p><u>Disadvantages</u></p> <ul style="list-style-type: none"> -loss of rights and freedoms -no checks on power of government -high possibility of war -limited possibility for change
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Viability of Liberalism – Economics

- is **classical (or modern) liberalism** the best way to address economic issues in a society?
- how much should governments encourage **economic** equality? What is their role in the economy?
- who **benefits most from economic freedom**? Rich? Poor? Does wealth trickle down?
- costs of economic freedom on **environment**? Issues relating to national debt?

<p>Benefits of economic freedom:</p> <ul style="list-style-type: none"> - allows for freedom of individual - consumers have choices 	<p>Benefits of economic control:</p> <ul style="list-style-type: none"> - Promotion of economic equality boils down to values like fairness. Health care, education, income assistance for those who need assistance, manages boom and bust cycle.
<p>Criticisms of economic freedom:</p> <ul style="list-style-type: none"> - unconcerned with fairness - little social programming - gap between rich and poor grows. 	<p>Criticisms of economic control:</p> <ul style="list-style-type: none"> - people milk the system and are not encourage to be self reliant

Economic Systems – how liberal are they? Know elements of the various systems – market, mixed, command.

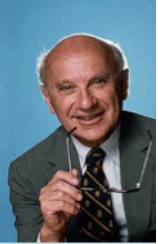
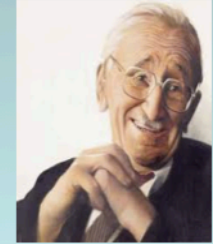


MODERN LIBERALISM IS LIKE A PENDULUM

- **Too much Intervention** towards the left and people become less able to help themselves.
- **Too much Freedom** towards the right and the greedy elements of humanity take over
- **Too much** on either side and individuals lose their freedom, minorities lose their rights, extremists gain control or they are over protected

The New Kids on the Block

- The Neo-Conservatives begin a new trend in Politics and Economics
 - Less Government
 - Less Taxes
 - Sell (Privatize) Publicly owned industry
 - Deregulate Industry and allow the Free Market to regulate itself



Results of Neo-Conservatism

- Cuts to Social Services
 - Government reduces jobs in Public Sector
 - Tax Cuts to business
 - Privatization
- Eventual Results
- Collapse of Communism
 - Free Trade and Globalized Markets
 - Unprecedented Growth in World Wealth
 - Deficit Reduction
 - Economic Collapse in Sept 2008
 - Housing and Mortgage Market in USA collapses
 - Stimulus Packages
 - Deficit Crisis



The BIG questions

Has Canada exemplified the ideals of liberalism?

- *How did liberalism evolve in terms of human rights?*
- *How can Canada meet the needs of all Canadians? How do these issues reflect our liberal values?*

To what extent should we obey the authority of our governments?

- *Does dissent actually improve the ideas of liberalism?*
- *When does dissent go too far?*

What are some of the consequences of projecting your ideology on other nations?

- *If the liberal democracies dominate, will the world act more liberally?*
- *Can the 2 systems co-exist (can we agree to disagree?).*

How do we protect ourselves, and our liberal principals without becoming illiberal?

- *During a crisis how should the individual act? How should the collective (government) act?*
- *21st Century concerns*

Students should be able to:

- explain reasons for the invasion of Afghanistan and Iraq, including the use of Guantanamo Bay (detainees) and international involvement
- evaluate the rights legislated in Canada (Charter of Rights and Freedoms)
- apply events like the Civil Rights Movement in the United States as an example of dissent
- understand the application of collective rights in Canada

Related Issue 4 - Should my actions as a citizen be shaped by an ideology?

- Students will assess their rights, roles and responsibilities as citizens.

Main idea – how do citizens participate in society?

Values and Attitudes

- 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

Knowledge and Understanding

- 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, prodemocracy 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

- Know examples for the terms/events from the outcomes. Connect back to events from unit 3.

- Citizenship is about being involved, trying to improve community, region, country.

- Remember **individualism**, **collectivism**. Power of the collective, role of leadership within collective.

- Role of citizen in a liberal democracy- active - connect back to **viability of liberalism** - apathy

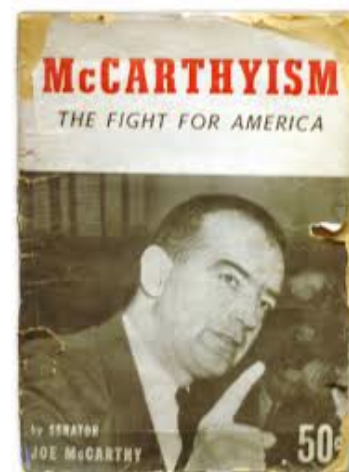
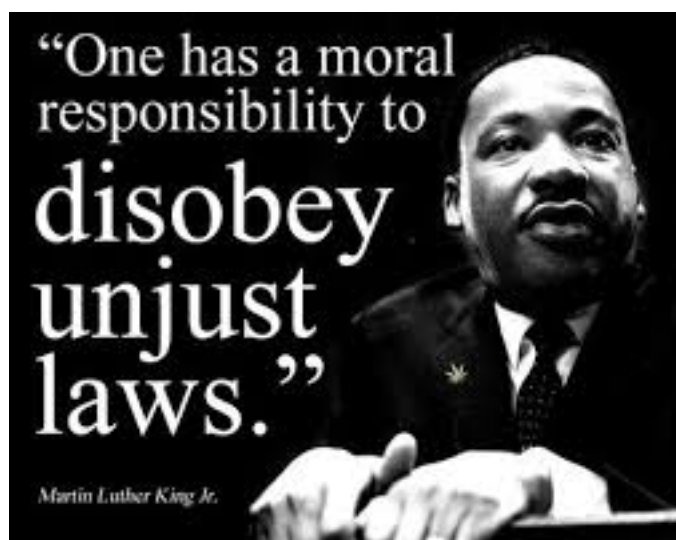
- Know elements of various **political parties in Canada** – Conservative, Liberal, NDP, Green, Bloc., what they stand for, how much they favour elements of individualism and collectivism.

- Are the rights, roles and responsibilities of citizens during times of peace different than times of crisis?

International responses

- United Nations – veto power? Acceptable to ignore UN resolution? – US invading Iraq. Remember SS 20 issue of national sovereignty

- World Bank, International Monetary Fund, World Trade Organization – support trade liberalization, often loans or aid are tied to privatization – e.g. Bolivia privatizing water.



Equality in The Media

- Women Liberation
- Integration
- Racial Equality
- Mixed Racial Marriage



Key Terms/People/Events

- adherence to collective norms
- Aboriginal contributions/ perspectives
- Adam Smith
- affirmative action
- anti-Semite
- authoritarian
- backbencher
- bicameral
- bourgeoisie
- Brezhnev
- brinkmanship
- bureaucracy
- business cycle
- cabinet (party) solidarity
- capital
- capitalism
- civil disobedience
- civil rights
- Civil Rights Movement
- class conflict
- classic liberalism
- classical conservatism
- coalition
- collective rights
- collective interest
- collective responsibility
- collectivism
- collectivized farms
- common good
- communism
- competition
- consensus decision making
- conservatism (Burke)
- containment
- controlled participation
- coup d'état
- "Cradle to Grave"
- deficit financing
- demand-side economics
- democratic socialism
- deregulation
- détente
- deterrence
- direct democracies
- dissent
- Edmund Burke
- electorate
- Enlightenment
- expansionism
- F.D. Roosevelt
- fascism
- federal system
- first past the post
- fiscal policy
- five-year plans
- free enterprise
- Friedrich von Hayek
- glasnost
- Gorbachev
- GOSPLAN
- Great Depression
- "Great Man" theory
- Guantanamo Bay
- human Rights
- ideology
- illiberalism
- imposition of liberalism
- indicative planning
- individualism
- indoctrination/propaganda
- Industrial Revolution
- inflation
- invasion of Afghanistan (2001)
- invasion of Iraq (2003)
- Invisible Hand
- iron curtain
- Iron Law of Wages
- J. M. Keynes
- John Locke
- John Stuart Mill
- junta
- Karl Marx
- Kennedy
- Keynesian Economics
- Khrushchev
- Kulaks
- laissez-faire
- Lenin
- liberalism
- liberation movements
- liberty
- M.A.D.
- majority tyranny
- Marshall Plan
- Marxism
- McCarthyism
- mercantilism
- Milton Freidman
- minority government
- mixed economy
- monetary policy
- Montesquieu
- nationalization
- Nazi Germany
- neo-conservatism
- New Deal
- New Economic Policy
- Nixon
- non-alignment
- norms
- oligarchy
- parliamentary
- PATRIOT Act
- perestroika
- planned economy
- post-modernism
- price system
- private property
- privatization
- profit motive
- progressivism
- proletariat
- proportional representation
- proxy war (Korea, Vietnam, USSR in Afghanistan)
- public property
- Ralph Klein
- Reaganomics/Thatcherism
- recession
- referendum/plebiscite
- representative democracies
- republic
- responsible government
- Robert Owen
- rule of law
- satellite state
- self-interest
- separation of powers
- single-member plurality
- Social Darwinism
- socialism
- sphere of influence
- stagflation
- Stalin
- suffrage
- supply-side economics
- Theodore Roosevelt
- Thomas Malthus
- totalitarianism
- Truman
- unions
- USSR
- Utopian Socialists
- viability of liberalism
- War Measures Act
- welfare capitalism
- welfare state
- 2008 "Great Recession"

Related Issue One: *To what extent should ideology be the foundation of identity?*

Chapter Intro/One: To what extent are ideology and identity interrelated?

<p>Key Terms: Beliefs and Values Collective Identity Ideology Personal Identity Worldview</p>	<p>Key Concepts: - Factors that shape individual and collective identity - various understandings of the relationship between the individual and the community - characteristics and themes of ideologies</p>
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Chapter Two: To what extent are individualism and collectivism foundations of ideology?

<p>Key Terms: Individualism, Collectivism, Common Good, Rule of Law, Individual Rights and Freedoms, Private Property, Economic Freedom, Self-Interest, Competition, Economic Equality, Co-operation, Public Property, Collective Interest, Collective Responsibility, Adherence to Collective Norms, Liberalism, Entrepreneurialism, Social programs</p>	<p>Key Concepts: - the relationship between the individual and society - the growth of individualism through history - the principles underlying individualism and collectivism - contemporary expressions of individualism and collectivism - understandings of right wing and left wing applications (political and economic spectrums)</p>
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Related Issue Two: *To what extent should is resistance to liberalism justified? (the origin and growth of liberalism)*

Chapter Three: To what extent can classical liberalism impact a society?

<p>Key Terms: Capital, Class Structure, Enclosure, Enlightenment/Age of Reason, Humanist, Mercantilist, Nouveau Riche, Physiocrats, Reign of Terror, Republican, Urbanization, John Locke, John Stuart Mill, Montesquieu, Adam Smith, Robert Owen</p>	<p>Key Concepts: - Principles of classical liberalism, free-market system, “invisible hand”, laissez-faire, limits of power, Industrialization - French Revolution - separation of powers - social contract</p>
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Chapter Four: To what extent did classical liberalism meet the needs of society?

<p>Key Terms: Chartism, Classical Conservatism, Great Depression, Humanitarians, Luddites, Marxism/Scientific Socialism, Communism, Moderate Socialism, Socialism, Utopians, Welfare Capitalism, Welfare State, Feminism, Universal Suffrage, Labour standards/unions, Progressivism</p>	<p>Key Concepts: - Modern liberalism, distribution of wealth, social injustice - Equality rights - Consumer demand - Great Depression - Keynesian Economics, deficit spending - Inflationary cycle - Means of production - Private property, supply and demand</p>
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Chapter Five: To what extent is the rejection of liberalism justified?

<p>Key Terms: Autarky, Collectivization, Communism, Emancipation, Fascism, Propaganda, Radical, Reactionary, Totalitarianism, Five Years Plans, Racism, Enabling Act, Final Solution, Persecution, Censorship, Dissent, Eugenics, Indoctrination, Scapegoating,</p>	<p>Key Concepts: - differences between totalitarian regimes and liberal democracies - resistance to liberalism - similarities between totalitarian regimes</p>
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Chapter Six: To what extent do contemporary economic policies and practices reflect the principles of liberalism?

<p>Key Terms: Bank Run, Progressivism, Consumerism, Deficit, Income Disparity, Inflation, Monopoly, New Deal, Reaganomics, Social Programs, Stagflation, Trickle-down Economics, Supply-Side Economics, Demand-Side Economics, Friedrich von Hayek, Milton Friedman, Chicago School, Bretton Woods Conference, John Maynard Keynes (Keynesian Economics), Prime the Pump, Red Scare, Great Depression, Mixed Economy, Political Conservatism (Harding/Coolidge) Protectionism, Monetarism, Third Way</p>	<p>Key Concepts: - business cycle - interventionism - recession - welfare state - income disparity - monetary and fiscal policies and their application</p>
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Chapter Seven: To what extent does ideological conflict shape our world? (challenges related to foreign policy)

<p>Key Terms: Alignment, Cold War, Dissuasion, Brinkmanship, Espionage, Hot War, Iron Curtain, Liberation movement, Truman Doctrine, Containment, Détente, Non-alignment, McCarthyism, Proxy Wars, Deterrence Mutually Assured Destruction (MAD), Red Scare, Satellite states, Sphere of Influence, Superpower, Expansionism, Marshall Plan, Treaties</p>	<p>Key Concepts: Analyze how ideological conflict shaped post-Second World War International Relations, both positive and negative.</p>
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Chapter Eight: To what extent is modern liberalism continuing to evolve? (Contemporary Challenges)

<p>Key Terms: Aboriginal Perspectives, Collectivism, Egalitarianism, Enfranchisement, Environmentalism, Foreign Policy, Individualism, laissez-faire, Neo-Conservatism, Religious Perspectives</p>	<p>Key Concepts: classical liberalism modern liberalism positive and negative freedoms</p>
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Related Issue Three: *To what extent are the principles of liberalism viable?*

Chapter Nine: To what extent, and for whom, has the imposition of liberalism been successful?

<p>Key Terms: Aboriginal Healing Fund, Enfranchisement, Humanitarianism, Indian Act, Nisga'a Final Agreement, Red Paper, Residential school system, Self-interest, "war on terror," White Paper, Assimilation, Potlach,</p>	<p>Key Concepts: historical perspective imposition of liberalism illiberal democracies (eg Afghanistan, Zimbabwe)</p>
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Chapter Ten: To what extent should governments reflect the will of the people?

<p>Key Terms: Authoritarianism, Consensus Decision Making, Democracy, Direct Democracy, Military Dictatorship, Oligarchy, One-party state, Party Solidarity, Proportional Representation, Representative Democracy, Responsible government, Single- Member Constituency, Lobby, Interest Groups, Consensus Decision-Making, Propaganda, Controlled Participation, Dissent, Anarchy</p>	<p>Key Concepts: - directing public discontent - forms of representative democracy - techniques to preserve democracy - limitations of democracy - Aboriginal influences on democracy - terror - the principle of the will of the people - understandings of authoritarianism - vision - techniques of dictatorship</p>
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Chapter Eleven: Should democratic governments promote and protect individual and collective rights?

<p>Key Terms: Canadian Charter of Rights and Freedoms, Enemy Aliens, Internment, No-fly list, Quebec Charter of Human Rights and Freedoms (La Charte des droits et libertés de la personne), Québécois nationalism, Quiet Revolution, Religious symbolism, Rendition, Same-Sex Marriage, Segregation, Universal Declaration of Human Rights (UDHR), USA PATRIOT Act, War Measures Act, Anti-Terrorism Act, Illiberal</p>	<p>Key Concepts: universal suffrage language legislation emergencies and security legislation individual rights collective rights</p>
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Chapter Twelve: To what extent should do contemporary issues challenge the principles of liberalism?

<p>Key Terms: 3Rs, Climate change, Drought, Dust Bowl. Environmental Change, Global Warming, Greenhouse Gas Emissions, Kyoto Protocol, Kyoto targets, Modern Industrial Complex, Pandemic, Public Health Agency of Canada (PHAC), Severe Acute Respiratory Syndrome (SARS), Water shortage, World Health Organization (WHO), Intolerance</p>	<p>Key Concepts: Activism, consumerism, extremism, intolerance Postmodernism, terrorism, role of UN case studies: Israel/Palestine, Rwanda, Somalia, Chechnya, China, WTO, NAFTA, EU</p>
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Chapter Thirteen: *To what extent should ideology shape responses to issues in time of peace and times of conflict?*

Key Terms: Autonomy, Conscientious Objection, Global Citizenship, <i>Jus Sanguinis, Jus Soli,</i> Naturalization, Pacifism, Philanthropy Worldview	Key Concepts: - rights, roles, and responsibilities of citizenship - citizenship as a moral project - national understandings of citizenship - personal understandings of citizenship - liberal/individualistic, communitarian, and civil republican understandings of citizenship - actions that express citizenship during times of peace and times of conflict - individuals as global citizens
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Chapter Fourteen: *To what extent should an ideology shape your thinking and actions as a citizen?*

Key Terms: Vietnam War, Anti-war Movement, Apartheid, Civil Disobedience, Draft, Draft Dodger, Election Fraud, "Just War," Liberation Movement, Non-Violence, Pro-Democracy Movement	Key Concepts: activism civility citizens' rights, roles, and responsibilities ideology citizenship containment
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