

Social 30-1 Study Guide

Related Issue #3

To what extent are the principles of liberalism viable?

Chapter 9 – To what extent, and for whom, has the imposition of liberalism been successful?

Chapter 10– To what extent should governments reflect the will of the people?

Chapter 11- To what extent should democratic governments promote and protect individual and collective rights?

Chapter 12- To what extent do contemporary issues challenge the principles of liberalism?

Vocabulary/Terms/People

- assimilation
- self-interest
- humanitarianism
- Indian Act
- residential school system
- enfranchisement
- the White Paper
- the Red Paper
- “war on terror”
- authoritarianism
- consensus decision-making
- direct democracy
- military dictatorship
- oligarchy
- one-party state
- party solidarity
- representation by population
- proportional representation
- representative democracy
- responsible government
- democracy
- single-member constituency (first past the post)
- the Senate
- the House of Commons
- the House of Representatives
- the Senate
- mixed-member proportional system
- lobby groups
- American Bill of Rights
- Anti-Terrorism Act

- Canadian Charter of Rights and Freedoms
- emergency and security legislation
- illiberal
- language legislation
- Bill 101
- Bill 178
- Bill 86
- Quebec Charter of Human Rights and Freedoms
- respect for law and order
- terrorism
- rendition
- the War Measures Act
- enemy aliens
- internment
- the Emergencies Act
- USA PATRIOT Act
- consumerism
- environmental change
- extremism
- pandemics
- postmodernism
- global warming
- Kyoto Protocol
- World Health Organization (WHO)
- drought

Main Ideas

- ❖ Principles of liberalism contrast to many of the ideas of the traditional Aboriginal cultures (see FNMI relationship laws: Laws of Sacred Life, Laws of Nature, and Laws of Mutual Support- pg 306)
- ❖ The concept of land holding- FNMI perspective is that the land belongs to the Creator
- ❖ The Canadian government attempted to assimilate FNMI groups (residential school system, enfranchisement, Indian Act, White Paper)
- ❖ FNMI groups took a stand against assimilation (Red Paper)
- ❖ In 1982, the Constitution Act recognized and affirmed Aboriginal and treaty rights
- ❖ the impacts of classical liberal thought on 19th century society (laissez-faire capitalism, industrialization, class system, limited government)

- ❖ understand the evolution of modern liberalism as a response to classical liberalism (labour standards and unions, universal suffrage, welfare state, protection of human rights, feminism)

- ❖ understand ideologies that developed in response to classical liberalism (classic conservatism, Marxism, socialism, welfare capitalism)

- ❖ understand the degrees of socialism (socialism, communism, Stalinism)
- ❖ Nazism and Stalinism:
 - *the pre-conditions that allowed the regimes to come to power*
 - *the rise to power, including how power was taken*
 - *the placement of each system on the political and economic spectrum*
 - *the illiberal practices of the regime while in power (techniques of dictatorship)*
- ❖ understand the similarities and differences between fascism and communism
- ❖ understand how Stalinism and Nazism used various techniques to undermine the principles of liberalism
- ❖ understand how ideological conflict shaped international relations after the Second World War (expansionism, containment, deterrence, brinkmanship, détente, nonalignment, liberation movements)
- ❖ understand how modern liberalism is challenged by alternative thought (neo-conservatism, extremism)

Skills

- ❖ Read for understanding in order to identify the main idea.
- ❖ Read for understanding and categorize differing points of view and perspectives.
- ❖ Distinguish between, recognize, and identify ideologies on a political spectrum
- ❖ Analyze political cartoons for message, purpose and to identify bias
- ❖ Analyze images and primary source documents to identify message, purpose and bias
- ❖ Recognize and identify causes in the shift from classical liberalism to modern liberalism (ie. Great Depression)
- ❖ Draw an inference (logical conclusion) based on one or more sources.
- ❖ Read and interpret a chart.

Additional Review

- Democratic Systems
- Non-Democratic Systems
- types of dictatorships
- techniques of dictatorships
- Civil Rights Movement
- authoritarian systems
- review the economic and political spectrum
- re-read the notes(Charter of Rights and Freedoms to War Measures Act)
- FLQ Crisis 1970