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Concept Review

1. Four common characteristics of ideologies can be based on the questions:

- What are humans like, and why do they act as they do?
 - How should society be organized?
 - How has the world worked in the past?
 - How should it work in the future?
- b) Themes of ideologies include nation, class, environment, relationship to land, religion, and progressivism.
- c) Tommy Douglas speech excerpt: nation; Milton Friedman speech excerpt: government/economics; Ovide Mercredi speech excerpt: race/nation

2. Compare and Contrast Charts

Individualism from Today	Individualism from Past
Competition and economic freedom: choose from hundreds of television stations and programs because of satellites.	Towns looked more individual but now all have same businesses and look—McDonald's, Wal-Mart, etc.

Possible Assessment: AM 1: Discussing Points of View Checklist

Knowledge and Understanding Outcome: 1.4 examine historic and contemporary expressions of individualism and collectivism

3. Compare and Contrast Charts

Collectivism from Today	Collectivism from Past
Co-ops to buy building supplies	Communes; Russian agricultural collectives

Possible Assessment: AM 1: Discussing Points of View Checklist

Knowledge and Understanding Outcome: 1.4 examine historic and contemporary expressions of individualism and collectivism

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1. Chart

Thinkers	Beliefs	How Their Ideas Were Radical at that Time	How Their Ideas Are Related to Classical Liberalism
Hobbes	Humans, who are naturally selfish, could live in peace and avoid fear of civil conflict by giving up all of their political rights to a ruler (Leviathan) who would in turn protect them.	Moved power from individuals to governing authority as long as this ruler kept his or her citizens protected. If, however, the political leader did not protect his or her citizens, they could overthrow him or her and find another leader to protect them. Hobbes valued the worth and protection of individual subjects—which during his time was unusual.	Hobbes's emphasis on the best interests of individuals—even though under a strong political authority—reflected classical liberal ideas supporting the importance of rights and freedoms and the limited power of the state as well as the rationality of individuals to enter a type of agreement with their leadership.
Locke	Focused on reason and logic to determine actions. A social contract between the people and their government is necessary. The people give up some of their rights and in return they receive social order and security for themselves and their property.	Advocated for government accountability to the people—something quite uncommon at the time—and the ownership of and protection of private property.	Locke's connections to classical liberal ideas are seen in his belief in the rational decision making of individuals and the advocacy for the rule of law and protection of civil liberties and the constitutional limitations on the government that are guaranteed through the social contract established between the people and their governing authorities.
Montesquieu	Valued worth and equality of the individual and the need for an accountable government. The separation of the executive, legislative, and judicial branches of government was necessary to ensure accountability. He advocated a democratic form of government.	Desired the elimination of the French monarchy system, to be replaced with a more equitable, accountable, and separated system of government where individual citizens would have much more say and protection.	Montesquieu placed importance on the rule of law, the primacy of individual rights and freedoms, and the constitutional limitations on the government, as evidenced in his call for democratic reforms to the French government. These ideals reflected his commitment to classical liberalism.

Thinkers	Beliefs	How Their Ideas Were Radical at that Time	How Their Ideas Are Related to Classical Liberalism
Smith	Borrowed ideas from the physiocrats who believed in individuals making their own economic decisions, and that their selfishness and competitiveness would inevitably benefit their societies. Smith believed that individuals working for their own self-interests would benefit the others and the state (the “invisible hand”). As individuals focused on their own interests, they would help others by providing jobs and cheaper products. The government’s role in the economy would be to ensure fair contracts, protect private property, and provide some public works.	Smith’s ideas diametrically countered the dominant mercantilist system of the time (which promoted the power and wealth of the state but with only a few people enjoying this power and wealth). A free market and a limited governmental role in the economy were new and controversial ideas.	Smith’s economic ideas are directly related to economic freedom, self-interest, competition, and private property. He argued that individuals, not governments, should play a primary role in economic matters. His ideas can, quite obviously, be tied to the rule of law (contracts) and individual rights and freedoms.
Mill	Individual freedom and rights as well as free speech were paramount to Mill. Only in the case where one individual’s actions could harm another did Mill think it necessary for there to be restrictions. Democratic practice was of utmost importance.	His emphasis on individual rights and freedom of speech (even for women) was notable in an era where these rights and freedoms were restricted.	Mill’s focus on the free exercising of individual rights and freedoms and the protection of civil liberties (free speech) is directly drawn from classical liberal ideas.
Ricardo	The wages paid to workers needed to be determined by the supply of and demand for their skills. The state should not in any way regulate this natural contract.	Attempted to rationally explain capitalist economic principles to avoid any government interference. He believed that these principles were “natural”; that is, they were integral to the system and required no balancing from an external agency.	The prominence of the individual and his or her economic decision making—whether as employer or employee—Ricardo drew from classical liberal thought and specifically derived from self-interest and competition (capitalist notions).
Dickens	Social, economic, and environmental devastation brought on by capitalism	Criticized the social, economic, and environmental conditions created by capitalist excesses. Wrote novels dealing with the socioeconomic and political climate of the 1800s. Students may cite such things as conditions in a factory town, rallying cry against factory owners, and child labour.	The emphasis on economic freedom and competition that Dickens criticized were derived from classical liberalism.

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1.

Declaration of the Rights of Man and of the Citizen	Principles of Classical Liberalism
1. Men are born and remain free and equal in rights.	Individual rights and freedoms.
2. The aim of all political association is the preservation of the natural rights of man.	Individual rights and freedoms; protection of civil liberties.
4. Liberty consists in the freedom to do everything which injures no one else.	Individual rights and freedoms.
6. Law is the expression of the general will.	Human reasonableness and rationality to benefit themselves and others.
10. No one shall be disquieted on account of his points of view, including his religious views, provided their manifestation does not disturb the public order established by law.	Protection of civil liberties.
11. The free communication of ideas and points of view is one of the most precious of the rights of man.	Individual rights and freedoms.
16. A society in which the observance of the law is not assured, nor the separation of powers defined, has no constitution at all.	Constitutional limitations on government.
17. Since property is an inviolable sacred right, no one shall be deprived thereof except where public necessity, legally determined, shall clearly demand it, and then only on condition that the owner shall have been previously and equitably indemnified.	Economic freedom.

Possible Assessment: AM 2: Evaluating Ideas and Information Rubric

Skills and Practices Outcome: S.2.2 analyze connections among patterns of historical change by identifying cause and effect relationships

Ideology	Ideas/Actions Supporting Classical Liberalism	Ideas/Actions Critiquing Classical Liberalism
Luddism		Protested economic actions by factory owners to replace workers with machines (profit motive). Broke into factories and destroyed machines that threatened their quality of life.
Chartism	Supported principle of individual rights and freedoms.	Advocated for greater political and social reform to include working classes and not only the wealthy. Viewed by government (ruling elite) as rebels because of their attacks on established order. Greater equality eventually granted by 1880s.
Utopian Socialism	Supported principles of individual rights and freedoms and extended economic freedoms to benefit larger society.	Argued against inequality and subsequent social injustices in classical liberalism. Aimed to reform rather than eliminate economic, political, and social systems. Worked to decrease abuses of capitalism.
Scientific Socialism/Marxism		Radical form of socialism that believed in the eradication of classic liberal ideas such as capitalism. Viewed capitalism as incapable of reform. A confrontation between the proletariat (workers) and the bourgeoisie (owners) was inevitable and would lead to the restructuring of society in the interests of the collective (group) over the individual. Equality for all could only be attained through a revolution, likely a violent one.
Classical Conservatism	Advocated for governments to be responsive to individual rights and freedoms but only so far as to avoid tyrannical political systems.	Individualism subjected to rule of society incorporating past, present, and future considerations. Hierarchy within society needed, as only certain individuals are fit to lead; government chosen by limited electorate who hold specific rights, responsibilities, and privileges; humanitarianism required by leadership; societal stability achieved through established laws and customs that bind society together.

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single student's point of view and are likely therefore to vary.

Sample table

	Soviet Union	Nazi Germany
extensive local, regional, and national organization	five-year plans for the economy; collectivization	Enabling Act (1933); Nuremberg Laws (1935) to eliminate Jewish Germans' status as citizens
youth, professional, cultural, and athletic groups (often forced participation)	Association of the Artists of the Revolution; <i>Proletkult</i>	Cubs; Young German Boys; Hitler Youth; Young Maidens; League of German Maidens
a secret police using terror	pre-KGB secret police (starting with Lenin); KGB (1954)	SA (storm troopers); Gestapo (secret police); SS (<i>Schutzstaffel</i> , or elite paramilitary force)
indoctrination through education	propaganda in children's literature; doctoring photos; rewriting and censoring history and literature	<i>Frauenschaffen</i> (activities of women) taught in girls' schools; promotion of idea of Eugenics (supremacy of Aryan race)
the censorship of the media	Soviet newspaper <i>Pravda</i> (control and monopoly of media); Great Purge to eliminate dissenters; sending journalists, writers, and people with "counterrevolutionary" ideas to work camps in Siberia; use of over 800 postcards to flood citizens with propaganda	Enabling Act (1933) restricted freedom of opinion, freedom of the press; Jewish Germans banned from working in the media or as editors (1933); all Jewish businesses closed (including newspapers) (1938); anti-Semitic publications were promoted
redirecting popular discontent (use of scapegoats)	Western liberals (liberalism); Ukrainians (famine to eliminate Ukrainian nationalism and identity); <i>kulaks</i> (prosperous landowners)	Jewish Germans (and later all European Jews); other <i>Untermenschen</i> according to Hitler (sub-humans): Roma peoples (Gypsies), blacks, Jehovah's Witnesses, homosexuals, people who were mentally ill or physically disabled, Polish peoples, Soviet prisoners of war; communists (though broken alliance with USSR during Second World War)

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1.

Examples of Classical Liberal Principles and Practices	Examples of Modern Liberal Principles and Practices	Possible Reasons for Shifts in Principles
<ul style="list-style-type: none"> importance of individual rights and freedoms allows for democratic reforms 	<ul style="list-style-type: none"> workers' rights and freedoms strengthened by laws allowing unions to protest and collectively bargain for improved working conditions and wages; rights and freedoms of less influential organizations and individuals increased franchise extended to women (e.g., federally in Canada 1918 and 1920 in United States) 	<ul style="list-style-type: none"> recognition that all members of society contribute, and so all should receive same rights and freedoms various groups in society were not willing to remain oppressed by inequitable systems, especially in nations with democratic traditions
<ul style="list-style-type: none"> economic freedom illustrated by the emergence of such robber barons as Frick, Carnegie, Rockefeller; growth of companies to dominate the marketplace (e.g., Standard Oil Company); banking systems established that favour entrepreneurial class. <p>Note: Please note and convey to students that some supporters of laissez-faire capitalism take exception to the term "robber baron" being applied to these particular individuals as many of them were also frequently praised as philanthropists.</p>	<ul style="list-style-type: none"> economic freedoms expanded to involve more workers and middle class: Theodore Roosevelt's "square deal" passed laws that prevented companies from controlling the marketplace; William Taft used previous legislation to break monopolies credit unions (not-for-profit operations) developed to serve wider range of individuals than did traditional banks 	<ul style="list-style-type: none"> protests against poor treatment of workers (e.g., Homestead Strike) media attention to: <ul style="list-style-type: none"> working conditions for labourers (e.g., Upton Sinclair, <i>The Jungle</i>) average citizens (e.g., John Dos Passos, <i>Manhattan Transfer</i>) realization that capitalism can exploit people, and that the accumulation of wealth leads to the concentration of power in a few hands; reaction to the anti-democratic nature of capitalism in practice
<ul style="list-style-type: none"> reduced government intervention in economy in 1920s (e.g., lowering of income taxes); commitment to minimize government intervention (non-government subsidies for agriculture) 	<ul style="list-style-type: none"> factory owners adopt principles of welfare capitalism (e.g., Henry Ford uses minimum wage and 40-hour work week) to increase profits and encourage consumer spending Great Depression: strong calls for government intervention to alleviate severe economic distress of the 1930s. A variety of measures were attempted in the United States: government introduced tariffs to encourage domestic consumption; Roosevelt's New Deal: <ul style="list-style-type: none"> programs focused on relief, reform, and recovery redistributing power among businesses, consumers, farmers and workers government involvement extended, and most people recognized that this was appropriate (but not necessarily those of the wealthy classes) various measures (following US example) were also tried in Canada, such as public institutions (Bank of Canada, National Film Board, Canadian Broadcasting Corporation, Central Housing and Mortgage Corporation) and social programs (employment insurance and family allowances) political groups reflecting collectivist ideologies emerge (e.g., public ownership of industries and financial institutions) to deal with failure of classical liberal economic ideas John Maynard Keynes' ideas justify increased government involvement in economy during times of prosperity (e.g., governments control inflation by raising taxes, central bank to raise interest rates, and decreasing government spending) and recession (e.g., governments stimulate economy with lower interest rates and taxes and higher government spending) 	<ul style="list-style-type: none"> belief that contented workers are more productivity, and that higher wages lead to consumerism, which stimulates economic growth severe economic depression leads governments to recognize that by intervention in the economy may "prime the pump" of the economy and benefit citizens; the extreme boom and bust cycles characteristic of laissez-faire capitalism seemed to need moderating expanded notions of value of all citizens, not simply of those with the economic influence in society belief in the need for governments to protect citizens from the abuses of laissez-faire capitalism recognition that classical liberalism did not satisfactorily protect all citizens and so governments must attempt to do so through direct involvement in the economic sphere

Possible Assessment: AM 15: Communicating Using Graphic/Visual Representation Rubric

Skills and Processes Outcome: S.1.8: assemble seemingly unrelated information to support an idea or to explain an event

Government Responses	Great Depression	Economic Crisis 2008
Initial Responses	varying levels of response (e.g., United States quick response; Canada slower response)	varying levels of response (e.g., United States attentive response; Canada "wait and see" response)
Government Actions	<p>American president Roosevelt's New Deal:</p> <ul style="list-style-type: none"> • programs focused on relief, reform and recovery • realignment of power between businesses, consumers, farmers, and workers <p>Canadian prime minister Bennett's policies included make-work relief projects and creating the Bank of Canada, but clung to laissez-faire capitalism; later instituted some of Roosevelt's New Deal. Mackenzie King instituted many public institutions and social programs.</p>	<p>American president George W. Bush and Congress attempted to provide economic stimulus through subsidizing and bailing out numerous corporations. US lending rates were lowered.</p> <p>Canadian prime minister Stephen Harper eventually agreed to provide some economic stimulus through subsidizing and bailing out numerous corporations. Canadian lending rates were lowered.</p>
Possible Reasons for Government Responses	American, Canadian, and other states had not experienced such extreme economic conditions and felt justified in involving their governments in the economy in order to stabilize it and alleviate the desperate conditions in which many of their citizens found themselves. At this point the measures they took were experimental and generally had not been tried before, but they were willing to use them to address the dire situations of their citizens.	The complexities of the global marketplace resulted in the belief that all nations needed to act to avoid even further economic distress. The balancing between forms of laissez-faire capitalism and welfare capitalism among nations provided various methods to attempt to deal with the economic crisis. Government intervention to moderate the effects of the recession was considered necessary and appropriate.

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1. a)

Principle of Keynesian Economics	Application in Real Life
Increase government spending and lower taxes to stimulate economy.	Postwar Québec premier Duplessis developed public works projects and lowered taxes (versus developing social programs).
Lower interest rates through a central bank to stimulate the economy.	US and Canadian central banking system lowered interest rates to attempt to increase consumer spending during the 2008 global economic crisis.

b)

Principle of Monetarism	Applications in Real Life
Amounts of money issued by the central bank should be linked to economic indicators such as the rate of inflation; if this is not done, then excessive inflation occurs.	Lack of control leads to excessive inflation and negative economic consequences as evidenced in Weimar Germany of the 1920s and of stagflation in the United States in the 1970s.
Free markets are the best way to balance supply and demand and ensure individual economic freedom which will provide benefits to all.	<p>Reaganomics reduced income and business taxes and regulations in an attempt to support the principles of the free market system, believing that the benefits of this strategy would "trickle down" to all citizens.</p> <p>Margaret Thatcher in the United Kingdom reduced government spending (sale of social housing and privatization of utility companies), believing the free market was a better way for these economic sectors to be handled than government control.</p>

1.

a) Cold War Policies	deterrence	expansionism	containment	détente and treaties	proxy wars
b) Examples	<ul style="list-style-type: none"> • MAD • French <i>dissuasion</i> • Cuban Missile Crisis 	<ul style="list-style-type: none"> • Yalta Conference • Marshall Plan • Molotov Plan • Iron Curtain • Cuban Missile Crisis 	<ul style="list-style-type: none"> • Truman Doctrine • Division of Berlin • Berlin Wall • NATO • Warsaw Pact • Cuban Missile Crisis 	<ul style="list-style-type: none"> • Creation of Hotline • Nuclear Non Proliferation Treaty • SALT • Helsinki Accords • START I & II • INF Treaty 	See below
c) Countries involved in proxy wars besides Soviet Union and United States					<ul style="list-style-type: none"> • Afghanistan • Iran • Korea • Vietnam • Chile • Nicaragua (Contras)

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1. a) Answers may vary but could include:

Classical Liberal	Modern Liberal
• laissez-faire government	• hands-on role for government
• government should act to protect	• government should establish programs to help
– individuals rights, freedoms and property	– disadvantaged individuals
– economic freedom	– redistribution of wealth
– range of individual value	– individuals valued equally
– equality of opportunity	– equality of outcome

b) Answers may vary but could include:

Classical Liberal (Negative freedoms)	Modern Liberal (Positive Freedoms)
• freedom from want, freedom from prejudice	• freedom of thought, belief, opinion, and expression (freedom of the press)
• freedom from religious persecution	• freedom of the press
• freedom from discrimination	• freedom of conscience and religion

Possible Assessment: AM 2: Evaluating Ideas and Information Rubric

Skills and Processes Outcome: S.2.3: compare similarities and differences among historical narratives

Concept Application

2. A wide range of responses may be possible but could include the following:

	Classical Liberal	Modern Liberal
Hurricane	<ul style="list-style-type: none"> • government would provide no help but allow entrepreneurs to sell services to help the victims • government would dispatch police/military to protect individual property owners from looting 	<ul style="list-style-type: none"> • government would provide necessary services such as shelter and food • government may provide compensation for damages
Education	<ul style="list-style-type: none"> • no assistance provided. Might encourage wealthy benefactors to sponsor deserving students • would encourage banks to provide student loans to pay for tuition 	<ul style="list-style-type: none"> • government subsidies of either tuition or the university or both • government programs to provide assistance to people who are needy
Glass Ceiling	<ul style="list-style-type: none"> • no interference as people acquire status based on their own abilities; businesses have the right to do as they please 	<ul style="list-style-type: none"> • government subsidies of either tuition or the university or both. • government programs to provide financial assistance to people who are in need

CHAPTER 8: CONTEMPORARY CHALLENGES TO LIBERALISM

Alternative Thought	Interpretation of the Past	Vision of the Future	Beliefs about Human Nature	Beliefs about the Structure of Society	Level of Support	Impact on Liberalism
Religious Perspectives	A wide range of perspectives are possible, due to the wide range of religious belief.	A wide range of perspectives are possible, due to the wide range of religious belief.	A wide range of perspectives are possible, due to the wide range of religious belief.	A wide range of perspectives are possible, due to the wide range of religious belief.	Religion plays an important role in the lives of many Americans. It is less significant in Canada.	Challenges the faith in humanistic policies and in some cases focuses on integrating church and state.
Aboriginal Perspectives	The traditions of the past play a central role in the lives and culture of First Nations, Métis, and Inuit.	The future depends greatly on the present. The role of stewardship of the land and elders sharing their wisdom and knowledge with the younger generations are crucial.	Humans work co-operatively to ensure peaceful coexistence according to the Creator.	Co-operative, collective decision making using consensus model.	A growing number of First Nations, Métis, and Inuit are feeling empowered to take action.	Challenges the idea of progress related to liberalism. Land ownership challenges the rights of the individual. Political practices challenge the idea of voting for majority rule.

2.

Alternative Thought	Interpretation of the Past	Vision of the Future	Beliefs about Human Nature	Beliefs about the Structure of Society	Level of Support	Impact on Liberalism
Environmentalism	Support for scientism led to unforeseeable problems.	Can accept progress as long as the impact on the environment is considered.	Environmentalists believe that we are responsible for caring for the environment and have an innate ability to do so.	All living things should be considered in the structure of society. The perspective of political voices such as environmental lobby groups and the Green Party embrace a social structure that respects environmental issues and concerns.	Green political parties have gained increasing support; green legislation is common.	Questions the belief that all progress is positive. See issues listed.
Neo-conservatism	"The state of humanity has never been better..." (SR p. 281) "This type of policy went against many Americans' ideals of equality and their strong belief in individualism." (SR p. 284) Détente reflects weak foreign policy.	Minimal government interference. Countries have interests beyond their border and need strong military forces.	When given freedom from government restrictions, the human spirit is capable of great feats.	Individualism favoured over collectivism.	Republicans in United States reflect neo-conservative ideology. Conservatives in Canada have some neo-conservative policies.	Counters the idea that progress is more important than tradition.

Concept Review

1.

Canadian Government Policy Imposing Liberalism (a few examples)	a) Explanation of Policy	b) Actions taken by First Nations, Métis, or Inuit People to Resist Each Policy
Land Treaties	Written understandings or agreements regarding control or "ownership" of land and resources on land. Treaties were a way for the government to ensure that more land was available for newcomers at the expense of First Nations people and their land and resources.	First Nations people saw treaties differently and thus they came away from negotiations with different understandings about what had been agreed. The concept of land and resource ownership reflected a European worldview very different from First Nations' beliefs about shared land use and stewardship rather than land ownership.
Residential Schools	As part of Canada's program for the assimilation of Aboriginal peoples under the original terms of the Indian Act, Aboriginal children were removed from their communities and housed and taught in church-run residential schools. This resulted in a deliberate attempt to separate children from families where they would have learned their traditional languages, culture, beliefs, and ways of life.	By holding to traditional values that emphasized the importance of culture and language, some First Nations peoples resisted by refusing to send children or moving children away prior to enrolment in residential schools risking jail time and/or fines.
Enfranchisement and Gradual Civilization Act, 1857	Any First Nations male who gave up official Indian status was granted enfranchisement as well as a small amount of land and money.	Only one person became enfranchised between 1857 and 1876, demonstrating passive resistance by refusing to participate.
Indian Act, 1876	Comprehensive policy of encouraging abandonment of culture, language, and traditions through separation of First Nations peoples from others in Canada. Also included definitions of who was an "Indian" and treated them as wards of the state.	Due to the comprehensive nature of the Indian Act, actions of resistance were usually individual (as it was hard to resist the terms), such as not choosing university education or professions to avoid compulsory enfranchisement or outright assimilation.
White Paper, 1969	Significant changes proposed in treaty, status, and residual rights. The White Paper pushed for dismantling the Indian Act, the Department of Indian Affairs, and any responsibilities and obligations that the federal government had to First Nations people according to treaties, the Great Law of Peace, and the Royal Proclamation.	The Red Paper (1970) was written by the National Indian Brotherhood in response to the White Paper with objections and proposed changes to government proposals. It led to important revisions in how land treaty claims are dealt with today.
Prohibiting the Potlatch	Government policy to prevent, discourage, and criminalize the practice of potlatch or communal sharing of food and participating in festivals and sacred ceremonies.	Many potlatches continued despite government actions and opposition.

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1.

Type	Who is in Charge	Major Features	Other Important Aspects	Examples
Oligarchy	small elite group (e.g., royal or wealthy family)	<ul style="list-style-type: none"> power rests in the hands of a select few or group power is often passed from one generation to the next 	<ul style="list-style-type: none"> some political thinkers see all governments moving toward oligarchy 	Putin's Russian Federation
Military Dictatorship	military leaders hold power; also called a <i>junta</i>	<ul style="list-style-type: none"> many come to power through a coup d'état or overthrowing the previous government 	<ul style="list-style-type: none"> may present themselves as a neutral third party stepping in to save the country during a crisis most do not relinquish power 	<ul style="list-style-type: none"> Myanmar (Burma) Chile under Pinochet Pakistan under Musharraf
Ideological One-Party State	a single political party exists and holds power	<ul style="list-style-type: none"> one official party no opposition or competing parties country often strongly united with common goals 	<ul style="list-style-type: none"> can give an appearance of democracy with elections choice is limited or absent often call themselves "people's republic" or "democratic republic" 	<ul style="list-style-type: none"> Cuba Mussolini's Italy 1922–1943
Monarchy	an elite who inherit power or have absolute power	<ul style="list-style-type: none"> legitimize their power often by religion or heredity 	<ul style="list-style-type: none"> opposition has no means of legal expression 	Saudi Arabia
Majority Tyranny	a party that has gained power then systematically ignores or preys upon the interests of the minority	<ul style="list-style-type: none"> democratically elected but then does not govern democratically, particularly with respect to minority groups 	<ul style="list-style-type: none"> a constitution is meant to safeguard against the abuses inherent in this type of system 	Nazi Germany
Minority Tyranny	a party (based in a minority ethnic/cultural group) that has gained power then systematically ignores or preys upon the interests of the majority ethnic/cultural group	<ul style="list-style-type: none"> democratically elected but then does not govern democratically particularly with respect to ethnic/cultural majority group 	<ul style="list-style-type: none"> a constitution is meant to safeguard against the abuses inherent in this type of political system 	South Africa under apartheid

Concept Review

1. a) Contemporary world challenges to liberalism:

- Extremism: political and economic actions that fall outside of the accepted range within a society, culture, or country
- Consumerism: widespread use of resources due to personal choices and actions of individuals and groups pursuing their own goals and interests
- Depletion of natural resources: water, fossil fuels, and other natural resources used in the production and manufacturing of goods and services for human consumption
- Environmental and climate change: existing means of, and increases in, production and consumption place pressures on, and threaten damage to, the Earth's resources, climate, and existing natural systems
- Pandemics: the rapid spread of life-threatening infectious diseases across national and international borders and boundaries

b) Liberalism's proposed solutions to the above challenges:

- Extremism: restrictions on civil liberties of certain individuals, groups, or all citizens of a nation to protect the country and individuals from potential threats of extremists
- Consumerism: individuals in liberal democracies, whose choices and actions often have unintended effects on other countries, can rethink these choices and actions, perhaps restricting their own freedoms and rights to alter the impact of their decisions on others
- Depletion of natural resources: governments have created regulations and policies to restrict individual and group control of, access to, and use of certain resources such as water
- Environmental and climate change: governmental policies and practices including national (e.g., carbon taxes) and international agreements (e.g., Kyoto Accord) intended to reduce the impact of human beings on the earth, through restrictions on individual choice and freedoms
- Pandemics: potential threats and undesired impact of global infectious diseases such as SARS and influenza have led countries to adopt policies that restrict travel, personal actions, and freedoms of travellers to and from home

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	Understanding of Citizenship	Rights	Responsibilities
Pacifist	A citizen is to lead a life based on certain principles of nonviolence and anti-militarism, motivated by a deep respect for human life. They will serve their country, but not militarily.	freedom of conscience and religion; freedom of thought, belief, opinion, and expression; right to life, liberty, and security of person	to accept the consequences of their action as imposed by the nation-state; to live a life guided by their moral principles or spiritual beliefs
Objectors to pacifism	The demands of the state take supremacy over individuals' sense of morality or spirituality. Active citizenship requires fulfilling a debt to the country.	The demands of the state trump any individual rights and freedoms.	to support the government's decisions about defence of the country
Military service requirement	A citizen has a responsibility to protect the safety of the state. Active citizenship requires fulfilling a service to the country.	Responsibilities to the state trump rights. Individual rights may be restricted for instance in times of national security.	Service to the country is necessary for its survival (e.g., Israel) or to retain its unique status/identity (e.g., the neutrality of Switzerland). Refer students to the CIA Factbook, through the <i>Perspectives on Ideology</i> website.
Conscientious objectors	A citizen is to lead a life based on certain principles. Their obligation to the nation must conform to their beliefs. In general, they may have a range of views about citizenship but their main objection to serving in the armed forces is based on moral, ethical, or religious grounds.	freedom of conscience and religion; freedom of thought, belief, opinion, and expression	to accept the consequences of their choice as imposed by the nation-state; to live a life guided by their moral principles or spiritual beliefs
War resisters	A citizen is to lead a life based on certain principles. The obligation to the country must conform to their beliefs. Generally, they may have a range of views on citizenship and military service. They may accept certain goals of military service such as humanitarian and disaster relief, or even a defensive role, but they object to fighting in a war they do not support.	freedom of conscience and religion; freedom of thought, belief, opinion, and expression	to benefit the common good through humanitarian actions; to live a life guided by their moral principles

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1a and 1b). Page 461 identifies:

	Perspective 1	Perspective 2
Rights: Freedom of thought, belief, opinion and expression	Freedom of the press is needed to give the public unbiased and uncensored information necessary to make decisions in a liberal democracy; a free press ensures accountability of the government.	Some information must be kept from the general public for various reasons, such as national security.
	Unrestricted freedom of speech is acceptable as it encourages open discussion of a broad range of topics unhindered by the whims of the state.	Freedom of speech must conform to community standards; freedom of speech cannot promote hatred of an identifiable group.
Rights: Freedom of conscience and religion	People are free to practise any religion and display any form of religious symbols.	The right to practise a religion must not negatively impact the rights of any other group. The practices of the religion must conform to the laws of the country.
	People are free to choose whether or not to support a country in supporting or participating in a war.	Refusal to support one's country's war effort helps the enemy.
Rights: Freedom of peaceful assembly and association	As long as it is done peacefully, people should be able to meet and express their commonly held points of view. This could include protests or demonstrations, organizing to take action (unions), or forming political parties.	Any form of assembly has the potential to create unrest and must be restricted. Restrictions could include, for example, the need for official permission for public events.
Rights: Legal	Legal rights are required in a liberal democracy—the individual rights derived from the fundamental principles of justice.	The government should be given vast powers to combat potential threats and ensure citizens' safety. Security of all persons must be protected and restrictions are acceptable.
	The legal system of any liberal democratic society needs to ensure that the legal rights of all citizens are respected, not only those who have the financial means to hire legal counsel.	There is no general right to legal counsel that is required by any liberal democratic government.
Rights: Rights and freedoms of Aboriginal peoples	Aboriginal peoples have the right to exercise their rights accorded to them by the Indian Act, and protections in the Charter.	Aboriginal people have the right to further negotiate their rights as citizens within the Canadian context. The Canadian government needs to recognize the inherent right to nationhood of Aboriginal peoples.
Roles and Responsibilities: To help others in the community	Charity and volunteering are necessary to ensure the well-being of a civil society. Humanitarianism is a necessary role of all citizens in a global community.	The government is responsible for determining to extent to which it meets the needs of its citizens. People have the freedom to live as they wish without any sense of obligation to others.
Roles and Responsibilities: Eliminate discrimination	Discrimination can prevent some people from contributing to a liberal democracy. It is everyone's responsibility to ensure that all individuals are treated fairly in accordance with the Equality Rights in the Charter.	It is the responsibility of the individual to meet their own needs within the rights and freedoms provided in a liberal democratic system.
Roles and Responsibilities: Care for the environment and protect our heritage	We must live in harmony and make decisions that consider the well-being of the environment so that it sustains us and future generations.	The environment exists so that we can take advantage of all that it has to offer us in order to meet our needs and wants.

	Advantages	Drawbacks
Individual action	<ul style="list-style-type: none"> You may be able to change the world by making the way you live reflect the beliefs and values you embrace. 	<ul style="list-style-type: none"> It is challenging for one individual to affect anything on the world stage when it is only one voice being heard.
Collective action through organizations	<ul style="list-style-type: none"> Individual action can have more effect if many people coordinate their efforts in a campaign. 	<ul style="list-style-type: none"> You may have to pass certain tests or meet particular criteria to participate. You may have to compromise your individual beliefs and values to reach consensus.