

SOCIAL STUDIES 11 SUMMER SESSION

Instructor: Lucas Teodoro da Silva (Mr. TdS)

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GOAL:

Social Studies 11 is the study of the history, government and politics of contemporary Canada, and Canada in the 20th century. Social Studies 11 contributes to the important goal of preparing students for their future lives as Canadian citizens and members of the international community. It builds upon the foundation gained in Socials 9 & 10, while building around the following themes:

POLITICAL-LEGAL THEMES

- Foundations of Canadian Government, federalism, the constitution, Charter of Rights and Freedoms

SOCIO-CULTURAL THEMES:

- Progress towards racial and sexual equality.
- Canada's AUTONOMY and IDENTITY in relation to French-English Canada, aboriginal issues, regionalism, and our independence/dependence on Great Britain and the USA.
- The role of popular culture and the arts in shaping Canadian society.
- The role of economics and military history in shaping Canada.

HISTORICAL THEMES:

- Understanding the key role Canada has played in the historical events of the 20th century (1900s)

ECONOMIC AND ENVIRONMENTAL THEMES:

- Understanding the importance of global environmental issues and creating an expanded interest to the importance of the relationship between human beings and the world around them.
- Understanding the balancing act between economic development and environmental stewardship.
- Identifying the impacts of globalization.

REQUIRED MATERIALS



COUNTERPOINTS:

Exploring Canadian Issues (Pearson, 2nd edition)
(supplied text book)

ACCESS TO COURSE WEBSITE: www.lucastds.com
>click summer school



BYOB (Bring your own Brain)

PENCILS, PENS, COLOURING PENCILS, something to keep track of homework on, a binder, loose-leaf paper and a smile.



CLASSROOM PROCEDURES

MISSING CLASS/TARDINESS: It is a bad idea to be late often or miss class. We will be covering a week's worth of material daily, so make sure you are in class.



LATE WORK: Work must be handed in on time. If your assignment will be late, email me. Work that has not been approved late will be penalized at 10% per day. In other words, if you can't finish it on time, let me know.

PLAGIARISM: PLAGIARISM is not targeted. If you copy someone else's work, be it a classmate or an online source, you get a zero. Do not use the thoughts of another author as your own work.

EXTRA HELP: If you do not understand a concept or assignment, see me after class or email me. I am available and attempt to answer every email ASAP. *Please do not send me personal messages other than work-related email me or attempt to contact me online in any other fashion than my official email account listed above (ie. twitter, facebook etc).*

LOST WORK: I make every effort to make things available for download from the course website, so don't lose stuff.

EVALUATION

Your marks will be available online for the entire duration of the course for you to access. Students are evaluated based on the IRPs for Social Studies 11 available from the Ministry of Education. The following skills are emphasized in SS11:

- Communicating in written and spoken English.
- Collaborating and consulting with others and learning to respect the contributions of all team members.
- Developing thoughtful and pertinent questions about a topic or situation.
- Using a range of resources to compile and document information, including print and electronic resources.
- Presenting and interpreting data through graphics, maps and charts.
- Evaluating data for bias (reliability and point of view).
- Having positive attendance, attitude and work habits (effort/habit mark: G/S/N)



MARK BREAKDOWN IS AS FOLLOWS:

40% homework assignments: Includes all work assignments taken home for completion, in-class assignments, exsays, research reports, role-plays and debates

45% tests/quizzes: Includes all unit tests and quizzes. Tests will be announced at least 2 days in advance. Quizzes will be announced at least 1 day in advance. Ten-question pop quizzes may occasionally be given, but these are weighed so as not to affect the grade disproportionately.

15% participation: This mark does not include things like attendance and punctuality, which are not allowed to be graded. Nor does it include "positive attitude," "smiling" or any of those other things that I hope you do but am not allowed to grade you on. This mark does, however, include participation in class discussions, group projects and self-reflection on skills gained in class. This mark will be kept very clear for students.

UNITS

This class is broken into several major units over the course of the next six weeks.

UNIT 1: CANADIAN GOVERNANCE

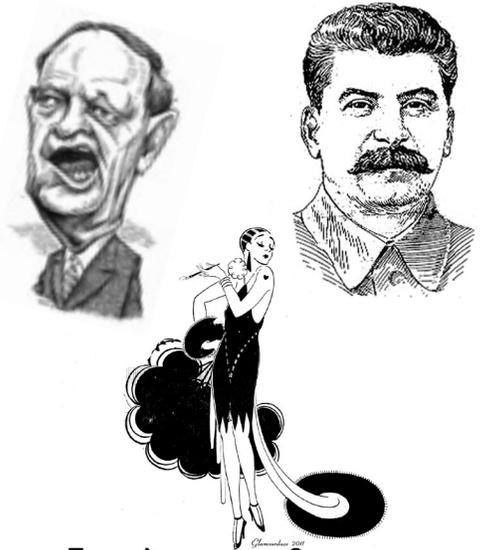
DAYS 1-5

UNIT 2: HISTORY

- a. HUMAN RIGHTS and 1890s
- b. WORLD WAR I
- c. 1920s and 1930s
- d. WORLD WAR 2
- e. POST WAR WORLD

DAYS 6-7
DAYS 8-11
DAYS 12-15
DAYS 16-19
DAYS 20-22

UNIT 3: THE ENVIRONMENT & HUMAN GEOGRAPHY DAYS 23-26



THE DEMURE FLAPPER

HOW ESSAYS ARE MARKED

SOCIAL STUDIES 11

ESSAY SCORING CRITERIA

A response may or may not conform to each and every descriptor within a particular scale point. The marker should classify the response into a category based on general impression rather than by checking off each descriptor. **NOTE: This is a first draft response and should be scored as such.**

6

- A relevant position/thesis, as directed by the command term, is clearly stated.
- Superior recall of factual content; organized in a thoughtful and effective manner.
- Position is supported with thoroughly developed details and insightful conclusions are drawn.
- Expression is clear and fluent with few flaws in communication.

5

- A relevant position/thesis, as directed by the command term, is clearly stated.
- Proficient recall of factual content; organized in a thoughtful and effective manner.
- Position is supported with well-developed details and effective conclusions are drawn.
- Expression is generally fluent with few flaws in communication.

4

- A relevant position/thesis, as directed by the command term, is adequate.
- Competent recall of factual content; generally organized in a clear manner.
- Position is supported with sufficient details and adequate conclusions are drawn.
- Expression is sufficiently fluent; errors do not impede meaning.

3

- A relevant position/thesis, as directed by the command term, is adequate.
- Minimal recall of factual content; organization is attempted.
- Position is supported with some detail and conclusions are weak.
- Expression is limited; errors may distract and impede meaning.

2

- A position/thesis is insufficient.
- Limited recall of factual content; lacks organization.
- Absence of supporting details, little or no relevant conclusion.
- Expression is awkward; errors interfere with meaning.

1

- A position/thesis is absent.
- Deficient recall of factual content; lacks organization.
- Absence of supporting detail.
- Expression is full of errors making understanding difficult.

Exam Review – The Exam SuperSheet

THE 1890s-1910s

Wilfred Laurier
 Klondike Gold Rush
 Alaska Boundary Dispute
 Vancouver Race Riot
 World War 1

Society and Manners – Early 20th Century

Arts and Leisure – Early 20th Century

Changing population
 Ethnocentric
 Chinese Head Tax Controversy
 Reserves
 Residential Schools
 Assimilation
 Urbanization
 Corporate Giants
 Trade Unions
 Recession

Resources and Environment – Early 20th Century

STATS ABOUT CANADA

Flag

National Anthem

Population

Final Court of Appeal

Prime Minister

Governor General

WORLD WAR ONE

Franz Ferdinand	Schlieffen Plan
Austro-Hungarian empire	Hague Convention
Ypres	Arthur Currie
Women and Voting Rights	Field Marshall Haig
Vimy Ridge	War Measures Act
Passchendaele	Habeas Corpus
Conscription	Internment Camps
Halifax Explosion	Technology of War
Armistice	Trench life
Nationalism	Battle of the Somme
Triple Alliance	Flanders Fields
Triple Entente	Women's Role in War
Militarism	Changing Role of Women
Balance of Power	Conscription Crisis
Imperialism	Propaganda
Allies	Central Powers
Prime Minister Borden	
"Ready Aye Ready"	Treaty of Versailles
Aboriginals in the Army	
Sam Hughes	Paris Peace Conference
Training of the Troops	Collective Security
National Identity	League of Nations
CEF	Sanctions

THE 1920s: THE ROARING 20s

Changes due to WWI
 Veteran's return
 Workers demands
 Civil Strikes and Riots
 The Winnipeg General Strike
 Socialist
 Collective Bargaining
 Citizen's Committee of One Thousand
 CCF --> NDP
 Regionalism
 Maritime problems
 Minority Government
 Progressive party
 King-Byng crisis
 Balfour Report and Autonomy
 British Empire --> British Commonwealth
 Amending Formula
 United States investment
 Branch Plants
 Bootlegging
 Plebiscites
 Urbanization in the 20s
 Women:

- Agnes MacPhail
- Persons Case & Emily Murphy
- Famous Five
- Judicial Committee of the Privy Council

Flappers
 The Rise of the Car
 Henry Ford
 Communication
 movies
 sports
 Group of Seven
 Emily Car
 p. 66&67
 Aboriginals Nations – Missing the Roar
 potlatch
 aboriginal title
 Cut-off lands
 African-Canadians & Racism
 Immigrants from other parts of Europe & Asia
 Ku Klux Klan

- Stock Market Crash

The Dirty 30s

Depression
Protectionism
Conditions during the Depression
Drought and Windstorms
Transients
Bennett's response
On-To-Ottawa
Laissez-faire government
New Deal (in both Canada & United States)
Trouble in Vancouver
Politics of Protest
Provincial Solutions
Maurice Duplessis & Nationale Party
Mackenzie King & Bennett (p. 89)
Equalization payments
Culture during the Depression
Dionne Quintuplets
Rise of Dictatorships

- Totalitarian (Soviet Union under Lenin and Stalin)
- Fascism (Mussolini and Hitler)

War Guilt Clause
Adolf Hitler and his rise to power
Appeasement
Japan-Chinese Manchurian War
Invasion of the Rhineland
Isolationism
Jewish Refugees on the St. Louis

WORLD WAR II

Prime Minister Neville Chamberlain (Britain)
King George VI & Queen Elizabeth
German Invasion of Poland
Canada Declaring War & Why
Dunkirk
France Surrenders
Battle of Britain
Battle of the Atlantic
Germany invades USSR
Pearl Harbor
Japanese-Canadians and their Treatment
Atomic Bombs on Hiroshima & Nagasaki
Prime Minister Mackenzie King
Commonwealth Air Training plan
Total War
Crown Corporations
C.D. Howe
Dieppe Raid
Canada's Navy
German U-Boats
Royal Canadian Air Force
D-Day and Liberation
Holocaust
Wartime Economy
Inflation
Conscription Crisis

THE POST WAR WORLD

Cold War
Superpowers
Communism
Capitalism
Witch-Hunting and McCarthy
Prime Minister Louis St. Laurent
NATO & Warsaw Pact
North American Defense & NORAD
The United Nations and its 3 Powers
International Monetary Fund
Korean Conflict (The Korean War)
Suez Canal Crisis
Lester B. Pearson & Nobel Peace Prize
World Health Organization (WHO)
Cuban Missile Crisis
Middle Power
Mulroney Era & United States
NAFTA
End of the Cold War
Iraq War
Somalia, Rwanda
p. 154 – 155
Globalization

Baby Boom
Consumer Society
Teen Culture
Rocket Richard
Barbara Ann Scott
Marilyn Bell
Massey Commission
CRTC
Mega Projects
Newfoundland enters confederation
Centennial
Just Society
Irene Murdoch, Rosemary Brown, David Suzuki
Terry Fox
Royal Commission on the status of women
NAC
Greenpeace
1970s economy
Regional Disparity
Western Alienation
NEP
Deficit

Exam Review – The Exam SuperSheet

THE POST WAR WORLD (continued)

Rise of suburbs
Regionalism
Contributions of: Diefenbaker, King, Pearson, Trudeau to social welfare and civil rights programs
The Prime Minister's approaches to the debt

Constitutional Debates
English/French Relations
Immigration Policies
Multiculturalism
Aboriginal Movement: eg. Oka Confrontation
Nigsa'a treaty, Nunavut, Red Paper/White Paper

Duplessis
The Great Gloom
Jean Lesage
Quiet Revolution
Maitres Chez Nous
FLQ
Rene Levesque
Royal Commission on Biculturalism and Bilingualism
New Flag
Official Languages Act
October Crisis
Pierre Laporte & James Cross
Bill 101 "Charter of the French Language"
Sovereignty Association
1980 & 1995 Referendums
Kitchen Compromise
Meech Lake Accord & Charlottetown Accord
Elijah Harper
Trudeau and Multiculturalism

LIVING STANDARDS

GDP Per Capita
Infrastructure
Human Development Index (ranking)
Poverty Trap
IMF
Structural Adjustment Programs
Multi-national Corporations/Companies
Women in Poverty
UNICEF
HIV/AIDS epidemic
Under-five mortality rate
Children at War
Working Children
Clean Water
Foreign Aid
Aid linked to Human Rights (p. 362/363)

HUMAN GEOGRAPHY

Population Growth
Demography
Developed/Developing/Undeveloped
Census
Rule of Seventy
Migration/ Birth Rate/Death Rate
Life Expectancy
Demographic Transition model – all stages
Age Structure
Dependency Ration (Old vs. Young)
Population Pyramid
Cohort
Population Distribution & Density
Nutritional Density

ENVIRONMENT

Sustainable Development
Earth Summit Rio de Janeiro, Brazil
Agenda 21
Groundwater
World Use of Freshwater

- Agriculture 69%
- Industry 23%
- Domestic (household) 8%

Bedrock
Water table
Aquifers
Abuse of Groundwater
Abuse of Surface Water
Diverting Rivers & Results
Solutions (p.429)
Hole in the Ozone
Global Warming
Greenhouse gasses
Kyoto Protocol
Permafrost
New Energy Solutions (Wind Turbines etc)
Soils
desertification
dependence on Chemicals
Genetically Modified Foods
Deforestation
Biodiversity
Tropical Forests
Temperate Forests
Boreal Forests
Erosion of hillsides
Stewardship (taking care of forests)

CANADIAN GOVERNMENT

Traditions vs. Institutions

Direct Democracy

- participation of citizens

British Parliamentary Tradition

- representative democracy
- constitutional monarchy

Canada's Federal System

- parliamentary system and parliamentary sessions
- division of powers
- powers of central government
- powers of provincial governments
- powers of municipal governments
- residual powers
- shared powers
- executive power
- legislative power
- judicial power
- Governor General
- House of Commons
- Speaker of the House
- MPs
- Cabinet & Cabinet solidarity
- Public Service
- Cabinet minister
- public service
- caucus
- opposition
- Senate and patronage
- question periods, debates and votes
- bills and laws
- elections
- ridings and seats

European colonists

- Canada East
- Canada West

First Nation

Aboriginal Self-government

Canadian Forces

Ottawa

Queen Elizabeth

Prime Minister Pierre Trudeau

Prime Minister Jean Chrétien

Constitution of Canada

- written and unwritten
- Privy Council in Britain
- Fathers of Confederation
- Constitutional Proclamation of Confederation in 1867
- British North America (BNA) Act
- Constitutional Amendment of 1982
- amending formula
- Charter of Rights and Freedoms

Quebec Separatist Movement

Quebec Secession

Western Separatist Movement

Reform Party

Canadian Alliance Party

Progressive Conservative Party

Elections

Public Opinion Polls

Electoral System

First-Past-the-Post

Proportional Representation (PR)

Political Parties

Pressure Groups and Lobbyists

Mass Media

Media Concentration

Civil Disobedience

Clayoquat Sound

What are human rights?

Universal Declaration of Human Rights

Human Rights in Charter

Fundamental Freedoms

Equality Rights

Notwithstanding Clause

BC Human Rights Code

Aboriginal Rights

Lavell vs. Regina

Status Indian

Gender Equality

YOUR EXAM DAY IS:



CAPITALISM: SMITH'S LAW

by Rupert J. Taylor

Capital means
either money or property.

During the 18th century, people such as Sir Isaac Newton in England began to develop ideas of Natural Laws. Newton's explanation of gravity is typical of such laws, which said that all things in the physical world were governed by unchangeable rules.

At about the same time, a group of thinkers got together in Paris. Taking their name from the growing interest in the physical world, they called themselves the physiocrats (Greek for "Governed by Nature").

They reasoned that if laws governed the physical world, then other laws must govern the economic, social and political world. If that was true, then all human behaviour was controlled by natural laws. The next step in their train of thought was to say that, therefore, all artificial rules and laws created by humans were unnecessary and should be done away with. This doctrine became known as laissez-faire, which means, literally, "leave to do."

In Scotland, a philosopher called Adam Smith took a look at the ideas of the physiocrats and liked what he saw. He was moved to write a book. In 1776, it was published under the long-winded title *An Inquiry into the Nature and Causes of the Wealth of Nations*. It became the bible of Capitalism. [ed. note: His book is commonly known as "Wealth of Nations" in shorthand.]

Smith's major notion was that each person has his or her own self-interest at heart. If the self-interest was allowed complete freedom, then the tremendous force of competition would drive the economy. People would strive harder to better their lives and, out of that struggle, would come huge benefits for all.

Government should not interfere in any way; this would be breaking the physiocrat's rule. Smith's theory worked for a few; those who owned capital. For the majority, it didn't work at all. The competitive force led to mechanization and industrialization.

The results were low wages, terrible working conditions and awful poverty for the masses. This witch's brew of misery nourished Socialist ideas (see opposite).

But, during the second half of the 19th century, industry prospered. Gradually, the surplus of labour was used up. The masses began to benefit as they shared in the general economic expansion.

With that as a background, what do Capitalists believe today?

· The people who own capital should be left alone to decide how to employ it.

· It is industry, through the production of goods and service, that is the engine which drives the economy.

· The individual is supreme, and should be free to make decisions as to how he or she will live.

· Each person is responsible for his or her own well-being.

· Profit, whether corporate or individual, is the best incentive for getting maximum effort.

· Competitive forces will ensure that products and services are produced at the highest quality for the best prices.

· Those who take the greatest risk (through investment) or produce the most (through effort) should receive the highest rewards. The opposite also holds - those who contribute the least should get the lowest rewards.

Not all Capitalists believe in all these ideas; and not all Capitalist ideas are included. For instance, most Capitalists accept that the government should play a role in the economy, although a lesser one than it does.

Why did capitalism develop in the 18th century?

What does Smith think about the driving force of people?

Does Smith think GREED is GOOD or BAD?

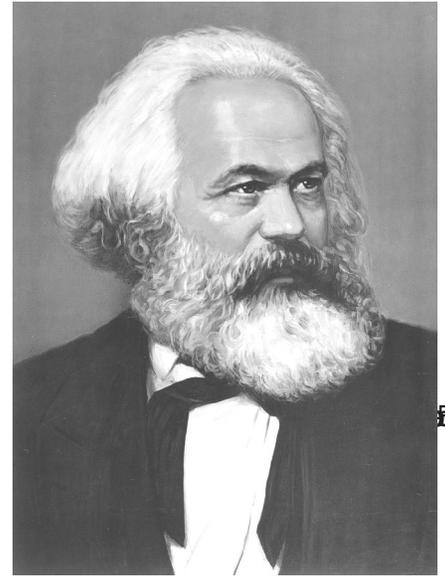
What was the bad result of Capitalism?

What is the role of government in Capitalism?

SOCIALISM: MARX'S LAW

by Rupert J. Taylor

Socialism developed as a reaction to Capitalism.



Why did socialism get developed?

Socialism owes its existence to Capitalism. It grew as an answer to the excesses of free enterprise.

As the industrialization of took place, the workers suffered. Groups of intellectuals came to believe that Capitalism had failed to bring the benefits that Adam Smith had promised. One such group was

formed in a city that was Capitalism's birthplace - Paris. Called the League of the just, it began in 1836. Its members argued that, as capitalism had failed the people, an alternative system was needed.

The League of the Just changed and became, in 1847, the Communist League ("League" simply means "group"). In the year it formed, the Communist League held an important meeting in London, England. Two German intellectuals were invited to take part; they were Karl Marx and Friedrich Engels. The communist League asked Marx and Engels to write a document outlining the group's aims. The next year, 1848, The Communist Manifesto was published. It became the foundation of modern Socialism.

What is another name for socialism?

(It's important to know that the Communism of Marx and Engels is not much like the Communism of Russia and China. Modern Socialists reject Russian Communism, saying it has distorted the Socialist tradition beyond recognition).

Was Russian and Chinese communism what Marx envisioned when he created his idea?

Marx and Engels predicted that as Capitalism advanced, the ownership of industry would be concentrated into fewer and fewer hands. They said that Capitalists would exploit workers and consumers in their drive for ever-higher profits; that Capitalism would be plagued by recurring depressions during which the workers would suffer terribly. Marx and Engels argued that Capitalism would collapse during one of these depressions and that the workers would seize control of the means of production.

What did Marx think would happen if capitalism advanced?

In fact, Capitalism has had some very shaky spells. However, it has grown stronger and this has forced Socialists to adjust their thinking. The long-awaited take-over of industry by the workers never happened. Slowly, most Socialists have come to accept that free enterprise has a place in the scheme of things.

Most Socialist ideas have developed as a reaction Capitalism. They spring from a belief that, given half a chance, Capitalists will exploit the masses.

Here are some of the things that Socialists believe in today.

- The common good is more important than individual success.
- Society should be cooperative not competitive.
- Major industries - transportation, minerals etc. - should be owned by the state to ensure that they operate for the common good.
- The government should have a major role in the economy to produce what the government determines is necessary.
- Capitalism is basically unfair, in that the some people have more wealth than others. So, through taxation, wealth should be taken from the rich and given to the poor.
- The government, on behalf of the people, should regulate business to ensure: fair prices, safety in the workplace, good employment practice and pollution-free industry.

As with Capitalism, you'll find various shades of opinion within Socialism. Some Socialists don't go as far in their beliefs as the list above, while others go further.

Left

GOVERNMENT

COMMUNIST LABOUR DEMOCRATS PARTIES

PROGRESSIVE LONGER
LIFE: THE FUTURE
TRADE: support fair trade
SUPPORT: workers
GOAL: personal freedom
FOCUS: society

LIBERAL PROGRESSIVE

EQUALITY
FAIR TRADE

Right

GOVERNMENT

PARTIES REPUBLICAN CONSERVATIVE NATIONALIST

CONSERVATIVE TRADITIONAL
LIFE: SURVIVAL OF THE FITTEST
TRADE: free trade
SUPPORT: employers
GOAL: economic freedom
FOCUS: individual

DON'T INTERFERE WITH

SOCIETY

SOCIAL PROGRESS = EVOLUTION

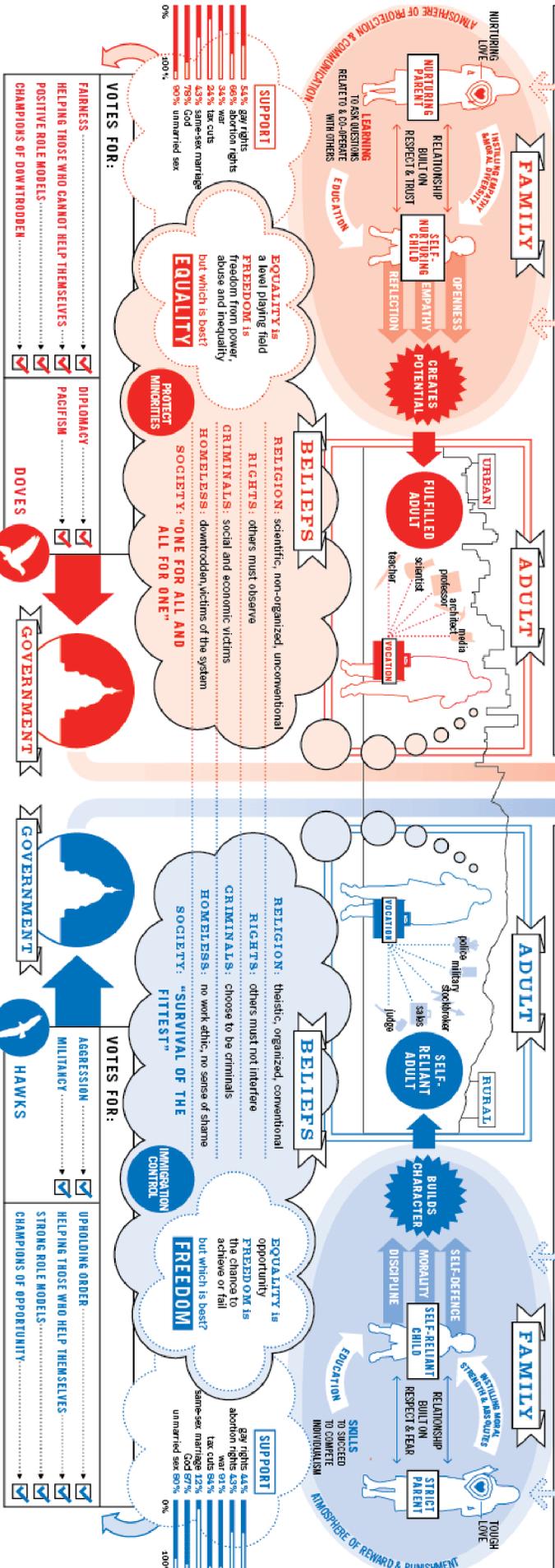
SOCIETY & CULTURE

"The world can be improved" (UTOPIANISM)
INCLUSIVE MULTICULTURAL EVOLVING

SOCIAL PROGRESS = STATUS QVO

SOCIETY & CULTURE

"The world is fine as it is" (PRESERVATION)
EXCLUSIVE NATIONALISTIC CONSERVATIVE



CREATIVE CREDIT:

David McCandless & Stefanie Posavec // v1.0 // Oct 09
Information@Beautiful.net // ItHasBeenReal.co.uk

Order a signed, limited edition poster

AI size, offset-litho on 300 gsm art paper
Translation: "It's gorgeous", "Find out more"

INEVITABLE CAPELLAIST AGENDA

from the new infographic book of visual explora
The Visual Miscellaneum

CAPITALISM

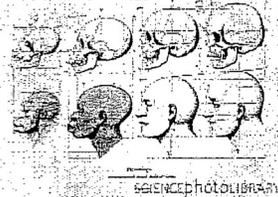
Capitalism was practiced in Europe by the 1700s, but the term only came about in the mid-_____.

HUMANS ARE CONTROLLED BY _____.

WE ARE NATURALLY _____.

BUT THIS IS _____.

EVOLUTION



SURVIVAL OF THE FITTEST

GOODS OF CAPITALISM:

EVILS OF CAPITALISM:

IF WE APPLY THIS TO ECONOMICS!

UNFORTUNATELY THIS HAPPENED...

1. Government should allow _____.

NO RULES =

This is called a FREE MARKET.

2. People should own the MEANS OF PRODUCTION (factories, machines, natural resources & tools) and use them for _____.

3. The result of making money means more wealth for everyone!

LIMITS TO COMPLETE FREEDOM:

TAXES:

INVISIBLE HAND:

SUPPLY OF RESOURCES:

SOCIALISM



Socialism came about as a response to capitalism and the _____ revolution.

HUMANS ARE CONTROLLED BY _____.

WE ARE NATURALLY _____.

BUT THIS IS _____.

MARX'S HISTORY

PRIMITIVE COMMUNISM

people share _____ people have not mastered means of production

GOODS OF SOCIALISM:

EVILS OF SOCIALISM:

SLAVE SOCIETY

farming begins _____ people begin to collect individual wealth _____ classes emerge

FEUDALISM

Aristocracy: State is ruled by the _____.
Theocracy: Religion is the OPIUM of the _____.
Classes: Where you end up in life is determined at _____.
Nation state: _____.
PEOPLE REPLACE KINGS WITH CAPITALISM.

ONE POSITIVE: WORKERS ARE CONNECTED TO THEIR WORK.

CAPITALISM

Aristocracy has fallen... _____ now control wealth.
Theocracy: Religion is the OPIUM of the MASSES.
WORKER IS ALIENATED FROM THEIR WORK.

SOCIALISM

WORKERS
DIRECT ECONOMY

COMMON
PROPERTY

DICTATORSHIP
OF THE
PROLETARIAT

COMMUNISM

Statelessness: there are no governments, laws, or nations any more.

Classlessness: all social classes disappear, everyone works for everyone else.

Propertylessness: there is no money or private property, all goods are free to be consumed by anyone that needs them.

ISSUE AT HAND	"RADICAL"	"LIBERAL"	"CONSERVATIVE"
Gay Marriage			
Abortion			
Welfare			
Environment			
Public healthcare			
Education			
Death Penalty			

ISSUE AT HAND	"RADICAL"	"LIBERAL"	"CONSERVATIVE"
Euthenasia			
Tax			
Terrorism			
Church-State			
Language Policy			
Firearms			
Business			

PARTY PLATFORMS RESEARCH ASSIGNMENT

NAME: _____

Your assignment is to research the viewpoints of Canada's four elected political parties. Their party platforms and other information can be found on their websites as well as on Mapleleafweb, a Canadian study website. For a link, please visit the course website.

ISSUES	CONSERVATIVE	LIBERAL	NDP	BLOC
HEALTHCARE	<div style="border: 1px solid black; padding: 5px;">  <p>CURRENT LEADER:</p> <p># SEATS:</p> <p>SLOGAN:</p> </div>	<div style="border: 1px solid black; padding: 5px;">  <p>CURRENT LEADER:</p> <p># SEATS:</p> <p>SLOGAN:</p> </div>	<div style="border: 1px solid black; padding: 5px;">  <p>CURRENT LEADER:</p> <p># SEATS:</p> <p>SLOGAN:</p> </div>	<div style="border: 1px solid black; padding: 5px;">  <p>CURRENT LEADER:</p> <p># SEATS:</p> <p>SLOGAN:</p> </div>
	LEFT CENTRE RIGHT	LEFT CENTRE RIGHT	LEFT CENTRE RIGHT	LEFT CENTRE RIGHT

G A Y M A R R I A G E	LEFT CENTRE RIGHT	LEFT CENTRE RIGHT	LEFT CENTRE RIGHT
M I L L I T A R Y	LEFT CENTRE RIGHT	LEFT CENTRE RIGHT	LEFT CENTRE RIGHT
D R U G S	LEFT CENTRE RIGHT	LEFT CENTRE RIGHT	LEFT CENTRE RIGHT

SOCIALISM ILLUSTRATED...



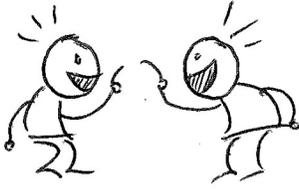
A BASIC SUMMARY OF POLITICAL VIEWS

LEFT	CENTRE	RIGHT
<p>modern and looking-to-the-future</p> <p>less religious</p> <p>revolutionary</p> <p>changing society → towards socialism</p> <p>Socialists, communists → communal wealth accumulation and distribution</p> <p>Concerned with the working class</p> <p>LEFT PARTIES: Communist (extreme) Marxist-Leninist (extreme) NDP BQ Green (in USA)</p>	<p>Modern with some traditional values</p> <p>Looking to the future, but building on elements of the past</p> <p>Somewhat religious (or not)</p> <p>Reactionary more than revolutionary. Reflective.</p> <p>Seek a stable society → slow change</p> <p>Liberals, neo-liberalism</p> <p>Democratic socialism</p> <p>Concerned with the working class, but also business</p> <p>CENTRE PARTIES: Liberals aka GRITS Democratic Party (centre-right) (in the USA)</p>	<p>Traditional</p> <p>Looking to the past as a "golden era"</p> <p>Usually more religious (or not)</p> <p>Reactionary</p> <p>Seek a stable society → little change</p> <p>Conservatives</p> <p>Capitalists → individual wealth accumulation</p> <p>Concerned with the business class (jobs = good life for working class)</p> <p>RIGHT PARTIES: Conservatives Republican Party (in the USA)</p>



WAYS TO MAKE DECISIONS

①



AKA
"DIRECT
DEMOCRACY"

CONSENSUS : -EVERYONE GETS A SAY
-TOGETHER THE GROUP COMES TO
A DECISION

the Good | the BAD

②



AKA
"ARISTOCRACY"
"DICTATORSHIP"

BE RULED : -SOMEONE BECOMES THE RULER
-THEY MAKE ALL THE DECISIONS

the Good | the BAD

③



AKA
"ANARCHY"

NO GOVERNMENT : -THERE IS NO RULER
-EVERYONE DOES WHAT THEY
WANT TO DO

the Good | the BAD

④



AKA "THEOCRACY"

LET GOD DECIDE : -GOD IS IN CHARGE
-EVERYONE FOLLOWS
GOD'S COMMAND,

the Good | the BAD

5



AKA "REPRESENTATIVE DEMOCRACY"

ELECT SOMEONE : - CITIZENS PICK A LEADER
- MANY WAYS TO ELECT THEM

the Good

the BAD

6



AKA "DIRECT DEMOCRACY"

REFERENDUMS : - ASK PEOPLE TO DECIDE DIRECTLY ON AN ISSUE

the Good:

the BAD

7



WAR.

- FIND AN ISSUE PEOPLE WILL FIGHT OVER
- FIGHT.

the Good

the BAD

WAYS TO MAKE DECISIONS

HOW SOCIETY WORKS WHEN CONTROLLED BY VARIOUS IDEOLOGIES

TOTALITARIANISM

1. In a totalitarian regime, a single party and ideology dominate and control the POLITICAL, ECONOMIC, RELIGIOUS, MILITARY and SOCIAL life of the state.
2. Terrorism, intimidation, violence and brute force are used to enforce the wishes of the ruling party.
3. All information is controlled through censorship, indoctrination and propaganda.

ISSUES:

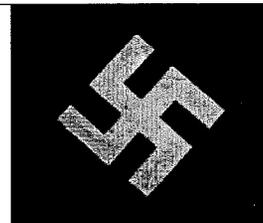
☆1) How is totalitarianism different from democracy?

☆2) Should totalitarianism be allowed in a country where the majority of people WANT it?

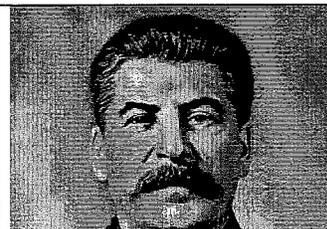
EXAMPLES:



NORTH KOREA



NAZI GERMANY



RUSSIA UNDER STALIN



CHINA UNDER MAO

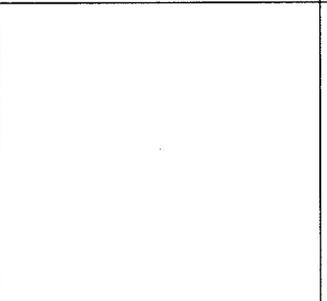
LIBERALISM

1. Liberalism has numerous shades and meanings and applications. All liberals believe that humans and nations have the right to self-determination.
2. They believe that humans are rational and should be encouraged to reach their potential.
3. A liberal state advocates equality and upholds basic rights and freedoms.
4. Since liberals believe that progress is inevitable, they welcome change for the "better" in politics, economics, religion, military and society.

How might a fascist or conservative oppose liberal views?

☆FASCIST SAYS LIBERALISM IS BAD BECAUSE:

☆CONSERVATIVE SAYS LIBERALISM IS BAD BECAUSE:



COMMUNISM

- 1. Communism is a political and economic ideology which values cooperation and equality and strives for a classless society.
- 2. Communism emphasizes the interests of the group or state, and forbids entrepreneurship.
- 3. All MEANS OF PRODUCTION (resources) are publicly owned.
- 4. The Communist Party is the only party permitted and is characterized by discipline and authority.

EXAMPLES:
 COMMUNIST RUSSIA
 COMMUNIST CHINA

☆PROS of COMMUNISM	☆CONS of COMMUNISM

SOCIALISM

- 1. Socialism is an economic system marked by a high degree of government intervention in the economy.
- 2. It is characterized by central economic planning, nationalization and comprehensive social welfare programs.
- 3. Socialism stresses economic equality and cooperation for the good of all citizens.
- 4. It can be democratic like Sweden in the 1970s or dictatorial like Cuba and North Korea.

☆ List three socialist programs the Canadian government provides.

- 1. _____
- 2. _____
- 3. _____

example: Family Allowance



☆In what way could socialism lead to citizens being lazy?

☆To what extent are citizens responsible for their own economic well-being?

CONSERVATISM

1. Conservatism is an ideological position which upholds tradition, law and order, and authority.
2. Since the status quo is important to conservatives, they tend to resist change unless it is very gradual.
3. They have a pessimistic view of human nature and society's condition.
4. They believe that the state should have a minimal role in economic matters, but it should encourage public responsibility.

Would a person who upholds a conservative philosophy make a good prime minister?

- ☆ Explain how a conservative might view:
- ☆ Loyalty to Royalty

☆ Capital Punishment

☆ Unusual Hairstyles/Piercings

☆ The formation of a new political party

☆ Gay marriage

FASCISM

1. Fascism emphasizes emotions, discipline, nationalism, militarism and rascism.
2. In a fascist state, a dictator and ruling elite monopolize political power through the party.
3. Indoctrination, propaganda, censorship and secret police are used to gain and keep political power.
4. Fascism appeals to people who value solidarity, authority, law and order and racial plurality.

EXAMPLES:
 NAZISM
 ITALY UNDER MUSSOLINI

☆ PROS of Allowing a fascist party in Canada	☆ CONS of Allowing a fascist party in Canada