

Alberta Education Curriculum Document**Overview**

Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

Rationale

The principles of liberalism have played a significant role in the development of modern democratic societies. Developing a comprehensive understanding of the evolution of modern liberal thought and the tenets of competing ideologies is important in the development of active, informed and responsible citizens. This understanding will enable students to effectively investigate, analyze and evaluate government policies and actions and develop individual and collective responses to contemporary local, national and global issues.

Key Issue

To what extent should we embrace an ideology?

Key Outcome

Students will understand, assess and respond to the complexities of ideologies.

Related Issues	General Outcomes
<ol style="list-style-type: none"> 1. <i>To what extent should ideology be the foundation of identity?</i> 2. <i>To what extent is resistance to liberalism justified?</i> 3. <i>To what extent are the principles of liberalism viable?</i> 4. <i>To what extent should my actions as a citizen be shaped by an ideology?</i> 	<ul style="list-style-type: none"> • Students will explore the relationship between identity and ideology. • Students will assess impacts of, and reactions to, principles of liberalism. • Students will assess the extent to which the principles of liberalism are viable in a contemporary world. • Students will assess their rights, roles and responsibilities as citizens.

Related Issue 1***To what extent should ideology be the foundation of identity?***

- **Students will explore the relationship between identity and ideology.**

Students will:

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

Related Issue 2

To what extent is resistance to liberalism justified?

- **Students will assess impacts of, and reactions to, principles of liberalism.**

Students will:

- 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
- 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

Related Issue 3

To what extent are the principles of liberalism viable?

- **Students will assess the extent to which the principles of liberalism are viable in a contemporary world.**

Students will:

- 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
- 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)

Related Issue 4

To what extent should my actions as a citizen be shaped by an ideology?

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

Students will:

- 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
- 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

Summary of Units

(Mrs. Williams)

Unit One – Introduction to Ideologies

The BIG questions

- What is an ideology, including the characteristics of various ideologies?
- What factors influence the acceptance of an ideology?
- What are the characteristics (expressions) of individualism and collectivism?
- What are the historical and contemporary perspectives regarding individualism and collectivism?

Key Terms:

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|----------------|--------------------|-------------------|
| • collectivism | • individualism | • progressivism |
| • common good | • liberalism | • public property |
| • economic | • norms | • rule of law |
| • ideology | • private property | • self-interest |

Unit Two – Economic Liberalism

The BIG questions

- **Does classical or modern liberalism best address economic issues?**
- How did classical liberalism evolve?
- What is the difference between classical and modern liberalism?
- How did modern liberalism evolve from classical liberalism?
- What are the alternatives to liberal economies?

Key Terms/Individuals

Classical Liberalism	Socialism	Modern Liberalism	Neo-Conservatism
<input type="checkbox"/> Business Cycle	<input type="checkbox"/> Bourgeoisie	<input type="checkbox"/> “Cradle to Grave”	<input type="checkbox"/> Deregulation
<input type="checkbox"/> Capitalism	<input type="checkbox"/> Classical conservatism	<input type="checkbox"/> Deficit Financing	<input type="checkbox"/> Neo-conservatism
<input type="checkbox"/> Classic liberalism	<input type="checkbox"/> Class conflict	<input type="checkbox"/> Demand-side economics	<input type="checkbox"/> Privatization
<input type="checkbox"/> Free Enterprise	<input type="checkbox"/> Collectivism	<input type="checkbox"/> Fiscal policy	<input type="checkbox"/> Reaganomics
<input type="checkbox"/> Iron Law of Wages	<input type="checkbox"/> Collectivized Farms	<input type="checkbox"/> Indicative Planning	<input type="checkbox"/> Stagflation
<input type="checkbox"/> Industrialization	<input type="checkbox"/> Communism	<input type="checkbox"/> Keynesian Economics	<input type="checkbox"/> Supply-side economics
<input type="checkbox"/> Industrial Revolution	<input type="checkbox"/> Democratic socialism	<input type="checkbox"/> Mixed Economy	<input type="checkbox"/> Milton Freidman
<input type="checkbox"/> Inflation	<input type="checkbox"/> Glasnost	<input type="checkbox"/> Monetary Policy	<input type="checkbox"/> Ronald Reagan
<input type="checkbox"/> Invisible Hand	<input type="checkbox"/> GOSPLAN	<input type="checkbox"/> New Deal	<input type="checkbox"/> Ralph Klein
<input type="checkbox"/> Laissez-faire	<input type="checkbox"/> Marxism	<input type="checkbox"/> Progressivism	
<input type="checkbox"/> Mercantilism	<input type="checkbox"/> Nationalization	<input type="checkbox"/> Unions	
<input type="checkbox"/> Privatization	<input type="checkbox"/> New Economic Policy	<input type="checkbox"/> Welfare capitalism	
<input type="checkbox"/> Profit Motive	<input type="checkbox"/> Perestroika	<input type="checkbox"/> Welfare state	
<input type="checkbox"/> Price System	<input type="checkbox"/> Planned Economy	<input type="checkbox"/> Theodore Roosevelt	
<input type="checkbox"/> Private property	<input type="checkbox"/> Proletariat	<input type="checkbox"/> F.D. Roosevelt	
<input type="checkbox"/> Recession	<input type="checkbox"/> Socialism	<input type="checkbox"/> J. M. Keynes	
<input type="checkbox"/> Social Darwinism	<input type="checkbox"/> Utopian Socialists		
<input type="checkbox"/> John Locke	<input type="checkbox"/> Edmund Burke		
<input type="checkbox"/> Adam Smith	<input type="checkbox"/> Karl Marx		
<input type="checkbox"/> John Stuart Mill	<input type="checkbox"/> Robert Owen		
<input type="checkbox"/> Thomas Malthus	<input type="checkbox"/> Lenin		
	<input type="checkbox"/> Stalin		

Unit Three – Political Liberalism

The BIG questions

- **Are the values of political liberalism viable?**
- How did political liberal values evolve (what are political liberal values)?
- Should these values be followed (what are the pros and cons to democracy)?
- Why do some systems reject these values (what are the pros and cons to a dictatorship)?
- What is the impact of conflicting ideological systems (Cold War)?

Key Terms/Individuals/Concepts			
John Locke, Montesquieu, John Stuart Mill, Nazi Germany, USSR, Lenin, Stalin, Khrushchev, Brezhnev, Gorbachev, Truman, Eisenhower, Kennedy, Nixon, Reagan			
Democracy		Dictatorship	Cold War
ideologies	bureaucracy	authoritarian fascism	expansionism
consensus decision making	minority government	Marxism	containment
direct democracies	republic	communism	deterrence
representative democracies	bicameral	conservatism (Burke)	brinkmanship
majority tyranny	parliamentary	oligarchy	détente
first past the post	federal system	totalitarianism	nonalignment
proportional representation	coalition	junta	liberation movements
suffrage	cabinet (party) solidarity	coup d'état	
electorate	backbencher	“Great Man” theory	
referendum/plebiscite		Glasnost	
		Perestroika	
		Anti-Semite	

Unit Four – The Viability of Liberalism

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*

At the end of the unit, the student 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

Unit Five – Citizenship and Ideology

The BIG questions

- ***To what extent should ideology be the foundation of identity?***
- ***To what extent should my actions as a citizen be shaped by an ideology?***
- What is the relationship of identity and ideology? (*the “id”s*)
 - What defines an identity?
 - What are the themes and characteristics of an ideology?
- What defines citizenship?
 - What are the roles and responsibilities of citizens? (are? ... should be?)
 - How are the attitudes towards these roles shaped by ideological perspectives?
 - In a democracy?
 - During a crisis?

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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Related Issue Four: *To what extent should my actions as a citizen be shaped by an ideology?*

Chapter Thirteen: To what extent should ideology shape responses to issues in time of peace and times of conflict?

<p>Key Terms: Autonomy, Conscientious Objection, Global Citizenship, <i>Jus Sanguinis</i>, <i>Jus Soli</i>, Naturalization, Pacifism, Philanthropy, Worldview</p>	<p>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</p>
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Chapter Fourteen: To what extent should an ideology shape your thinking and actions as a citizen?

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