



# **SOCIAL STUDIES 30-1 and 30-2**

## **Diploma Prep**

**Content Review BOOKLET 1** of two

**Intro to Ideologies** Pages 1 to 6

**Political Systems** Pages 7 to 26

**Economic Liberalism** Pages 27 to 48



# Information from Alberta Education Social Studies Exam Bulletins

The Social Studies 30–1 and 30–2 Diploma Examinations are designed to reflect the issues-centred, **multiple-perspectives approach** and skills-based emphasis of the Program of Studies. In the Social Studies 30 program, the focus is on the key issue of “**To what extent should we embrace an ideology?**”

In addressing this key issue, students will explore four related issues, four general outcomes, and numerous specific outcomes.

Key Issue	Key Outcome
To what extent should we embrace an ideology?	Students will understand, assess and respond to the complexities of ideologies.
Related Issues	General Outcomes
1. Should ideology be the foundation of identity?	Students will explore the relationship between identity and ideology.
2. Is resistance to liberalism justified?	Students will understand impacts of, and reactions to, liberalism.
3. Are the values of liberalism viable?	Students will understand the extent to which the values of liberalism are viable in a contemporary world.
4. Should my actions as a citizen be shaped by an ideology?	Students will understand their rights, roles and responsibilities as citizens.

## Breakdown of the Social 30–1 Diploma Exam

Part A: Written Response Assignments, Scoring Categories, and Weightings  → worth 50% of exam mark	<b>Assignment I: Source Interpretation (20%)</b> <ul style="list-style-type: none"> <li>• Interpretation of Sources 12%</li> <li>• Relationships 6%</li> <li>• Communication 2%</li> </ul>	<b>Assignment II: Position Paper (30%)</b> <ul style="list-style-type: none"> <li>• Analysis of Source 6%</li> <li>• Argumentation 8%</li> <li>• Evidence 8%</li> <li>• Communication 8%</li> </ul>
Part B: Multiple Choice  → also worth half of exam mark	The Part B: Multiple Choice component, consisting of 60 multiple-choice questions, is an assessment of students' ability to apply their knowledge and understanding as well as skills and processes achieved in the Alberta Social Studies Kindergarten to Grade 12 Program of Studies.	

**Note:** This RTD Exam Prep course is primarily designed for Social Studies 30–1 students. **However our 30–2 students** will find that much of the content (political & economic systems, liberalism and rejections of liberalism, etc.) is similar or the same. 30–2 students should be mindful of the differences in Part A of their exam, which is covered in their supplementary materials and will be further addressed in class. (There is no significant difference to the Part B portion of either exam)

## Breakdown of the Social 30–2 Diploma Exam

Part A: Written Response Assignments, Scoring Categories, and Weightings	<b>Assignment I: Understanding and Evaluating Key Course Concepts (10%)</b> <ul style="list-style-type: none"><li>• Explanations and Support8%</li><li>• Communication2%</li></ul>
	<b>Assignment II – Interpretation of Sources and Defending a Position (20%)</b> <ul style="list-style-type: none"><li>• Interpretation of Sources8%</li><li>• Defence of Position8%</li><li>• Communication4%</li></ul>
→ Parts A and B are equally weighted at half of your exam mark each	<b>Assignment III: Exploring an Issue and Defending a Position (20%)</b> <ul style="list-style-type: none"><li>• Exploration and Analysis8%</li><li>• Defence of Position8%</li><li>• Communication4%</li></ul>
Part B: Multiple Choice	The Part B: Multiple Choice component, consisting of 60 multiple-choice questions, is an assessment of students' abilities to apply their knowledge, understanding, and skills, as well as the processes identified in the <i>Alberta Social Studies Kindergarten to Grade 12 Program of Studies</i> .

## Suggested Word Count Ranges for Written-response Assignments

**Social 30–1:** Assignment I: 500–1400 words  
Assignment II: 750–1600 words

**Social 30–2:** Assignment I: 250–550 words  
Assignment II: 375–900 words  
Assignment III: 350–800 words

All Part A Humanities written-response assignments contain a suggested word count range. Students can use the suggested word count range, along with the suggested time limit, as a guideline when responding to the assignment. The range is not a cap, and students who handwrite will not be expected to hand-count their words.

**Time Limits on Diploma Examinations:** All students may use extra time to write diploma examinations. This means that all students have up to 6 hours to complete Part A of the Social Studies 30–1 Diploma Examination (which is designed to take 3 hours), and 5 hours to complete Part B (which is designed to take 2.5 hours).

Visit [www.rtdlearning.com](http://www.rtdlearning.com) for additional Social Studies 30–2 materials, videos, and extra practice. **30–1 students will also find additional practice materials.**

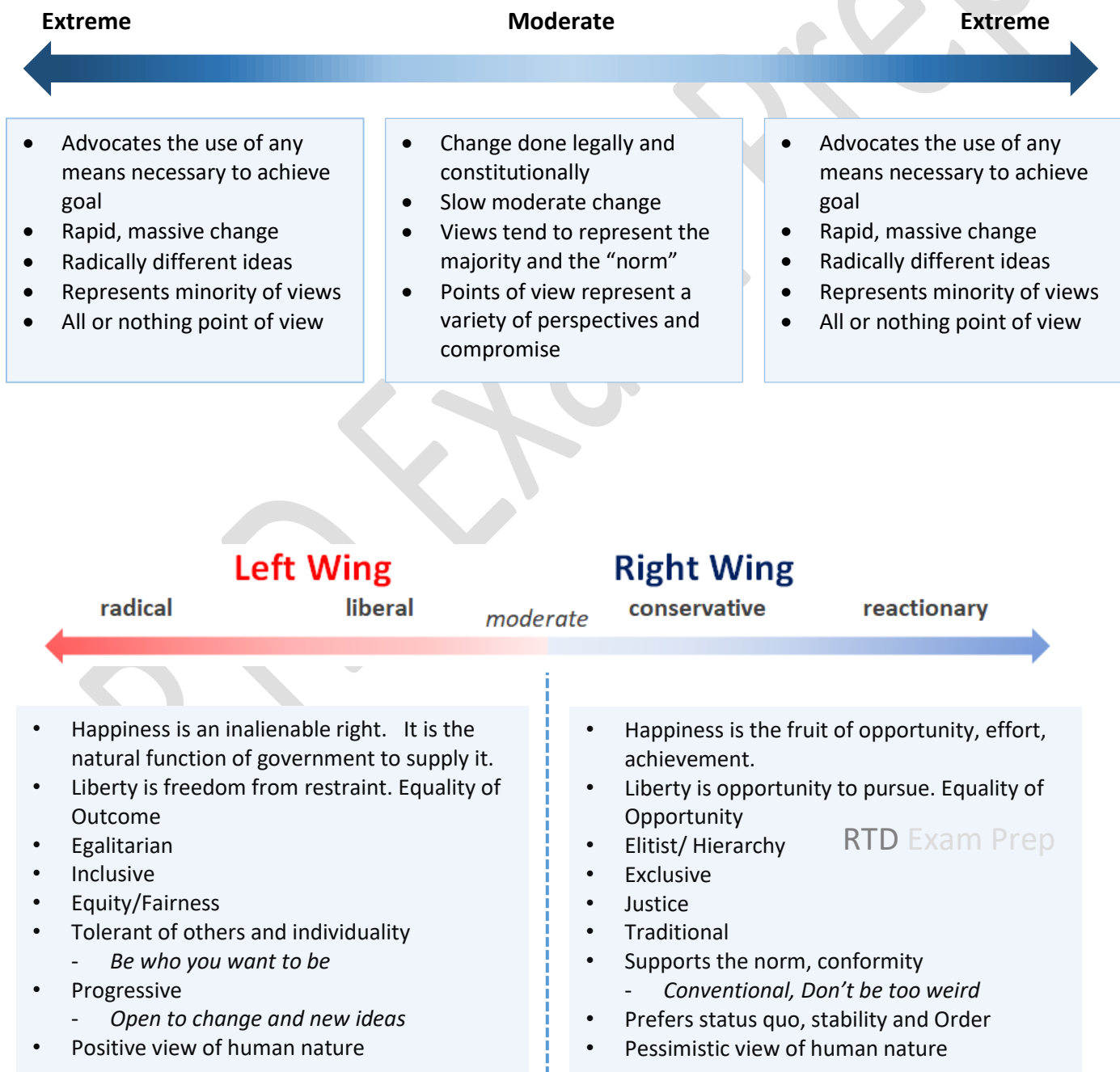
## Part 1 – Perspectives & Introduction



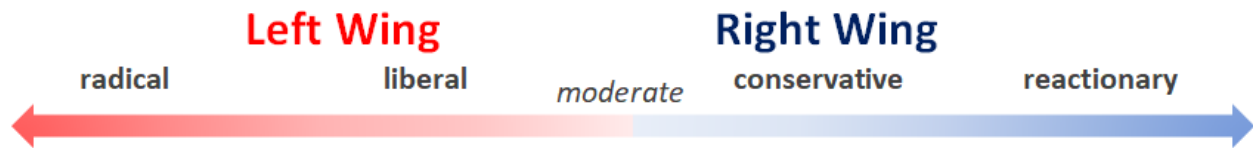
## Core questions

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

## Introduction - Political Spectrum



# Political Spectrum



- Government has a responsibility to help solve society's problems and provide equal opportunity for all
- Supports change in order to improve the welfare of all citizens
- Government should play a larger role in people's lives
- More freedom for citizens and less power for police at large public gatherings. Law and order are important to protect the rights of all citizens fairly and equally
- Legal system less strict and supports rehabilitation
- PATRIOT Act is too discriminatory – allows racial profiling, too intrusive
- Dove, internationalist
- Tolerant, "freer" open society, social freedoms, progressive, politically correct, post-modernist

- Believes in personal responsibility and government gets in the way of people solving their own problems
- Tradition is important and changes should be treated with caution
- Government which governs least governs best
- More power to police during large public gatherings to maintain order. Emphasis on law and order to protect society and its traditions
- Legal system must punish severely, deterrent.
- PATRIOT Act supported for the purpose of maintaining stability and order, temporary suspension of rights
- Hawk, nationalist
- Less tolerant, traditional values, status quo, censorship, retrogressive, modernist

## Test your understanding

For each of the following positions, decide whether the views are left wing or right wing, and which words or phrases support this. Then, determine if the views are moderate or extreme and again indicate supporting words.

### Position I

- Is willing to change the existing system through progressive reforms
- Respects the concept of law and attempts to change it through legal means
- Remains optimistic about people's ability to solve their own problems
- Maintains faith in human reason and basic equality

### Position II

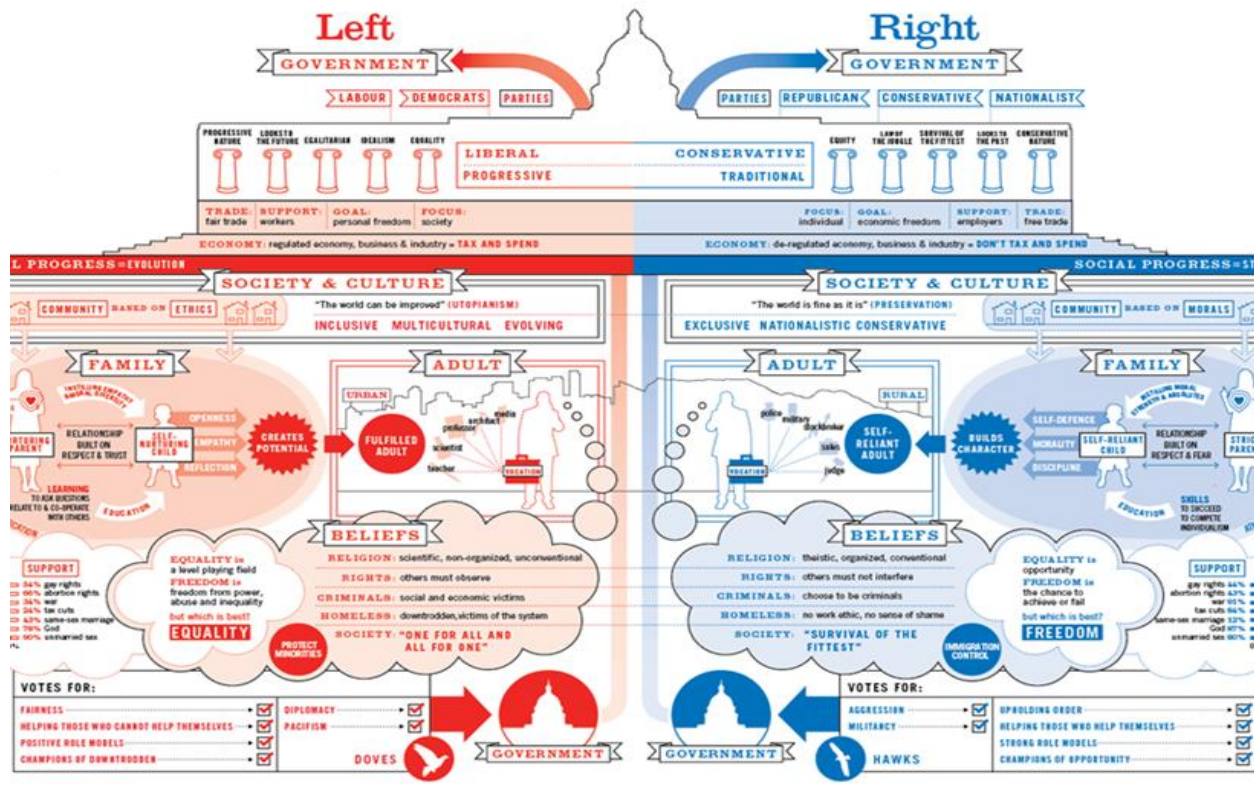
- Supports policies that will return society to a previous time, condition, or value system
- Proposes retrogressive change to the status quo
- Advocates any means (violent or non-violent) of restoring society to a former state
- Reflects consistent and pronounced dissatisfaction with existing institutions

### Position III

- Favours immediate and fundamental progressive change to the existing system
- Indicates varying degrees of dissatisfaction with the status quo
- Argues that revolution (violent or non-violent) is the only way to effect change in society
- Challenges the basic values and institutions underlying society

### Position IV

- Supports the status quo and advocates very little change to existing systems
- Places great emphasis on the importance of maintaining 'traditional' values and institutions
- Has an essentially cautious view of people's ability to reason and solve problems
- Favours less control over individuals and opposes governmental remedies to society's inequities



## Economic Spectrum

**LEFT WING**  
"socialist"

**RIGHT WING**  
"capitalist"

central planning, democratic socialism, welfare state, welfare capitalism, neo-conservative, laissez-faire

- **More** government programs
  - Taxation, Regulation, Intervention, Ownership
- More collectivist
- Equality of outcome
- Collective responsibility/common good
- Social Programs, public ownership, cooperation
- Environment over economic opportunity
- Pro organized labour (pro-union)

- **Less** government programs
  - Taxation, Regulation, Intervention, Ownership
- More individualist
- Equality of opportunity
- Self-reliant
- Hard work/initiative, private ownership, competition
- Economic opportunity over the environment
- Anti-organized labour (anti-union)

## Collectivism-Individualism Spectrum

Collectivism

Individualism

communism

laissez-faire



Individualists Believe...	Collectivists Believe...
<p>In the importance of ideas such as personal autonomy- a state of individual freedom from outside authority- and self-reliance-being solely responsible for one's own well-being</p> <p><i>"Individualism regards man -- every man -- as an independent, sovereign entity who possesses an inalienable right to his own life, a right derived from his nature as a rational being. Individualism holds that a civilized society, or any form of association, cooperation or peaceful co-existence among men, can be achieved only on the basis of the recognition of individual rights -- and that a group, as such, has no rights other than the individual rights of its members."</i></p> <p>-- Ayn Rand</p>	<p>In human interdependence and the importance of a collective, regardless of the size.</p> <p>It emphasizes group goals and the common good over individual goals or individual gain.</p> <p><i>"Collectivism is defined as the theory and practice that makes some sort of group rather than the individual the fundamental unit of political, social, and economic concern. In theory, collectivists insist that the claims of groups, associations, or the state must normally supersede the claims of individuals."</i></p> <p>-- Stephen Grabill and Gregory M. A. Gronbacher</p> <p>Collectivists usually focus on community, society, or nation. It is used and has been used as an element in many different and diverse types of government and political, economic philosophies</p>
<p>Individualism is the idea that the individual's life belongs to him and that he has an inalienable right to live it as he sees fit, to act on his own judgment, to keep and use the product of his effort, and to pursue the values of his choosing.</p> <p><i>"The foundation of individualism lies in one's moral right to pursue one's own happiness. This pursuit requires a large amount of independence, initiative, and self-responsibility."</i></p> <p>In such a society, government uses force as necessary against thieves, extortionists, murderers, rapists, terrorists, and the like—but it leaves peaceful, rights-respecting citizens completely free to live their lives and pursue their happiness in accordance with their own judgment.</p>	<p>Collectivism is the idea that the individual's life belongs not to him but to the group or society of which he is merely a part, that he has no rights, and that he must sacrifice his values and goals for the group's "greater good."</p> <p><i>"Man has no rights except those which society permits him to enjoy. From the day of his birth until the day of his death society allows him to enjoy certain so-called rights and deprives him of others; not . . . because society desires especially to favour or oppress the individual, but because its own preservation, welfare, and happiness are the prime considerations."</i></p>

When speaking of individualism and collectivism, people sometimes try to suggest that the two viewpoints are incompatible.

While there are times that they are at odds, there are often aspects that **compliment each other**.

Sometimes individualism and collectivism work together for the common good of society.

Over time most liberal democracies have evolved to incorporate aspects of collectivism into their political, economic, and social systems.



**Test your understanding**

Left Wing / Right Wing (liberal and conservative) points of view.

**Liberals** believe in government action to achieve equal opportunity and equality for all (equality of outcome). It is the duty of the government to alleviate social ills and to protect civil liberties and individual and human rights. Believe the role of the government should be to guarantee that no one is in need. Liberal policies generally emphasize the need for the government to solve problems.

**Conservatives** believe in personal responsibility, limited government, free markets, individual liberty, traditional values and a strong national defense. Believe the role of government should be to provide people the freedom necessary to pursue their own goals (equality of opportunity). Conservative policies generally emphasize empowerment of the individual to solve problems.

**Read the following views** on the next page, and choose whether they represent liberal or conservative perspectives. **Explain** why you made that choice.

View	Perspective and support
Individuals should be admitted to schools and hired for jobs based on their ability. It is unfair to use race as a factor in the selection process. Reverse-discrimination is not a solution for racism. Some individuals in society are racist, but society as a whole is not. Preferential treatment of certain races through affirmative action is wrong.	
The death penalty should be abolished. It is inhumane and is 'cruel and unusual' punishment. Imprisonment is the appropriate punishment for murder. Every execution risks killing an innocent person.	
Neither euthanasia nor physician-assisted suicide should be legalized. It is immoral and unethical to deliberately end the life of a terminally ill person (euthanasia), or enable another person to end their own life (assisted suicide). The goal should be compassionate care and easing the suffering of terminally ill people. Legalizing euthanasia could lead to doctor-assisted suicides of non-critical patients. Many religions prohibit suicide and euthanasia. These practices devalue human life.	
Airport security – Passenger profiling is wrong, period. Selection of passengers for extra security screening should be random. Using other criteria (such as ethnicity) is discriminatory and offensive to Arabs and Muslims, who are generally innocent and law-abiding. Terrorists don't fit a profile.	
Government has the right to use eminent domain (seizure of private property by the government—with compensation to the owner) to accomplish a public end.	
Support the separation of church and state. The Bill of Rights implies a separation of church and state. Religious expression has no place in government. The two should be completely separate. Government should not support religious expression in any way. All reference to God in public schools and government spaces should be removed (eg., the Ten Commandments should not be displayed in Federal buildings). Religious expression has no place in government.	
Marriage is the union of one man and one woman. Oppose same-sex marriage. Support Defense of Marriage Act (DOMA), passed in 1996, which affirms the right of states not to recognize same-sex marriages licensed in other states. Requiring citizens to sanction same-sex relationships violates moral and religious beliefs of millions of Christians, Jews, Muslims and others, who believe marriage is the union of one man and one woman.	

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The UN promotes peace and human rights. Nations have a moral and a legal obligation to support the United Nations (UN). No nation should not act as a sovereign nation, but as one member of a world community. Nations should submit its national interests to the greater good of the global community (as defined by the UN). Countries should defer to the UN in military/peacekeeping matters. The United Nations Charter gives the United Nations Security Council the power and responsibility to take collective action to maintain international peace and security.

The Social Security system should be protected at all costs. Reduction in future benefits is not a reasonable option. Social Security provides a safety net for the nation's poor and needy. Changing the system would cause a reduction in benefits and many people would suffer as a result.

Terrorism poses one of the greatest threats to the world. Terrorists must be stopped and destroyed. The use of **any means necessary** including intelligence-gathering and military force are the best ways to defeat terrorism around the world. Captured terrorists should be treated as enemy combatants and tried in military courts and not civil courts.

Individuals are, by nature, unique and unequal. Efforts by the state to interfere with the lives of individuals will result in a restrictive and inefficient society.

Canada should accept immigrants based on their ability to support themselves. Massive "irregular" immigration across the U.S./Canada border jeopardizes this principle and may create a tax burden on Canadian citizens.

Inmates in a federal penitentiary should have the right to vote in Canadian elections like any other citizen.

Our natural environment is the source of our wealth and our health. Canada's forests, water, soil and energy resources fuel our economy. However, if we treat our environment like a business in liquidation, those resources and our economy will suffer. The lack of federal regulation, monitoring, and action has made Canada one of the world's biggest and most tragic offenders against the environment. We rank amongst the world's worst for wasteful use of natural resources. Our soil, air and waters are dumping grounds for toxic chemicals. Through inadequate environmental protection we risk leaving our children the deplorable legacy of a debilitated and degraded environment. How can we be so thoughtless?

April, 1970 – Pro-Vietnam War march in front of the White House in Washington, D.C.

