Exploring the Roots of liberalism
What are the Origins of Liberal Thought in Western Societies?

Terms in poster: speech thought religion expression association choice assembly
Origins of Classical Liberalism

Locke and limited government power
One of the earliest philosophers to advocate liberalism was John Locke. He believed that man was reasonable and rational. Men could look at a situation and decide for themselves what was in their best interest and what would make them happy. He further believed that no one should harm or interfere with another person. He summed this idea up by saying that all men were equal and they were endowed with the right to life, liberty and the pursuit of happiness. In addition, Locke believed that government should only have limited power to interfere in the lives of citizens. Government's only role was to protect basic rights, which he summed up as life, liberty and private property.

Adam Smith and Laissez Faire
A second important theorist was Adam Smith. He argued that the economy should be controlled by private individuals not the king. He argued that if the government protected private property an individual could only prosper by producing what other's wanted to buy. Therefore by following his own selfish interests a man would provide what others needed or wanted. Smith referred to this as an invisible hand guiding individuals to act in the best interest of society while all the time following their own selfish interests.

LIBERAL BELIEFS AND VALUES
Today in Canada, people have political, economic, and social rights and freedoms that many people living in other countries can only dream of. These rights and freedoms were developed over time in Canada and in other countries—even in some countries that have not always been democratic. The rights and freedoms Canadians enjoy today come from the hard work of many individuals and groups that struggled to achieve small changes.
In a time when economies were greatly controlled by governments and monarchs, economists and philosophers, like Adam Smith and John Stuart Mill, shared a new vision on how economies should work. Smith and Mill, classical economists, believed in little government intervention. At the same time, a movement was underfoot to give workers more rights (in the workplace and in the law). These changes gave more power to individuals who had believed they were powerless.

The new ideas generated by these economists and philosophers encouraged individuals to question their leaders’ and monarchs’ way of governing and making decisions. The thought of having political and economic freedoms motivated people to demand change. The old style of governing by absolute rule became a memory.

What are the origins of liberal thought?
In nineteenth-century Great Britain, the life expectancy of a rural farmer was 38 years. Farmers and their families lived in small houses. Sometimes they shared these houses with the farm animals. The oldest son would inherit the land, and the girls would hope to marry young men who owned land. If the summer was dry, the crops would not grow. It would not be possible to feed the family.

Often, as a result of the hardships experienced, small children became very sick and died. Infant mortality rates were around 22 percent. The government, which was an absolute monarchy, was not interested in the welfare of the people.

Think of what it was like for people in the nineteenth century. Do you think they could have imagined a world in which they could decide where they would live, who they would live with, or what kind of job they would have? Or, would people have felt that, no matter how hard they worked, they could never get wealthier or live a better life than their ancestors?

Individuals want to
Quick Quiz

1. Define the following:
   - classical liberalism
   - the invisible hand
   - modern liberalism

2. What are the basic rights that John Locke believed the government should protect?

3. Of these rights which was most important to Adam Smith?
Rise of Liberalism: The Individual

The Emergence of liberalism in Europe p. 45 to 46

The Renaissance and the Enlightenment led to the rise of individualism. This led to a desire for changes in the economic, political, and social systems known as liberalism. During these periods of time, beliefs and values changed. Religion was no longer seen as the source of knowledge. Instead, people started to believe that everyone (or at least those who owned land) had the ability to think and reason. This changed people’s ideas on how society should be governed.

As you watch the slide of Medieval and Renaissance art make note of the differences in both style and subject.

| Medieval Art | Renaissance Art |

Read page 45 and 46 and explain how the Renaissance and Enlightenment led to more individualism.

Renaissance

Enlightenment

Individualism
The Rise of Liberalism p. 46 to 47

<table>
<thead>
<tr>
<th>Central Idea of Liberalism -</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define Liberal Democracy -</td>
</tr>
</tbody>
</table>

Over time some liberal democracies have included elements of collectivism. Give an example of collectivism that most liberal democracies today would have.

Completer the chart below using information on page 47

<table>
<thead>
<tr>
<th>Political Aspects of Liberalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic Aspects of Liberalism</td>
</tr>
<tr>
<td>Social Aspects of Liberalism</td>
</tr>
</tbody>
</table>
Aboriginal Peoples and Early Development of Liberalism
read page 95 to 99 and answer the questions below

Describe the HAUDENOSAUNEE Confederacy

What was the Great Law of Peace?

According to the sources on page 99 of your text: In What ways may the Haudenosaunee Confederacy and the Great Law of Peace have influenced the constitutions of the United States and Canada?
Western European Origins of Liberalisms  

p. 101 and 102

Liberalism is based on two important beliefs:

1. that people are reasonable and rational and are able to choose their government through **free and fair elections**

2. that all men are created equal and endowed with inalienable rights which include life, liberty (freedom) and protection of private property

Describe absolute monarchy in Europe in the 1700s (18th century). Look at figure 4.5 the on p. 101 of the text. What does the painting say about the power and position of the King of France?

Page 102

During the 1700s, ________________ countries such as ________________ and France were absolute ________________ . This means that the king and his ________________ had complete power over the ________________ . If they did not want to make changes...they did not have to -- even if the ________________ of citizens what the changes. Absolute power in these monarchies was often ________________ and used to restrict an individual's freedom of ________________ freedom to travel and freedom to own ________________ . Without these freedoms, most people were unable to determine their own ________________ or improve the ________________ in which they lived.

What did Rousseau propose and how did this become the origins of the word liberal?
Why would an absolute monarch be opposed to liberalism. Refer specifically to the liberal principles near the bottom of p. 102

Cell Phone Time!
What is King Mswati III's net worth?

Who is the Richest monarch in the world?

Who are the top 3 richest people in the world. What is there net worth and how did they make their fortune?
1. _______________________________________
2. _______________________________________
3. _______________________________________

HUMAN INTEREST STORY

One of the 13 wives of Swaziland's polygamous king has left the royal household after claiming he subjected her to physical and emotional abuse, it was claimed yesterday.
Angela 'LaGija' Dlamini, the sixth wife of King Mswati III, 44, reportedly abandoned her palace on Saturday after telling relatives she had endured years of suffering.
Pro-democracy campaigners claimed the move followed a period of extended difficulty between Mrs Dlamini and her husband, who is Africa's last remaining absolute monarch and has 13 current wives.
In a statement the Swaziland Solidarity Network said: 'In what will not come as a shock, King Mswati's sixth wife, Angela 'Lagija' Dlamini, has left the Swazi royal harem for good.
Explain the importance of each term below P. 103 and 104

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribution of wealth</td>
<td></td>
</tr>
<tr>
<td>monopoly</td>
<td></td>
</tr>
<tr>
<td>competition</td>
<td></td>
</tr>
<tr>
<td>Self - interest</td>
<td></td>
</tr>
<tr>
<td>Invisible hand</td>
<td></td>
</tr>
</tbody>
</table>

How did the class system began to change in the mid 1800s as a result of the rise of liberalism?

In his book *The Wealth of Nations* what Criticisms did Adam Smith make of Mercantilism?

Why was competition important to Smith?
Read the description of figure 4-8 on p. 104.
1. What were guilds and what role did they play in setting wages?

2. According to Adam Smith's how should wages be set?

Cell phone time! NHL STRIKE?
How have NHL salaries been set in the past 7 years?

What are the issues that may lead to a strike or lockout of the NHL?

How is a NHL salary set?

Would this be a good system to use in the average work place?

Lucic, Hall and Eberle each have a multi year contract for $6 mil/year, Are they worth it? Why or why not?

How does supply and demand play a role in determining salaries? How is supply and demand limited by certain rules?
Fill in the chart below from page 105 into your notes below

<table>
<thead>
<tr>
<th>Mercantilism</th>
<th>Capitalism</th>
</tr>
</thead>
</table>

Classical Liberals

*Laissez Faire - let it be* - the government should leave the economy alone.

Read the description for figures 4-10, 4-11, 4-12 on page 105. It talks about how capitalism leads people to innovate and improve. Previously we read that competition in the market place causes people faster and stronger. Read the story below

Is Profit Bad? by Fred I. Kent

Mr Kent’s grandson, then a schoolboy, was disturbed by the current fashion of criticizing the profit system. He had asked his grandfather to explain just how there can be a profit which is not taken from the work of someone else.

April 1942

Mr dear grandson:

I will answer your question as simply as I can. Profit is the result of enterprise which builds for others as well as for the enterpriser. Let us consider the operation of this fact in a primitive community, say of one hundred persons who are non-intelligent beyond the point of obtaining the mere necessities of living by working hard all day long.

Our primitive community, dwelling at the foot of a mountain, must have water. There is no water except at a spring near the top of the mountain: therefore, every day all the hundred persons climb to the top of the mountain. It takes them one hour to go up and back. They do this day in and day out, until at last one of them notices that the water from the spring runs down inside the mountain in the same direction that he goes when he comes down. He conceives the idea of digging a trough in the mountainside all the way down to the place where he has his habitation. He goes to work to build a trough. The other ninety-nine people are not even curious as to what he is doing.

Then one day this hundredth man turns a small part of the water from the spring into his trough and it runs down the
mountain into a basin he has fashioned at the bottom. Whereupon he says to the ninety-nine others, who each spend an hour a day fetching their water, that if they will each give him the daily production of ten minutes of their time, he will give them water from his basin. He will then receive nine hundred and ninety minutes of the time of the other men each day, which will make it unnecessary for him to work sixteen hours a day in order to provide for his necessities. He is making a tremendous profit – but his enterprise has given each of the ninety-nine other people fifty additional minutes each day for himself.

The enterpriser, now having sixteen hours a day at his disposal and being naturally curious, spends part of his time watching the water run down the mountain. He sees that it pushes along stones and pieces of wood. So he develops a water wheel; then he notices that it has power and, finally, after many hours of contemplation and work, makes the water wheel run a mill to grind his corn.

This hundredth man then realises that he has sufficient power to grind corn for the other ninety-nine. He says to them, “I will allow you to grind your corn in my mill if you will give me one tenth of the time you save.” They agree, and so the enterpriser now makes an additional profit. He uses the time paid by the ninety-nine others to build a better house for himself, to increase his conveniences of living through new benches, openings in his house for light, and better protection from the cold. So it goes on, as this hundredth man constantly finds ways to save the ninety-nine the total expenditure of their time – one tenth of which he asks of them in payment, for his enterprising.

This hundredth man’s time finally becomes all his own to use as he sees fit. He does not have to work unless he chooses to. His food and shelter and clothing are provided by others. His mind, however, is ever working and the other ninety-nine are constantly having more time to themselves because of his thinking and planning.

For instance, he notices that one of the ninety-nine makes better shoes than the others. He arranges for this man to spend all his time making shoes, because he can feed and clothe him and arrange for his shelter from profits. The other ninety-eight do not now have to make their own shoes. They are charged one tenth the time they save. The ninety-ninth man is also able to work shorter hours because some of the time that is paid by each of the ninety-eight is allowed to him by the hundredth man.

As the days pass, another individual is seen by the hundredth man to be making better clothes than any of the others, and it is arranged that his time shall be given entirely to his speciality. And so on.

Due to the foresight of the hundredth man, a division of labour is created that results in more and more of those in the community doing the things for which they are best fitted. Everyone has a greater amount of time at his disposal. Each becomes interested, except the dullest, in what others are doing and wonders how he can better his own position. The final result is that each person begins to find his proper place in an intelligent community.
But suppose that, when the hundredth man had completed his trough down the mountain and said to the other ninety-nine, “If you will give me what it takes you ten minutes to produce, I will let you get water from my basin,” they had turned on him and said, “We are ninety-nine and you are only one. We will take what water we want. You cannot prevent us and we will give you nothing.” What would have happened then? The incentive of the most curious mind to build upon his enterprising thoughts would have been taken away. He would have seen that he could gain nothing by solving problems if he still had to use every waking hour to provide his living. There could have been no advancement in the community. The same stupidity that first existed would have remained. Life would have continued to be a drudge to everyone, with opportunity to do no more than work all day long just for a bare living.

But we will say the ninety-nine did not prevent the hundredth man from going on with his thinking, and the community prospered. And we will suppose that there were soon one hundred families. As the children grew up, it was realised that they should be taught the ways of life. There was now sufficient production so that it was possible to take others away from the work of providing for themselves, pay them, and set them to teaching the young.

Similarly, as intelligence grew the beauties of nature became apparent. Men tried to fix scenery and animals in drawings – and art was born. From the sounds heard in nature’s studio and in the voices of the people, music developed. And it became possible for those who were proficient in drawing and music to spend all their time at their art, giving of their creations to others in return for a portion of the community’s production.

As these developments continued, each member of the community, while giving something from his own accomplishments, became more and more dependent upon the efforts of others. And, unless envy and jealousy and unfair laws intervened to restrict honest enterprisers who benefited all, progress promised to be constant.

Need we say more to prove that there can be profit from enterprise without taking anything from others, that such enterprise adds to the ease of living for everyone?

These principles are as active in a great nation such as the United States as in our imaginary community. Laws that kill incentive and cripple the honest enterpriser hold back progress. True profit is not something to be feared, because it works to the benefit of all.

We must endeavour to build, instead of tearing down what others have built. We must be fair to other men, or the world cannot be fair to us.

Sincerely,

Grandfather
Is Profit Bad?

1. What are some examples of innovations and improvements that were made in this story?

2. The hundredth man is certainly better off when others start working to pay for the water they take. How are the others also better off?

3. Can you explain the meaning of division of labour?

4. Are there things that you could do for yourself but you prefer to pay others to do for you? Do these tasks have anything to do with division of labour?

5. Give an example of the invisible hand operating in this story.

6. There are no good examples of competition in the story. Imagine how competition could be introduced into this story somewhere. How would your example of competition make things better or worse?
Matching - below are 9 principles or characteristics of liberal democracy. Match each with an example from the list below. Sometimes one example will be related to two characteristics.

PRINCIPLES OR CHARACTERISTICS OF LIBERAL DEM.

1. Participation in government
2. Free from excessive intrusion in your life
3. Rule of law: No one (especially the king) is above the law.
4. Equality Political system based on equality of all citizens
5. government is elected in free and fair elections with at least two political parties
6. Independent Judiciary - This means that the courts make decisions free of any government influence. It is illegal for any Member of Parliament or Senate to communicate with a sitting judge about any court case before that judge. This is important because the courts are sometimes asked to judge whether or not the government is guilty of a crime or other misconduct.
7. The individual will decide what is good and right for him/her. Government can only restrict the individual to stop him/her from harming others.
8. Pluralism is the belief that diversity of ideas is good for a society. Mill warned against developing a mass mind where there was only one acceptable way to think. He believed the mass mind would be intolerant of individual voices.
9. Freedom of speech and expression - all citizens are free to express their opinions openly without fear of reprisals. In particular all citizens have the right to dissent

EXAMPLES

_____ a law that makes it compulsory for all cyclists to wear a bycicle helement

_____ It is statistically clear that jobs that are done mostly by women receive much lower wage increases than those typically done by men.

_____ in the United States many people believe that new voter ID laws are designed to suppress the vote of African Americans, Hispanic Americans and poor people who often have difficulty getting picture ID.

_____ A Wisconsin judge has struck down key sections of Wisconsin Governor Scott Walker’s controversial anti-labor law, in a ruling that union leaders say renews collective-bargaining rights for tens of thousands of municipal and school district employees across the state.

_____ The Conservative government of Canada proposed legislation allowing the police to search the personal internet account of citizens without informing them or without obtaining a warrant from a judge.

_____ In Russia the punk band Pussy Riot was sentenced to two in jail on the charge of "Hooliganism" for disrupting an Orthodox Christian mass by singing an anti Putin song. (Putin is the president of Russia)
The government of Canada has dismantled the long gun registry. They would also like to destroy all the information about guns and owners so far collected. The government of Quebec wants the information about gun owners in Quebec so they can create their own gun registry. The Quebec government took the Federal government to court and won their case. The government of Canada will appeal the case to a higher court.

Some regions of Canada have much more representation per person than others.

a law restricting the sale of any sugar drink no more than 16 oz.

If all mankind minus one, were of one opinion, and only one person were of the contrary opinion, mankind would be no more justified in silencing that one person, than he, if he had the power, would be justified in silencing mankind."

The only purpose for which power can be rightfully exercised over any member of a civilized community, against his will, is to prevent harm to others. His own good, either physical or moral, is not sufficient warrant.

Limits on Free Speech?

Sam Bacile's "The Innocence of Muslims"

This movie causes widespread outrage throughout the Muslim world. In Libya the American embassy was stormed and the American ambassador and three other Americans were killed. Many felt that this film had insulted the Muslim fate and in particular the Prophet Muhammed. Others had pointed out that some extremist were preparing violent acts against the United States on the anniversary of 9/11. The protests over the film provided cover or a distraction from the real reason for this violence. Still others have argued that the response to the film was a terrible over reaction.

Youtube was under pressure to pull the film and responded:
We work hard to create a community everyone can enjoy and which also enables people to express different opinions. This can be a challenge because what's OK in one country can be offensive elsewhere. This video -- which is widely available on the Web -- is clearly within our guidelines and so will stay on YouTube. However, given the very
difficult situation in Libya and Egypt we have temporarily restricted access in both countries. Our hearts are with the families of the people murdered in Tuesday's attack in Libya.

Google released a statement explaining the difficulty of deciding when to stop the publication of something:
"We recognize that there are limits. In some areas it's obvious where to draw the line. For example, we have an all-product ban on child pornography. But in other areas, like extremism, it gets complicated because our products are available in numerous countries with widely varying laws and cultures."

There have been some demonstrations against the film in Canada but they have been peaceful.

**With everything that's happened the organizers of the Toronto International Film Festival announced they are withdrawing the film. Do you agree or disagree with this decision. Explain why.**
Ch 5: Impacts of and Responses to Classical Liberalism

1f liberalism was to free people in thought and expression, did classical liberalism really deliver what it had promised?

To What extent did classical liberalism meet the needs of society?

1. Can you remember back to your prior knowledge and define classical liberalism?

________________________________________________________________

________________________________________________________________

________________________________________________________________

Conditions Created by Liberalism Assessing the Social and Economic Impacts of liberalism.

2. Form a conclusion or a statement for each of the following events or people as to how the Industrial Revolution might have had an impact.

a. Air quality:

b. Chimney Sweeps:

c. Improved farming techniques:

d. Working in the City:

e. Living in the City:

f. Distribution of Wealth
Adam Smith's Ideas in Action
Well... if you followed what Adam Smith had to say (laissez-faire economics) these happenings were okay? These impacts were just the natural off shoots of economic liberalism and a part of economic freedom.

3. Once again, what did Smith say about economic freedom?

4. If we believe Smith, then everyone should have the ability to attain wealth. Is that the case?

5. Explain how wealth was SUPPOSED to impact society.

6. Now explain how these new industrialists ACTUALLY impacted society at the time of the industrial revolution.

Robber Barons or Captains of Industry p. 118
7. What image comes to your mind when you hear the concept `Robber Baron`?

8. Some people referred to them as `Captains of Industry`. Does this title have a better tone than Robber Baron? Who were Captains of Industry?

9. Sometimes they were called a philanthropist. What does this word mean?

10. Do you think these people have a responsibility to be philanthropists? Why or why not.

Page 121 - Voices- Calgary --Boom gone bad? Some say that Calgary is one of the hottest boom time economies it has ever seen. If this is the case shouldn't we ALL be experiencing the boom? Can. you explain why we see increased rates
of poverty and homelessness in such a growing economy?

11. Could this be a similar experience to what the workers faced during the Industrial revolution? Explain.

12. If economic liberalism was to distribute wealth and preventing hoarding, why does poverty STILL happen?

Responses to Conditions Created by Economic Liberalism- Chapter 5 part 2 p.124.

1. Who were the Luddites?

2. Explain why you would or would not have been a Luddite?

p.125-126
3. Who did the Factory Acts focus upon? Why?

p.126-127
4. Back in the mid 1800's, why would labor unions have had a difficult time organizing?

5. How does a labor union work and what tactics do they use to get what they want?

6. What were the goals of early labor unions?
7. What are arguments do people make against labor unions?

**WINNIPEG GENERAL STRIKE 1919 P. 137 - 138**

8. Would you have sided with the strikers or the Citizens Committee? Why?

9. What were the negative effects of the strike?

10. Large scale strikes usually are successful in creating change. Why do you suppose this is true?
Union and Liberalism

Look at the chart on page 109 of your text book to refresh your memory of the terms Classical Liberal and Modern Liberal.

Review Triangle Fire:
1. In what way did the business owners represent the classical liberal values. Give specific examples.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. In what way did the workers and union organizers represent the values of Modern liberals.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Based on information in your text What evidence is there that the Committee of 1000 represents classical liberal values?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
4. What evidence is there that The Central Strike Committee represented modern liberal values?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Scott Walker's Anti-Union Law Struck Down in Wisconsin
http://www.youtube.com/watch?v=oUrsKya8AI

1. What did the court rule and why?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. How does this story relate to rule of law and independent judiciary?

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________

What right-to-work laws really mean?

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________

Arguments in favour

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Arguments Against

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Increasing Rights and Government Intervention: The Welfare State

1. How did voting rights in Britain change between 1832 and 1884? How does this relate to the ideal of a “liberal democracy”
   • Voting rights expanded beyond the wealthy landowning upper calls men. Middle class and working class men were also given the fight to vote

2. How did the change in voting affect government policies?
   • Governments now had to pay attention to the concerns of the working people and started to create programs that they wanted. Things like unemployment insurance and old age pension. These programs grew into what became known as the Welfare state.

3. Define “Welfare State.” What government services are frequently offered in a Welfare state?
   • Is a society in which government plays a large role in providing for the needs and common good of its citizens. Services frequently include: Education, health care, pensions, employment and disability insurance, public housing and social assistance (welfare).

4. What arguments do classical liberals make against the welfare state?
   • They argue it creates dependence on government and discourages innovation and motivation

5. Why do modern liberals argue in favour of the welfare state.
   • They believe that when people are healthy, safe and economically secure they are better able to be innovative and creative

6. How did the attitude towards the poor change in modern liberals from the work houses to the welfare state?
   • In the work houses the poor were made to work and lived in harsh conditions. As time went on there was a belief that people needed to be treated with dignity and that everyone deserved a minimum standard of living.
Evolution of Individual Rights and Collective Rights

7. How did woman’s rights change over time? Who were some important women who fought for these changes? \((\text{persons, voting, political rights})\) p. 130 - 132

________________________________________________________________________
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Protection of Human Rights p. 132

8. What is the Universal Declaration of Human Rights? What are 4 important rights listed there?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Complete the spectrum belows form page 135

**High**

Society through the state is responsible for everyone’s well-being

**Low**

Degree of government intervention to ensure the well-being of individuals

Individuals are responsible for their own well-being

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Explain in your own words the important difference between **modern liberalism** and **classical liberalism**. Include as many examples and details as you are able to. What types of laws and policies would each government have. Who are some of the important thinkers of each

<table>
<thead>
<tr>
<th>MODERN LIBERALISM</th>
<th>CLASSICAL LIBERALISM</th>
</tr>
</thead>
</table>

**Winnipeg General Strike 1919**
About the Winnipeg General Strike

For six weeks in the summer of 1919 the city of Winnipeg, Manitoba was crippled by a massive and dramatic general strike. Frustrated by unemployment, inflation, poor working conditions and regional disparities after World War I, workers from both the private and public sectors joined forces to shut down or drastically reduce most services. The workers were orderly and peaceful, but the reaction from the employers, city council and the federal government was aggressive.

The strike ended in “Bloody Saturday” when the Royal North-West Mounted Police attacked a gathering of strike supporters. Two strikers were killed, 30 wounded and many arrested. Workers won little in the strike, and it was another 20 years before collective bargaining was recognized in Canada.

Dates of Winnipeg General Strike

May 15 to June 26, 1919   Location Winnipeg, Manitoba

Causes of Winnipeg General Strike

- The immediate reasons for the building trades and metal workers going on strike were for better wages and working conditions, for recognition of their unions and for the principle of collective bargaining.

- The broad sweep of the strike, which involved many non-unionized workers, was partly due to frustrations from World War I. Years of sacrifices during the war and high expectations for its aftermath were met with high unemployment, an industrial downturn and inflation.

- The tight labour market had led to an increase in unions.

- The success of the Russian Revolution in 1917 had led not only to an increase in socialist and labour ideas, but also a fear of revolution on the part of those in authority.

Beginning of Winnipeg General Strike

- On May 1, 1919, after months of labour negotiations building workers in Winnipeg, Manitoba went on strike.

- On May 2, metalworkers went on strike when the employers of the main metalwork factories in Winnipeg refused to negotiate with their union.

- The Winnipeg Trades and Labour Council (WTLC), the umbrella organization for local labour, called a general strike in sympathy on May 15. About 30,000 workers, both unionized and non-unionized, left their jobs.

- The Winnipeg general strike was co-ordinated by the Central Strike Committee with delegates from the unions affiliated with the WTLC. The strike was orderly, with workers avoiding providing any excuse to provoke military force. Essential services were maintained.

- The Citizens Committee of 1000, made up of manufacturers, bankers and politicians, provided organized opposition to the strike.

Winnipeg General Strike Heats Up

- The Citizens Committee ignored the strikers' demands and with the assistance of local newspapers accused the strikers of "Bolshevism," of being "enemy aliens" and of undermining "British values."
• On May 22, the federal Minister of Labour, Senator Gideon Robertson, and the federal minister of the interior and acting minister of justice Arthur Meighen met with the Citizens Committee. They refused to meet with the Central Strike Committee.

• Within the week, federal government employees, provincial government employees and municipal workers were ordered to return to work. An amendment to the Immigration Act was rushed through Parliament to allow the deportation of British-born strike leaders and the definition of sedition in the Criminal Code was expanded.

• On May 30, the Winnipeg police refused to sign a no-strike pledge. They were fired and an 1800-man force of "Specials" was hired to tame the strike. They were supplied with horses and baseball bats.

• On June 17, the strike leaders were arrested in late-night raids.

• The city council outlawed the regular demonstration marches, both pro and anti-strike, by veterans.

**Bloody Saturday in the Winnipeg General Strike**

• On June 21, which came to be known as Bloody Saturday, strikers pushed over and set fire to a streetcar. The Royal North-West Mounted Police attacked the crowd of strike supporters gathered outside City Hall, killing two and injuring 30. The Specials followed the crowd as it dispersed through the streets, beating protesters with baseball bats and wagon spokes. The army also patrolled the streets with machine guns.

• Authorities shut down the strikers' paper, the Western Labour News, and arrested its editors.

• On June 26, afraid of more violence, the strike leaders called off the strike.

**Results of Winnipeg General Strike**

• The metal workers went back to work without a pay increase.

• Some workers were jailed, some were deported, and thousands lost their jobs.

• Seven strike leaders were convicted of a conspiracy to overthrow the government and jailed for up to two years.

• In the 1920 Manitoba provincial election, 11 labour candidates won seats. Four of them were strike leaders.

• It was another 20 years before collective bargaining was recognized in Canada.

• Winnipeg's economy went into a decline.

• Winnipeg remained divided between the Tory south end and the working class north.
What right-to-work laws really mean

CNN Money, January 31, 2012: 12:19 PM ET
http://management.fortune.cnn.com/2012/01/31/what-right-to-work-laws-really-mean/

Indiana could become the first state to embrace a right-to-work law in more than a decade, alarming organized labor proponents who fear a shift in public support for workers' rights.

By Elizabeth G. Olson, contributor

FORTUNE -- As the economy continues to wobble, the American divide on labor rights is playing out in some unexpected locales. Indiana is in the spotlight now, as it prepares to adopt a law that unions say will weaken their ranks.

If passed, the "right-to-work" law would allow workers to skip paying union dues but still receive the benefits of union-negotiated contracts. Advocates say such employees have been forced into unions, but organized labor calls them "free riders."

Like the minimum wage, right-to-work battles have flared repeatedly for more than a half-century after workers toiling in onerous circumstances -- not unlike what some in Asian factories face today -- won the right to unite and bargain for wages and workplace conditions. But the nation never completely embraced a uniform view of worker rights.

In a peculiarly American way of adopting names that can be contrary to what they can mean, proponents called their effort "right to work." At first glance, this "seems to be a declaration that there is a right to have a job," notes Dan Graff, a professor with the Higgins Labor Studies Program at the University of Notre Dame, who has studied the impact of such a law in Indiana.

"This country has a different definition of this phrase than everyone else in the world," he says. "The phrase is deliberately meant to confuse. A Texas newspaper columnist started calling it that decades ago, and it was picked up to mean working without having to be a member of a union."

Almost half of all states already have such laws, with a concentration in in the Sun Belt, a region that has a less than friendly history with unions. It's been more than a decade since the last state adopted such a law (Oklahoma, in 2001), but the unexpected success of curbing collective bargaining rights in Wisconsin has fueled voices to give corporations a free, or, at least freer, hand in the workplace.

Indiana's move has alarmed organized labor proponents who fear a shift in public support for workers' rights and a rolling back of gains workers have made since before World War II.

"If more states pass right to work, unions would lose more members," says Douglas McCabe, professor of management at Georgetown's McDonough School of Business. "It would discourage people from signing authorization cards to be able to hold a vote on unionizing."

A war of words and statistics

The Indiana Chamber of Commerce argues that more employers would move to Indiana if they had more flexibility to set worker pay, and, at the same time, incomes for residents would rise. The organization asserts that compensation for private sector
employees was more than $1,000 a year higher in right-to-work states in 2011 than the salaries of workers in states without such a law, citing figures from the National Institute of Labor Relations Research, a nonprofit group that describes itself as "analyzing and exposing the inequities of compulsory unionism."

But Graff and Notre Dame economist Marty Wolfson conclude in a separate report that right-to-work laws would deliver low-wage and low-skill jobs to Indiana.

The Indiana Chamber maintains that employment grew 100% in right-to-work states over the 30-year period between 1977 and 2008, and increased only 57% in other states. But the Hoosier state suffered a significant loss of manufacturing jobs during that time while right-to-work states had different economic experiences, such as large population increases, that affected job growth.

Each side of the right-to-work argument cites studies to back their views, but a uniform economic prescription is hard to find because individual states have their own, unique economic circumstances, such as availability of skilled workers and access to markets and infrastructure.

Indiana's action comes as the nation's overall union membership rate continues to slide. Last year, only 11.8%, or 7.2 million, of the private and public workforce belonged to unions, according to the latest figures from the Bureau of Labor Statistics. This compares to union membership of 20.1%, or 17.7 million workers, in 1983, the first year for which comparable union data are available, the BLS said in announcing the figures last week.

Non-government employees' participation has fallen precipitously. Last year, it was only 6.9%, compared to 37% of public sector union membership.

The public sector figures fell, in part, because tight budgets forced states and municipalities to lop off jobs, many of which were unionized.

Those arguing against unions say private company employees do not want to oppose management and, if they do, they do not make meaningful wage or other gains.

"Deregulation and free trade have made the economy more competitive," argues James Sherk, an economics policy analyst at the conservative Heritage Foundation, in a recent blog post. "Consequently, unionized companies cannot pass higher labor costs on to consumers. If they raise their prices, consumers will take their business elsewhere."

In contrast, the Economic Policy Institute, a Washington, D.C.-based think tank, claims that wages are lower in right-to-work states, noting that employees in those states earn $1,500 less yearly than those in states without the law. Wages are 3.2% lower for everyone, not just union members, in right-to-work states than in other states, they argue, contradicting the Indiana Chamber's conclusions.

To be sure, the erosion of unions was already well underway throughout the U.S.

Unionization of private company workers is only 20% of what it was in the 1950s, when more than 35% of workers were union members, according to the latest federal labor statistics. North Carolina has the lowest rate of unionization, at 2.9%, and South Carolina the second lowest, at 3.4% while Indiana has a rate of 8.9%, down from 12.1%, as factory jobs have disappeared over the last decade.

Even if Indiana enacts a right-to-work law, McCabe, of Georgetown's business school, says, "I don't think it will set off a tidal wave. But if more states pass this, unions will lose even more members."
Indiana Right To Work Law Explained


Right to work legislation attracts a company from Canada to USA
Ch6: Socialism and Communism

Father of Communism
Karl Marx
**Communism**

**Karl Marx**, lived from 1818 to 1883, and formulated the basic ideas for Communism.

He wanted to put an end to the struggle between the owners (______________) and the workers (______________).

Marx believed that the bourgeoisie (__________) were exploiting (_________________) the proletariat (______________). Eventually the workers life would become so miserable they would rise up and overthrow the bourgeoisie and establish a dictatorship of the proletariat in a spontaneous and violent revolution.

Workers establish a ________________________________ and government controls the economy

Over time ________________ is abolished and a ________________ is created

People work for the good of the ___________. They move from "___" to "____" Marx described this in the quote, "From each according to his ability, to each according to his need.

Once society reached this final stage according to Marx, "Government would _____________________."

**Communist Values**: extreme collectivist,________________, including economic equality.
Socialism

Socialism is an economic set of ideas, somewhere between Capitalism and Communism. Socialists _________ the idea of ___________ revolution. They bring about change slowly through democratic means. The amount of change depends on the wishes of the voters.

Socialists, when they get elected strive for the following policies:
- some form of _____________
- ________________ of most important industries
- a comprehensive social welfare programs. (_______ to _________)

Sweden is an example of a socialist state although recently voters have chosen a government that is reducing the role of government and cutting taxes.

The New Democratic Party in Canada and the Labour parties in England and Australia are examples of democratic socialism.

Socialist Goals and Values:
- Create a ______________________________
- no one __________________________
- belief that __________________________
- we judge a society by how it treats the weakest and most vulnerable people

  Tommy Douglas: The Story of Mouseland

What was the main point of the story of “Mouseland”?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How does this story reflect socialist ideas?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
1. Describe some of the stories from the early part of the movie about how Americans experience hardships due to health problems.

2. What was some of the information about unethical practices that Moore received from people inside the health care system?

3. What are some tactics that medical insurance companies use to avoid having to pay for their clients’ medical bills? How can this lead to the death of patients?

4. How is the Canadian health care system portrayed in the movie? How does this portrayal compare to your experience.
5. How is health care system in England portrayed? What are the underlying values that the system is based on?

6. What statistics about the USA does Moore present to highlight the role of government in society.

7. How is the Health care system in France portrayed?

8. How are poor or homeless people treated by the health care system?

9. Treatment of firemen who responded the 9/11 attacks. They have health problems go to Guantanamo to get free health care. They then go to Cuba.

10. In what way are some of the ideas that Moore advocates at the end of the film socialist?
Socialism

The harsh conditions in the factories of the industrial revolution caused many to question the practices and values associated with classical liberalism. Socialists were a group that valued cooperation over competition. They wanted a "fair" distribution of wealth and they wanted every child to have a "fair" chance in life. This often meant ensuring that all children had their basic needs met. Socialists rejected violent revolution as a means to bring about these changes. They believed voters could be persuaded that socialist values of caring and sharing and creating a welfare state were best.

Utopian Socialism

Utopia - an ideal or perfect society. Utopia is a Greek word that means "nowhere". Utopian socialists tried to create small ideal communities. They believed that by controlling the environment that people lived in they could create better people.

My Utopia

You have been asked to design a community for approximately 1500 people to live in. These people are to live according to socialist values of cooperation and equality. You have a factory that produces widgets that are in high demand. This is how you will support yourselves. The work in the factory is unskilled so virtually anyone is capable of doing the work including young children. How will you organize the work? How will you organize things? What will the housing be like? How will people live? In family units, by age group. How will children and adolescents be organized? Will there be an education system? Who will do what?

Describe your UTOPIA
**Explain the important ideas and practices of each person below (p. 143 - 145)**

<table>
<thead>
<tr>
<th>Robert Owen</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Charles Fourier</th>
</tr>
</thead>
</table>

**Early Democratic Socialism**

**Democratic Socialist** (aka **Social Democrats**) embraced some Marxist beliefs and rejected others. Below is a list of some Marxist beliefs. Put a check mark in front of the ones that socialists agreed with and an x in front of the beliefs socialists disagreed with.

- _____ free education for children in public schools
- _____ meaningful change can only be brought about through a violent revolution
- _____ there needs to be a shift from individualist values to more collectivist values
- _____ all property, including all factories should be nationalized
- _____ government needs to control important industries like communication and transportation

Read Voices on page 148. There are two sources. The first is fairly easy to understand the second is a bit more challenging. The word appropriated means to take something without permission usually by exercising power over someone else.

Source 1 Louis Blanc

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Read page 149. Below are a list of beliefs that most democratic socialists would agree with. Some are socialist beliefs ("S") and some are classical liberal beliefs ("L"). Place an S or an L in front of each belief to indicate if it is liberal or socialist.

_____ Men are born free and have certain rights, such as the right to life, liberty and happiness.
_____ There should be greater economic equality in society
_____ Capitalism infringes on workers rights and prevents them from being free
_____ Government should be based on the will of the majority
_____ Government should protect the right of workers to be in a union and bargain collectively
_____ Society should be based on the Rule of Law.

What is the main message of the poster (figure 6-8) at the bottom of page 149?
Examples of Democratic Socialism in Canada
Read p. 151-155

1. List some examples of Canadian social programs from the top of page 151:
   1.
   2.
   3.
   4.
   5.
   6.

The Great Depression and Co-operative Commonwealth Federation (CCF)

2. The great depression lasted for 10 years, from the crash in October 1929, to the beginning of World War 2 in 1939. About 25% of the work force in both Canada and the United States were unemployed. People began to question classical liberal values of laissez faire. What types of government actions can you think of that might help in an economic crisis? How could the government help put people back to work again?

The Great Depression (p. 152)

3. According to your text the Great Depression was the result of ______________

4. The stock market is ruled by greed and fear. If greed is too great investors become reckless and make very risky and often irrational investment decisions. If fear is too great the market becomes to great then the market becomes paralyzed and investors are afraid to take any risk. The 1920s is the time when ______________ dominated and the 1930s is the time when ______________ dominated the market.

How did the Great Depression affect many people in Canada, Especially on the prairies.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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SACHS   Me Manning   Social 203 Ch 4
5. Who is J. S. Woodsworth and what was the Regina Manifesto?


Reginal Manifesto

•
•
•

6. Who was Tommy Douglas and why do you think Canadians chose him as the most famous Canadian?


The Rise of Socialism in Quebec and the Parti Québécois

Maurice Duplessis was premier of Quebec from 1936 to 1939 and from 1944 to 1959. Duplessis was a strong anti-communist. He passed an infamous "Padlock Law". This law prohibited anyone from using a house or any building to promote communism. This including printing, publishing or distributing information. Any building found to be promoting communism would be padlocked so it couldn't be used. Critics of this bill said the charge of promoting communism was poorly defined.

7. How could a government abuse such a law for political gain?


8. p 153. In what way did Duplessis expand the role of government in the economy?
9. Read page 154 and 155. Make a list of socialist policies introduced by Jean Lessage and the Liberals and later Rene Levesques and the Parti Quebecois.

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