

# Social Studies

## Social Studies 30 – 1, 30 -2 Curriculum Map

### Perspectives on Ideology

Related Issue 3: To what extent are the principles of liberalism viable? (30-1)

Related Issue 3: Are the values of liberalism viable? (30-2)

Resources Included: *Canada in Context, The Canadian Encyclopedia, CultureGrams, Historica Canada, World History in Context, Global Issues in Context, Canadian Encyclopedia, Government of Canada, LearnAlberta, Academic OneFile, CBC News in Review, Curriculum Video on Demand, 2Learn.ca*

Betty-Lou Ayers

On Behalf of THE ALBERTA LIBRARY

Published October 2016

Updated July 2019

## **Crash Course Disclaimer**

These Curriculum Maps have been updated to include the YouTube educational web series *Crash Course*. This web series is geared towards Division IV Social Studies. It includes topics related Globalization, Capitalism, World War I & II, and more. These videos can sometimes contain irreverent humour. We encourage educators to preview the videos for appropriateness first before showing them in a classroom or library setting

## Social Studies 30-1

### Perspectives On Ideology

#### Overview

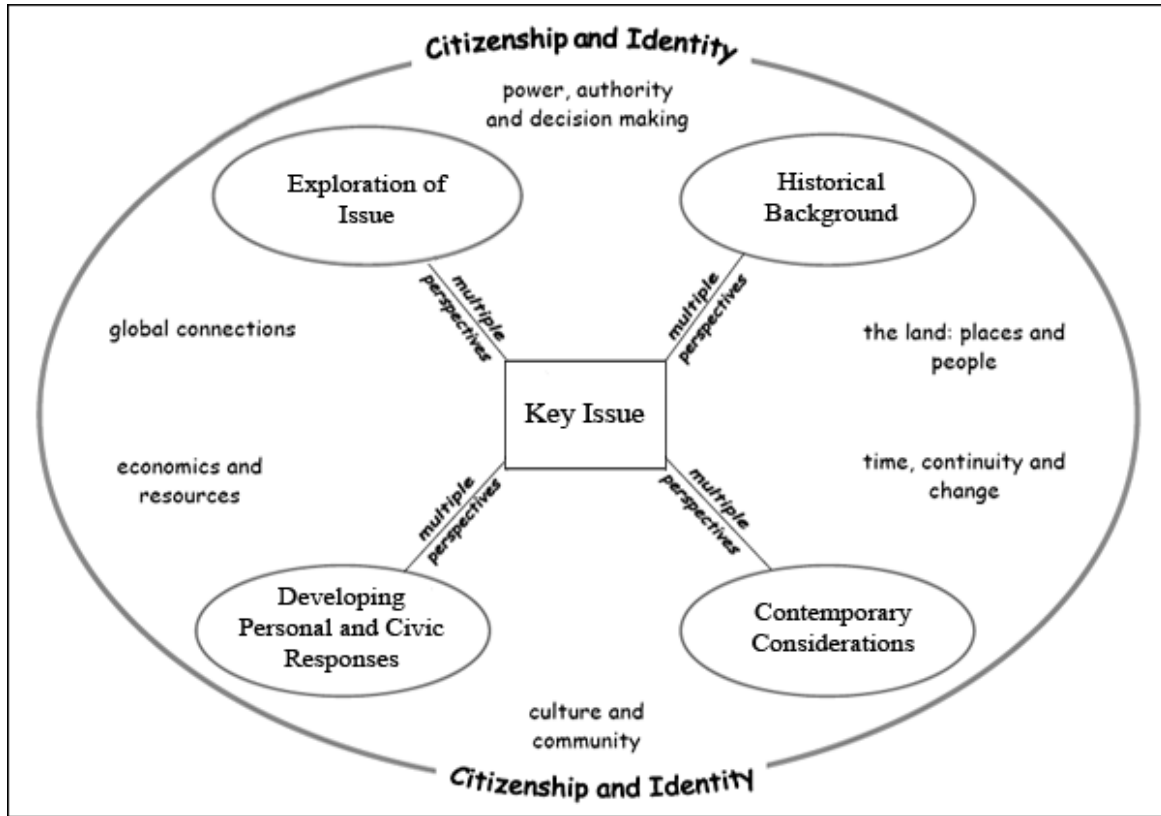
Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing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

#### Rationale

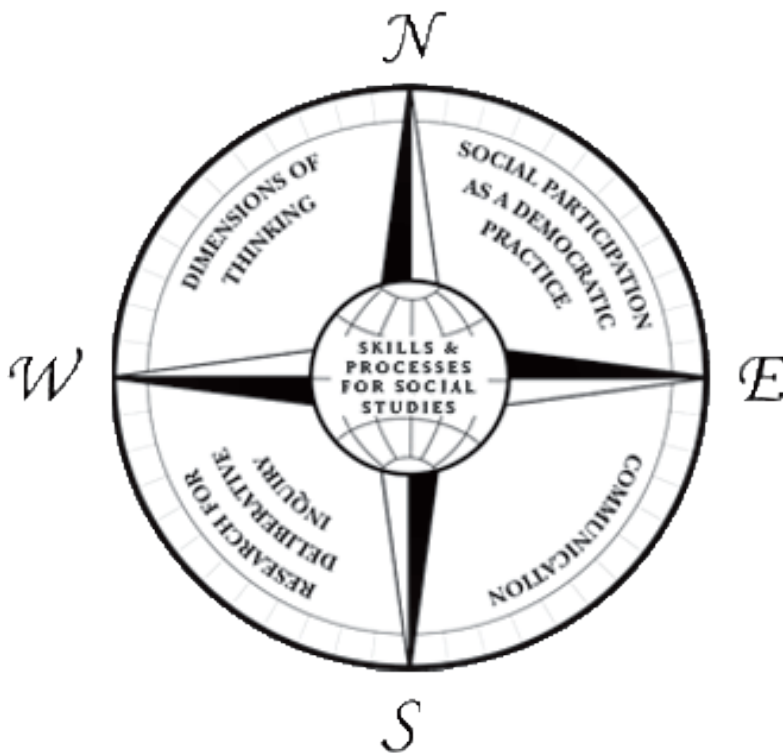
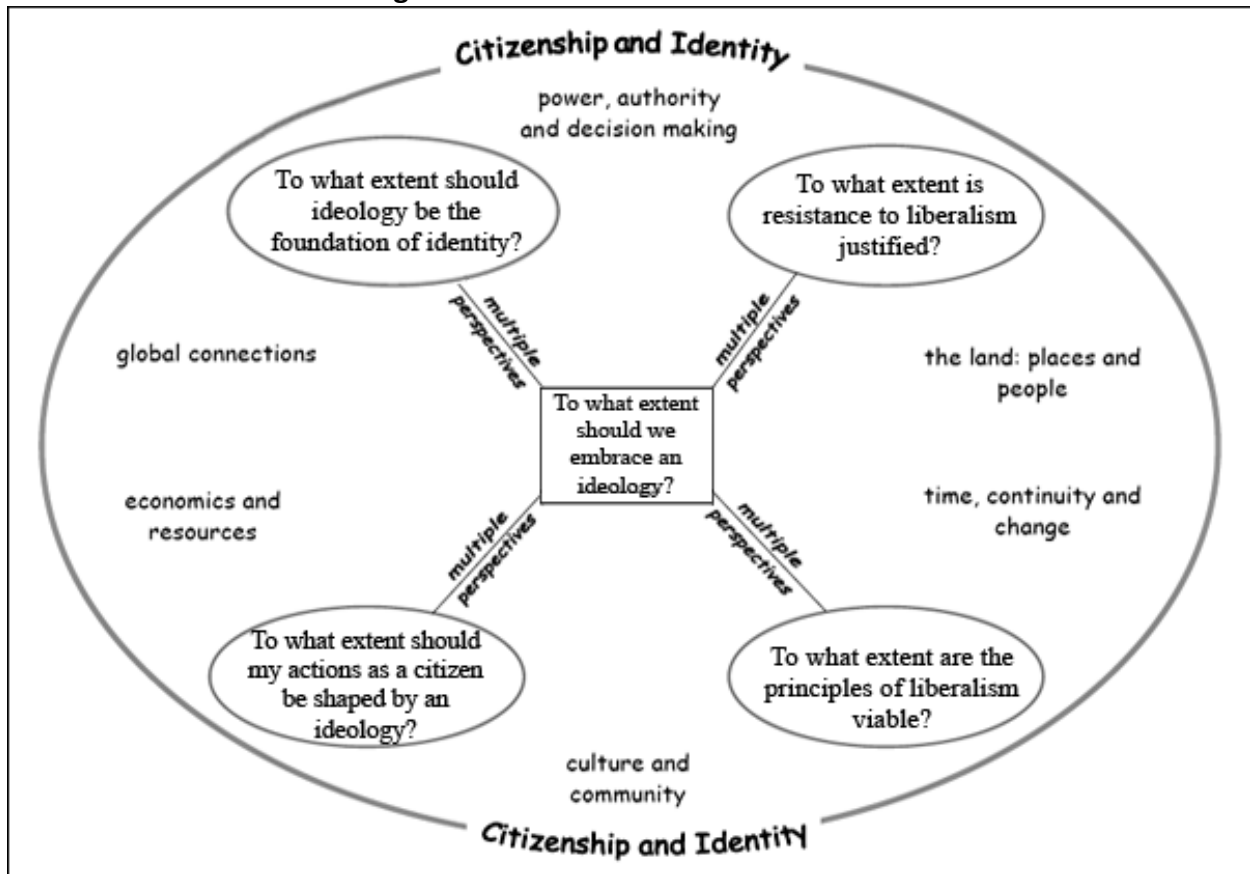
The principles of liberalism have played a significant role in the development of modern democratic societies. Developing a comprehensive understanding of the evolution of modern liberal thought and the tenets of competing ideologies is important in the development of active, informed and responsible 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.

<b>Key Issue</b>	<b>Key Outcome</b>
To what extent should we embrace an ideology?	Students will understand, assess and respond to the complexities of ideologies.
<b>Related Issues</b>	<b>General Outcomes</b>
1. To what extent should ideology be the foundation of identity?	Students will explore the relationship between identity and ideology.
2. To what extent is resistance to liberalism justified?	Students will assess impacts of, and reactions to, principles of liberalism.
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.
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.

### Senior High School Social Studies Course Organizer



Social Studies 30-1 Course Organizer



## Benchmark Skills and Processes

The following benchmark skills and processes are outcomes to be achieved by the end of Social Studies 30-1.

<b>Dimensions of Thinking</b>	
critical thinking and creative thinking	evaluate ideas and information from multiple sources
historical thinking	analyze multiple historical and contemporary perspectives within and across cultures
geographic thinking	analyze the impact of physical and human geography on history
decision making and problem solving	demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues
<b>Social Participation as a Democratic Practice</b>	
cooperation, conflict resolution and consensus building	demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably
age-appropriate behaviour for social involvement	demonstrate leadership by engaging in actions that enhance personal and community well-being
<b>Research for Deliberative Inquiry</b>	
research and information	develop, express and defend an informed position on an issue
<b>Communication</b>	
oral, written and visual literacy	communicate effectively to express a point of view in a variety of situations

media literacy	assess the authority, reliability and validity of electronically accessed information
----------------	---

### **Skills & Processes For Social Studies 30-1**

The following skills and processes are outcomes to be achieved by the end of Social Studies 30-1. Selected Information and Communication Technology (ICT) outcomes are suggested throughout the program and are indicated by this symbol ➤ .

### **Dimensions of Thinking**

Students will:

#### **S.1 - develop skills of critical thinking and creative thinking:**

- evaluate ideas and information from multiple sources
- determine relationships among multiple and varied sources of information
- assess the validity of information based on context, bias, sources, objectivity, evidence or reliability
- predict likely outcomes based on factual information
- evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue
- synthesize information from contemporary and historical issues to develop an informed position
- evaluate the logic of assumptions underlying a position
- assemble seemingly unrelated information to support an idea or to explain an event
- analyze current affairs from a variety of perspectives

#### **S.2 - develop skills of historical thinking:**

- evaluate ideas and information from multiple sources
- analyze connections among patterns of historical change by identifying cause and effect relationships

- compare similarities and differences among historical narratives
- evaluate the impact of significant historical periods and patterns of change on the contemporary world
- discern historical facts from historical interpretations through an examination of multiple sources
- identify reasons underlying similarities and differences among historical narratives
- develop a reasoned position that is informed by historical and contemporary evidence
- ➤ demonstrate an understanding of how changes in technology can benefit or harm society-in the context of the present, the future and various historical time periods
- ➤ use current, reliable information sources from around the world

### **S.3 - develop skills of geographic thinking:**

- analyze the impact of physical and human geography on history
- make inferences and draw conclusions from maps and other geographical sources
- locate, gather, interpret and organize information, using historical maps
- develop and assess geographic representations to demonstrate the impact of factors of geography on world events
- assess the impact of human activities on the land and the environment
- assess how human interaction impacts geopolitical realities
- ➤ use current, reliable information sources from around the world, including online atlases

### **S.4 - demonstrate skills of decision making and problem solving:**

- demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues
- develop inquiry strategies to make decisions and solve problems
- generate and apply new ideas and strategies to contribute to decision making and problem solving



- ➤ describe a plan of action to use technology to solve a problem
- ➤ use appropriate tools and materials to accomplish a plan of action

### **Social Participation as a Democratic Practice**

#### **Students will:**

#### **S.5 - demonstrate skills of cooperation, conflict resolution and consensus building:**

- demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably
- participate in persuading, compromising and negotiating to resolve conflicts and differences
- interpret patterns of behaviour and attitudes that contribute or pose obstacles to cross-cultural understanding
- demonstrate leadership during discussions and group work
- respect the needs and perspectives of others
- collaborate in groups to solve problems

#### **S.6 - develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:**

- demonstrate leadership by engaging in actions that enhance personal and community well-being
- acknowledge the importance of multiple perspectives in a variety of situations

### **Research for Deliberative Inquiry**

#### **Students will:**

#### **S.7 - apply the research process:**

- develop, express and defend an informed position on an issue
- reflect on changes of perspective or opinion based on information gathered and research conducted

- draw pertinent conclusions based on evidence derived from research
- demonstrate proficiency in the use of research tools and strategies to investigate issues
- consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues
- integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry
- develop, refine and apply questions to address an issue
- select and analyze relevant information when conducting research
- ➤ plan and perform complex searches, using digital sources
- ➤ use calendars, time management or project management software to assist in organizing the research process
- ➤ generate new understandings of issues by using some form of technology to facilitate the process
- ➤ record relevant data for acknowledging sources of information, and cite sources correctly
- ➤ respect ownership and integrity of information

## **Communication**

### **Students will:**

#### **S.8 - demonstrate skills of oral, written and visual literacy:**

- communicate effectively to express a point of view in a variety of situations
- use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue
- ask respectful and relevant questions of others to clarify viewpoints
- listen respectfully to others
- use a variety of oral, visual and print sources to present informed positions on issues
- ➤ apply information technologies for context (situation, audience and purpose) to

extend and communicate understanding of complex issues

- ➤ use appropriate presentation software to demonstrate personal understandings
- ➤ compose, revise and edit text
- ➤ apply general principles of graphic layout and design to a document in process
- ➤ understand that different types of information may be used to manipulate and control a message (e.g., graphics, photographs, graphs, charts and statistics)
- ➤ apply principles of graphic design to enhance meaning and engage audiences

#### **S.9 - develop skills of media literacy:**

- ➤ assess the authority, reliability and validity of electronically accessed information
- ➤ evaluate the validity of various points of view presented in the media
- ➤ appraise information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence
- ➤ analyze the impact of various forms of media, identifying complexities and discrepancies in the information and making distinctions between sound generalizations and misleading oversimplification
- ➤ demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic

**Key Issue: To what extent should we embrace an ideology?**

**Key Outcome: Students will understand, assess and respond to the complexities of ideologies.**

**Related Issue 3 (30-1)**

**To what extent are the principles of liberalism viable?**

**General Outcome**

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

**Specific Outcomes: Values and Attitudes**

**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

**Specific Outcomes: Knowledge and Understanding**

**Students will:**

- 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)

## Social Studies 30-2

### Understandings Of Ideologies

#### Overview

Students will examine the origins, values and components of competing ideologies. They will explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism. An examination of various political and economic systems will allow students to determine the viability of the values of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

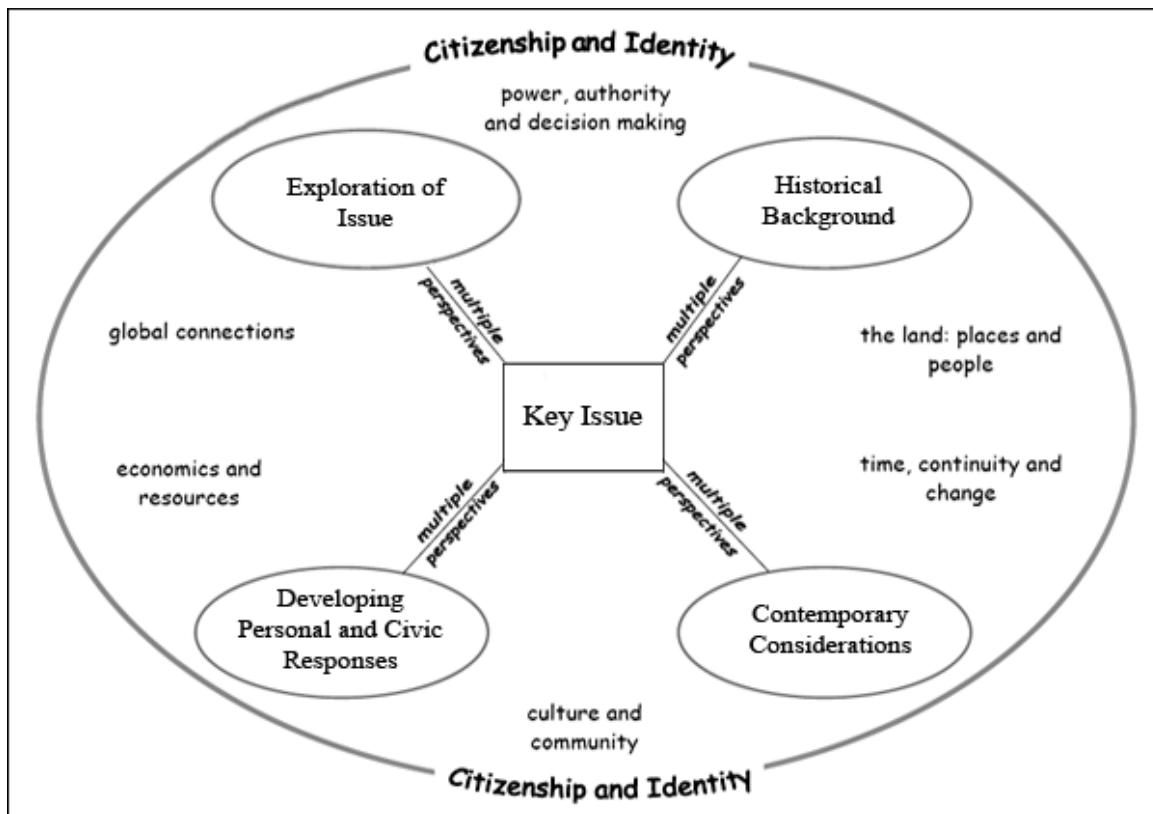
#### Rationale

Democratic and capitalist societies are founded upon the key values of individualism and liberalism. Active and responsible citizenship requires citizens to have knowledge and skills to examine, analyze and evaluate a variety of political and economic systems. An awareness of the evolution of ideologies is key to comprehending and responding to local, national and global issues.

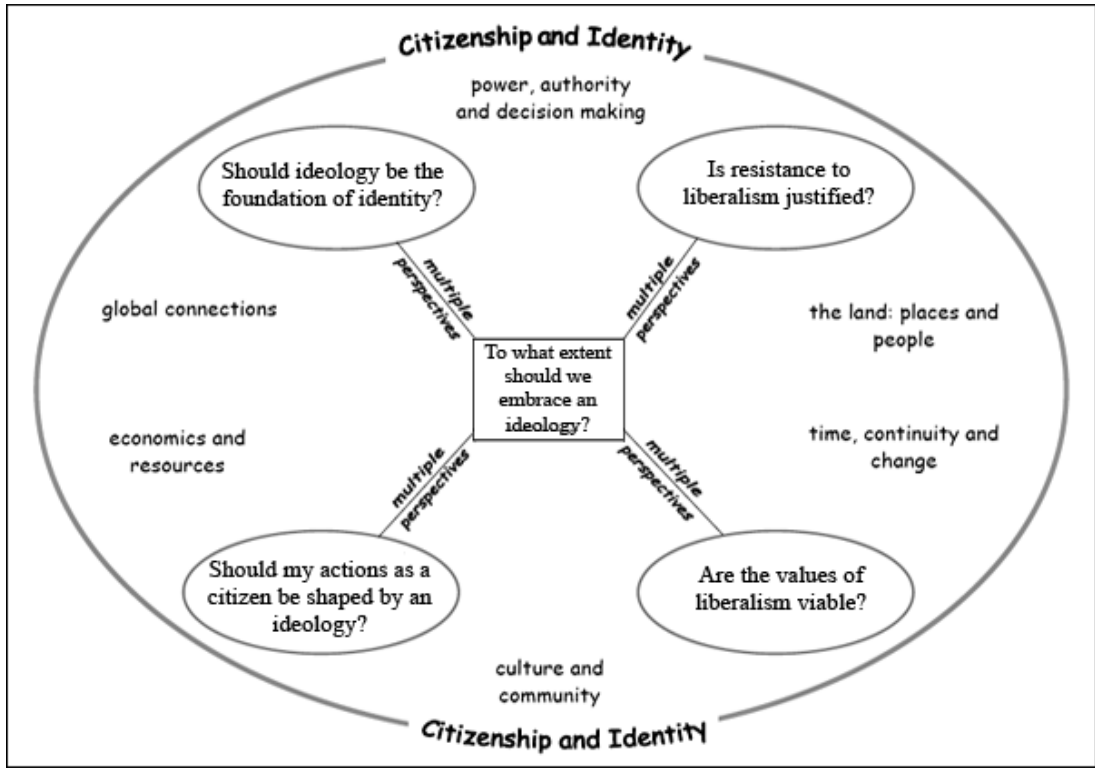
Key Issue	Key Outcome
To what extent should we embrace an ideology?	Students will understand, assess and respond to the complexities of ideologies.
Related Issues	General Outcomes
1. Should ideology be the foundation of identity?	Students will explore the relationship between identity and ideology.
2. 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	Students will understand their rights, roles and

be shaped by an ideology?	responsibilities as citizens.
---------------------------	-------------------------------

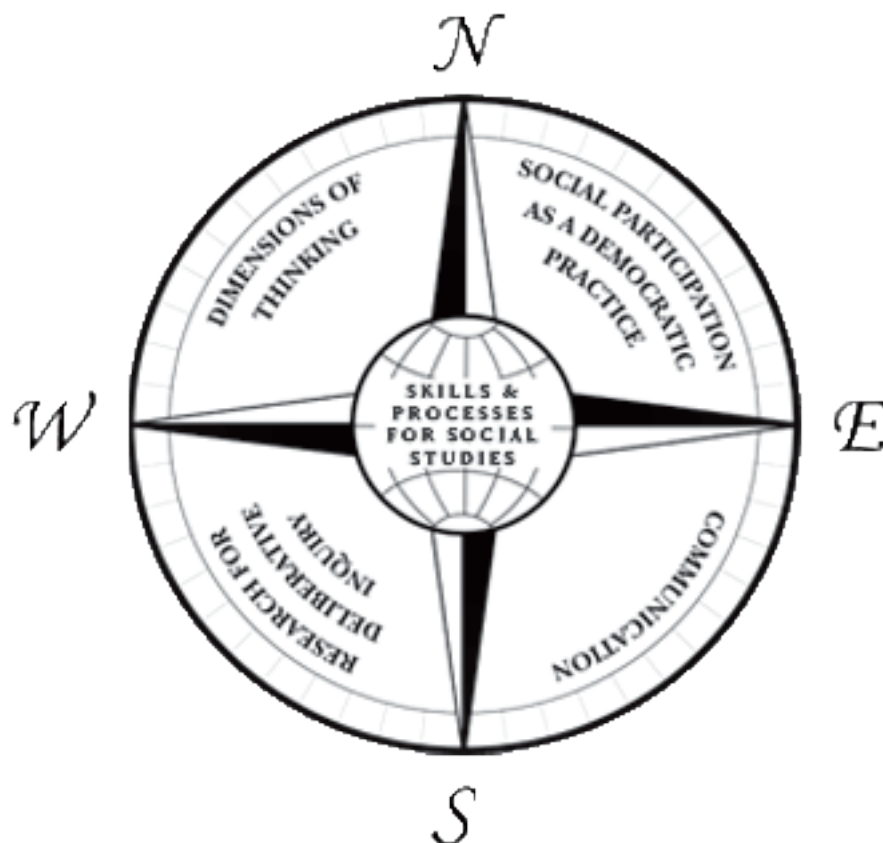
### Senior High School Social Studies Course Organizer



Social Studies 30-2 Course Organizer








### Benchmark Skills and Processes

The following benchmark skills and processes are outcomes to be achieved by the end of Social Studies 30-2.

<b>Dimensions of Thinking</b>	
critical thinking and creative thinking	analyze ideas and information from multiple sources
historical thinking	understand diverse historical and contemporary perspectives within and across cultures
geographic thinking	analyze the ways in which physical and human geographic features influence world events
decision making and problem solving	demonstrate skills needed to reach consensus, solve problems and formulate positions

<b>Social Participation as a Democratic Practice</b>	
cooperation, conflict resolution and consensus building	demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably
age-appropriate behaviour for social involvement	demonstrate leadership by engaging in actions that enhance personal and community well-being
<b>Research for Deliberative Inquiry</b>	
research and information	develop, express and defend an informed position on an issue
<b>Communication</b>	
oral, written and visual literacy	communicate effectively to express a point of view in a variety of situations
media literacy	assess the authority, reliability and validity of electronically accessed information

### **Skills & Processes For Social Studies 30-2**

The following skills and processes are outcomes to be achieved by the end of Social Studies 30-2. Selected Information and Communication Technology (ICT) outcomes are suggested throughout the program and are indicated by this symbol .

### **Dimensions of Thinking**

#### **Students will:**

S.1 - develop skills of critical thinking and creative thinking:

- analyze ideas and information from multiple sources
- determine relationships among multiple sources of information
- determine the validity of information based on context, bias, sources, objectivity,

evidence or reliability

- suggest likely outcomes based on factual information
- evaluate personal assumptions and opinions
- determine the strengths and weaknesses of arguments
- identify seemingly unrelated ideas to explain a concept or event
- analyze current affairs from a variety of perspectives
- identify main ideas underlying a position or issue

S.2 - develop skills of historical thinking:

- understand diverse historical and contemporary perspectives within and across cultures
- analyze connections among patterns of historical change by identifying cause and effect relationships
- compare and contrast historical narratives
- identify and describe the impact of significant historical periods and patterns of change on society today
- understand the difference between historical facts and historical interpretations
- compare alternative historical narratives
- develop reasoned arguments supported by historical and contemporary evidence
- ➤ describe how changes in technology can benefit or harm society
- ➤ use current, reliable information sources from around the world

S.3 - develop skills of geographic thinking:

- analyze the ways in which physical and human geographic features influence world events
- draw conclusions from maps and other geographic sources
- locate, gather, interpret and organize information, using historical maps

- assess the impact of human activities on the land and the environment
- ➤ use current, reliable information sources from around the world, including online atlases

S.4 - demonstrate skills of decision making and problem solving:

- demonstrate skills needed to reach consensus, solve problems and formulate positions
- use inquiry processes to make decisions and solve problems
- apply ideas and strategies to contribute to decision making and problem solving
- ➤ describe a plan of action to use technology to solve a problem
- ➤ use appropriate tools and materials to accomplish a plan of action

### **Social Participation as a Democratic Practice**

**Students will:**

S.5 - demonstrate skills of cooperation, conflict resolution and consensus building:

- demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences
- make meaningful contributions to discussion and group work
- identify behaviours and attitudes that contribute or pose obstacles to cross-cultural understanding
- consider the points of view and perspectives of others
- identify and use a variety of strategies to resolve conflicts peacefully and equitably
- demonstrate cooperativeness in groups to solve problems

S.6 - develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:

- demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community

- promote and respect the contributions of team members when working as a team
- cooperate with others for the well-being of the community

### **Research for Deliberative Inquiry**

#### **Students will:**

S.7 - apply the research process:

- develop and express an informed position on an issue
- develop conclusions based on evidence gathered through research of a wide variety of sources
- use research tools and methods to investigate issues
- consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues
- revise questions on an issue as new information becomes available
- select relevant information when conducting research
- cite sources correctly to respect the ownership and integrity of information
- ➤ use calendars, time management or project management software to assist in organizing the research process
- ➤ plan and perform searches, using digital sources
- ➤ generate understandings of issues by using some form of technology to facilitate the process

### **Communication**

#### **Students will:**

S.8 - demonstrate skills of oral, written and visual literacy:

- communicate effectively in a variety of situations
- engage in respectful discussion
- use a variety of oral, visual and print sources to present informed positions on issues

- ask respectful and relevant questions of others to clarify viewpoints on an issue
- make respectful and reasoned comments on the topic of discussion
- ➤ use technology to compose, revise and edit text
- ➤ employ technologies to adapt information for context (situation, audience and purpose)

S.9 - develop skills of media literacy:

- ➤ assess the authority, reliability and validity of electronically accessed information
- ➤ analyze the validity of various points of view in media messages
- ➤ analyze information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence
- ➤ analyze the impact of various forms of media
- ➤ demonstrate discriminatory selection of electronically accessed information

**Key Issue: To what extent should we embrace an ideology?**

**Key Outcome: Students will understand, assess and respond to the complexities of ideologies.**

**Related Issue 3 (30-2)**

Are the values of liberalism viable?

**General Outcome**

Students will understand the extent to which the values of liberalism are viable in a contemporary world.

**Specific Outcomes: Values and Attitudes**

**Students will:**

- 3.1 - appreciate various perspectives regarding the viability of the values of liberalism
- 3.2 - appreciate various perspectives regarding the promotion of liberalism within political and economic systems

**Specific Outcomes: Knowledge and Understanding**

**Students will:**

- 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 - examine the extent to which the practices of political and economic systems reflect the values of liberalism (consensus decision making, direct and representative democracies, authoritarian political systems, free market economy, command economy, mixed economy)
- 3.6 - examine why government practices may not reflect values of liberalism (Canada, contemporary examples)
- 3.7 - explore the extent to which governments should promote individual and collective rights (Canadian Charter of Rights and Freedoms; Québec Charter of Human Rights and Freedoms; First Nations, Métis and Inuit rights; emergencies and security legislation)
- 3.8 - evaluate the extent to which the values of liberalism are viable in the context of contemporary issues (environment concerns, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship)

## Related Issue 3

### Perspectives on Ideology

**30-1: To what extent are the principles of liberalism viable?**

**30-2: Are the values of liberalism viable?**

### Perspectives on Ideology: Critical Challenges:

- A. [Liberalism in Contemporary Contexts](#)
- B. [Balancing Individual and Collective Rights](#)
- C. [Is Liberalism Viable?](#)

#### A. [Liberalism in Contemporary Contexts: Critical Challenge](#)

"Democracy." *Britannica School*, Encyclopædia Britannica, 26 Oct. 2006.

Website: "[World Movement for Democracy](#)." *Gale Student Resources in Context*. Detroit: Gale, 2011. *Canada in Context*.

"[Liberalism](#)." *Political Theories for Students*. Ed. Matthew Miskelly and Jaime Noce. Vol. 1. Detroit: Gale, 2002. 171-192. *Canada in Context*.

"[The politics of the raised drawbridge: the rising tide of parochial populism confounds categories of left and right](#)." *Inroads: A Journal of Opinion* 39 (2016): 46+. *Canada in Context*.

[ATLAS OF CANADA](#) is a useful resource containing maps

### Topic Pages:

[Arab Spring](#): *World History in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

[Democracy](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

[Elections & Voter Rights](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.



[Human Rights](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

[Religion in Public Office](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

[Voter's Rights](#): *World History in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

"[Human Rights](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

"[Religion in Public Office](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

"[Voting](#)." *International Encyclopedia of the Social Sciences*. Ed. William A. Darity, Jr. 2nd ed. Vol. 8. Detroit: Macmillan Reference USA, 2008. 645-648. *World History in Context*.

"[Government and Political Systems](#)." *Africa: An Encyclopedia for Students*. Ed. John Middleton. Vol. 2. New York: Charles Scribner's Sons, 2002. 102-107. *World History in Context*.

"[Democracy and Democratization](#)." *Encyclopedia of Islam and the Muslim World*. Ed. Richard C. Martin. 2nd ed. Vol. 1. Farmington Hills, MI: Gale, 2016. 289-291. *Global Issues in Context*.

## **Identify principles and values of a liberal democracy**

### **Britain**

[United Kingdom](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

[United Kingdom: Influence and Relations](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

"[United Kingdom](#)." *Worldmark Encyclopedia of the Nations*. Ed. Timothy L. Gall and Derek M. Gleason. 13th ed. Detroit: Gale, 2012. *Canada in Context*.

"United Kingdom." *Britannica School*, Encyclopædia Britannica, 22 Dec. 2016.

"[United Kingdom](#)." *Culturegrams*.

Website: "[United Kingdom](#)." *The World Factbook*. Central Intelligence Agency.

Article: "[Labour, Halted and Hollowed out](#)." *New Statesman*, vol. 145, no. 5333, 23 Sept. 2016, pp. 31-33. *Academic OneFile*.

Article: "[The New Fault Lines. \(Cover Story\)](#)." *New Statesman*, vol. 146, no. 5348, 06 Jan. 2017, pp. 24-33. *Academic OneFile*.

Article: "[The Strange Death of Liberal Politics](#)." *New Statesman*, vol. 145, no. 5321, 01 July. 2017, pp. 26-30. *Academic OneFile*.

## North Korea

[North Korea \(DPRK\)](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

[North Korea](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

[North Korea: Famine and International Aid](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

"[North Korea](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*. Web. 9 Mar. 2017.

"[North Korea: Famine and International Aid](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

"[Korea, Democratic People's Republic of \(DPRK\)](#)." *Worldmark Encyclopedia of the Nations*. Ed. Timothy L. Gall and Derek M. Gleason. 13th ed. Detroit: Gale, 2012. *Canada in Context*.

"[Democratic People's Republic of Korea](#)." *Gale Encyclopedia of World History: Governments*. Detroit: Gale, 2009. *Canada in Context*.

"[North Korea and its quest for autonomy](#)." *Pacific Affairs* 87.4 (2014): 765. *Canada in Context*.

Article: "[North Korea's historic drought expected to cause famine, U.N. says](#)." *CNN Wire* 26 June 2015. *Global Issues in Context*.

Article: "[Famine: Political Considerations](#)." *Food: In Context*. Ed. Brenda Wilmoth Lerner and K. Lee Lerner. Vol. 1. Detroit: Gale, 2011. 271-274. In Context Series. *Global Issues in Context*.

Article: "[Fresh Wineskins for New Wine: A New Perspective on North Korean Christianity](#)." *Journal of Church & State*, vol. 48, no. 3, Summer 2006, p. 659. *Academic OneFile*.

## **Examine political and economic systems:**

### **Canada**

[Canada](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

[Canada](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

"[Canada](#)." *Gale Canada in Context*. Detroit: Gale, 2016. *Canada in Context*.

"[Canada](#)." *CultureGrams Online Edition*, ProQuest, 2017.

"[The Canadian Economic System](#)." *Gale Canada in Context*. Detroit: Gale, 2012. *Canada in Context*.

"[Government of Canada](#)." *Gale Canada in Context*. Detroit: Gale, 2016. *Canada in Context*.

"[The Economy of Canada](#)." *Gale Canada in Context*. Detroit: Gale, 2007. *Canada in Context*.

"[Foreign Affairs of Canada](#)." *Gale Canada in Context*. Detroit: Gale, 2016. *Canada in Context*.

Article: "[Grading the federal government on health care](#)." *CMAJ: Canadian Medical Association Journal* 9 Jan. 2017: E37. *Canada in Context*.

Article: "[Freedom 75? Inadequate savings, shifting demographics are changing the dynamics as older employees remain in the workforce](#)." *Benefits Canada* Jan. 2017: 17+. *Canada in Context*.

Article: "[In Canada, things are just as bad](#)." *New York Times* 6 Feb. 2017: NA(L). *Global Issues in Context*.

Article: "[Canada: Country outlook](#)." *Economist Intelligence Unit: Country ViewsWire* 1 Feb. 2017. *Global Issues in Context*.

Article: "[Canada, Leading the Free World](#)." *New York Times* 5 Feb. 2017: 9(L). *Global Issues in Context*.

Article: "[Transforming Provincial Politics: The Political Economy of Canada's Provinces and Territories in the Neoliberal Era](#)." *BC Studies*, no. 192, Winter2016/2017, pp. 170-172. *Academic OneFile*.

CBC News In Review: [The Niqab Debate: A Canadian Election Firestorm](#) (Dec. 2015). *CBC News in Review*.

## **Nunavut**

"[Establishment of Nunavut, a New Territory in Canada's Arctic Regions, April 1, 1999](#)." *Historic World Events*. Detroit: Gale, 2004. *World History in Context*.

"[Canada Creates the Territory of Nunavut: April 1, 1999](#)." *Global Events: Milestone Events Throughout History*. Ed. Jennifer Stock. Vol. 6: North America. Farmington Hills, MI: Gale, 2014. *Global Issues in Context*.

"[Nunavut](#)." *Worldmark Encyclopedia of the Canadian Provinces Online*. Detroit: Gale, 2008. *World History in Context*.

"[Nunavut: Government](#)." *CultureGrams Online Edition*, ProQuest, 2017.

"[Nunavut: Population](#)." *CultureGrams* Online Edition, ProQuest, 2017.

"[Nunavut: The Dream of Nunavut](#)." *CultureGrams* Online Edition, ProQuest, 2017.

"[Nunavut](#)." *CultureGrams* Online Edition, ProQuest, 2017.

"[Nunavut: Environmental Issues](#)." *CultureGrams* Online Edition, ProQuest, 2017.

"[Nunavut: Resources and Industries](#)." *CultureGrams* Online Edition, ProQuest, 2017.

Article: "[Orthodontic odysseys: an acute lack of dental care in the North means 465 flights a year to get braces fitted and tightened](#)." *Maclean's* 26 Sept. 2016: 27. *Global Issues in Context*.

Article: "[Cultural tourism in Nunavut](#)." *Arctic* 66.1 (2013): iii+. *Global Issues in Context*.

Article: "[Community voices: perspectives on renewable energy in Nunavut](#)." *Arctic* 66.1 (2013): 94+. *Global Issues in Context*.

Article: "[No education. No jobs. No hope: If 87 people killed themselves every week in Toronto, we'd do something about it, says GORDON GIBSON. So why are we ignoring a disaster on the same scale in Nunavut?](#)" *Globe & Mail* [Toronto, Canada] 1 Feb. 2007: A15. *Global Issues in Context*.

Article: "[People of the Arctic: Use them or lose them](#)." *Globe & Mail* [Toronto, Canada] 31 Mar. 2009: A17. *Global Issues in Context*.

Article: "[Why language holds the answer for Nunavut](#)." *Globe & Mail* [Toronto, Canada] 11 Apr. 2006: A17. *Global Issues in Context*.

Article: "[Nunavut Is Still a Colony. We Should Act in Solidarity to End Its Deprivation](#)." *Canadian Dimension*, vol. 49, no. 1, Jan/Feb2015, pp. 18-21. *Academic OneFile*.

Article: "[Nunavut's economic dreams are icebound](#)." *Globe & Mail* [Toronto, Canada] 21 Oct. 2009: A21. *Global Issues in Context*.

## **United States**

[United States](#): *Global Issues in Context*: Topic/definition page contains links

to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

[American Government](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

"[United States](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

"[United States](#)." *Worldmark Encyclopedia of the Nations*. Ed. Timothy L. Gall and Derek M. Gleason. 13th ed. Detroit: Gale, 2012. *Canada in Context*.

"United States." *Britannica School*, Encyclopædia Britannica, 27 Jan. 2017.

"[United States of America](#)." *Gale Encyclopedia of World History: Governments*. Detroit: Gale, 2009. *Canada in Context*.

"[Americans](#)." *Worldmark Encyclopedia of Cultures and Daily Life*. Ed. Timothy L. Gall and Jeneen Hobby. 2nd ed. Vol. 2: Americas. Detroit: Gale, 2009. 38-47. *Canada in Context*.

"[American Government](#)." *Gale Student Resources in Context*. Detroit: Gale, 2016. *Canada in Context*.

"[Civil Rights Acts](#)." *Encyclopedia of Race and Racism*. Ed. Patrick L. Mason. 2nd ed. Vol. 1. Detroit: Macmillan Reference USA, 2013. 401-406. *Global Issues in Context*.

Website: "[United States](#)." *The World Factbook*. Central Intelligence Agency. *Britannica School*, Encyclopædia Britannica.

Website: "[United States](#)." *GlobalEDGE*. Michigan State University. *Britannica School*, Encyclopædia Britannica.

Article: "[The Nineteenth Amendment Grants Women Full Suffrage: August 18, 1920](#)." *Global Events: Milestone Events Throughout History*. Ed. Jennifer Stock. Vol. 6: North America. Farmington Hills, MI: Gale, 2014. *Global Issues in Context*.

Article: "[The Heart Beat](#)". (Cover Story)." *America*, vol. 215, no. 16, 14 Nov. 2016, pp. 15-20. *Academic OneFile*.

Article: "[Free Óscar López Rivera!: News Coverage of United States Domestic Human Rights Issues](#)." *Centro Journal*, vol. 28, no. 2, Fall2016, p. 68. *Academic OneFile*.

Video: "[Civil Rights & Liberties: Crash Course Government #23](#)." *YouTube*. American Bill of Rights.

## Iran

[Iran](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

[Iran](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

[Iran Civil Crisis](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

[Iranian Revolution](#): *World History in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

[Iran Revolution Lingerin Issues](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

"[Iran Election Crisis](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

"[Iran](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

"Iran." *Britannica School*, Encyclopædia Britannica, 12 Sep. 2016.

"[Iran](#)." *Worldmark Encyclopedia of the Nations*. Ed. Timothy L. Gall and Derek M. Gleason. 13th ed. Detroit: Gale, 2012. *Canada in Context*.

"[Iran](#)." *Proquest CultureGrams*.

"[Democracy in the Middle East](#)." *Gale Student Resources in Context*. Detroit: Gale, 2016. *Canada in Context*.

"[Kurdish Conflicts](#)." *Worldmark Modern Conflict and Diplomacy*. Ed. Elizabeth P. Manar. Vol. 2: Japanese Invasion of China to Yugoslav Wars. Detroit: Gale, 2014. 349-354. *Global Issues in Context*.

Website: "[Iran](#)." *CIA World Factbook*. *Britannica School*, Encyclopædia Britannica.

Website: "[Maps of the World: Iran](#)." *Maps of the World*. *Britannica School*, Encyclopædia Britannica.

"[Iran: Country outlook](#)." *Economist Intelligence Unit: Country ViewsWire* 21 Feb. 2017. *Global Issues in Context*.

"[Iran: Country fact sheet](#)." *Economist Intelligence Unit: Country ViewsWire* 20 Feb. 2017. *Global Issues in Context*.

Article: "[Untimely Death of an Iranian Pragmatist](#)." *New York Times* 10 Jan. 2017: A20(L). *Global Issues in Context*.

Article: "[Iran's Regime of Religion](#)." *Journal of International Affairs*, vol. 65, no. 1, Fall/Winter2011, p. 131. *Academic OneFile*.

Article: "[The larger test on Iran](#)." *Washington Post* 4 Feb. 2017. *Global Issues in Context*.

Article: "[The Contribution of Islam to a Global Ethic](#)." *Middle East Conflict*. 2nd ed. Vol. 3: Primary Sources. Detroit: UXL, 2012. 179-188. *Global Issues in Context*.

Article: "[Thousands of Iranians display rare protest over economy](#)." *Globe & Mail* [Toronto, Canada] 2 Oct. 2012: A12. *Canada in Context*.

Article: "[Peace message in Iran's election](#)." *Christian Science Monitor* 29 Feb. 2016. *Global Issues in Context*.

Article: "[Who's in charge? Iranian politics after the nuclear deal](#)." *The Economist* 28 May 2016: 40(US). *World History in Context*.

Article: "[Iraqi women in conditions of war and occupation](#)." *Arab Studies Quarterly* 36.3 (2014): 260+. *World History in Context*.



Article: "[Production sector leading Iran into water crisis.](#)" *TREND News Agency* 29 Sept. 2015. *Global Issues in Context*.

Article: "[Taking on Iran: to begin with, scrap the nuclear deal.](#)" *National Review* 31 Dec. 2016: 28+. *Global Issues in Context*.

Statistics: "[Iran's Nuclear Facilities.](#)" *MCT Graphics Service*. 2012. *Global Issues in Context*.

## France

[France](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

[France](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

[France Since 1945](#): *World History in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

"[France since 1945.](#)" *Historic World Events*. Detroit: Gale, 2014. *World History in Context*.

"[France.](#)" *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

"France." *Britannica School*, Encyclopædia Britannica, 7 Dec. 2016.

"[France.](#)" *Worldmark Encyclopedia of the Nations*. Ed. Timothy L. Gall and Derek M. Gleason. 13th ed. Detroit: Gale, 2012. *Canada in Context*.

Website: "[Official Site of the Embassy of France in the United States.](#)" *Britannica School*, Encyclopædia Britannica.

Website: "[Official Site of the Embassy of France in the United Kingdom.](#)" *Britannica School*, Encyclopædia Britannica.

Website: "[France.](#)" *CIA World Factbook*. Central Intelligence Agency. *Britannica School*, Encyclopædia Britannica.

Website: "[France Government Web Site.](#)" *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

Website: "[World Health Organization Country Profile: France](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

Article: "[France's Deluded President](#)." *New Statesman*, vol. 145, no. 5340, 11 Nov. 2016, pp. 28-33. *Academic OneFile*.

Article: "[France, at a loss without a struggle](#)." *New York Times* 11 Feb. 2017: NA(L). *Global Issues in Context*.

Article: "[Constitution of France](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

Article: "[Keeping the Kremlin Out of French Elections](#)." *New York Times* 18 Feb. 2017: A20(L). *Global Issues in Context*.

Article: "[France business: Less miserable](#)." *Economist Intelligence Unit: Country ViewsWire* 28 Feb. 2017. *Global Issues in Context*.

Article: "'[ALL of FRANCE IS SUFFERING](#)'". (Cover Story)." *Maclean's*, vol. 128, no. 47, 30 Nov. 2015, pp. 14-19. *Academic OneFile*.

Article: "[France: Country outlook](#)." *Economist Intelligence Unit: Country ViewsWire* 8 Feb. 2017. *Global Issues in Context*.

Article: "[France politics: The foreign policy positions of the leading candidates](#)." *Economist Intelligence Unit: Country ViewsWire* 3 Mar. 2017. *Global Issues in Context*.

## **Zimbabwe**

[Zimbabwe](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

[Zimbabwe](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

"[Zimbabwe](#)." *CultureGrams Online Edition*, ProQuest, 2017.

"[Zimbabwe: Economy](#)." *CultureGrams Online Edition*, ProQuest, 2017.

"[Zimbabwe: Education](#)." *CultureGrams Online Edition*, ProQuest, 2017.

"[Zimbabwe: Health](#)." *CultureGrams Online Edition*, ProQuest, 2017.

"[Zimbabwe: Language](#)." *CultureGrams* Online Edition, ProQuest, 2017.

"[Zimbabwe: Population](#)." *CultureGrams* Online Edition, ProQuest, 2017.

"[Zimbabwe: Transportation and Communications](#)." *CultureGrams* Online Edition, ProQuest, 2017.

Article: "[Zimbabwe politics: Why widows get evicted](#)." *Economist Intelligence Unit: Country ViewsWire* 28 Jan. 2017. *Global Issues in Context*.

Article: "[All Indications Are Zimbabwe Is Ready to Roll in 2017](#) [editorial]." *Africa News Service* 7 Dec. 2016. *Global Issues in Context*.

Article: "[Hope for Zimbabwe But Big Changes Needed](#) [guest column]." *Africa News Service* 18 Oct. 2016. *Global Issues in Context*.

Article: "[Robert Mugabe Becomes the First Prime Minister of Zimbabwe: April 18, 1980](#)." *Global Events: Milestone Events Throughout History*. Ed. Jennifer Stock. Vol. 1: Africa. Farmington Hills, MI: Gale, 2014. *Global Issues in Context*.

Article: "[Zimbabwe politics: Quick View - Seven founder members of ZPF expelled from party](#)." *Economist Intelligence Unit: Country ViewsWire* 21 Feb. 2017. *Global Issues in Context*.

Article: "[Southern African Nation Of Zimbabwe Is In An Economic Tailspin](#)." *Morning Edition* 11 Oct. 2016. *Global Issues in Context*.

Article: "[Can Zimbabwe's Currency Gambit Succeed?](#)." *African Business*, no. 437, Jan. 2017, p. 76. *Academic OneFile*.

## **India**

[India](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

[India](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

[India Caste Conflict](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and

websites.

"[India](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

"India." *Britannica School*, Encyclopædia Britannica, 22 Jun. 2016.

Website: "[India](#)." *CIA Factbook*. *Britannica School*, Encyclopædia Britannica.

Website: "[India](#)." *GlobalEDGE*. *Michigan State University*.

Website: "[India](#)." *Maps of the World*. *Britannica School*, Encyclopædia Britannica.

Article: "[India economy: A facelift for rural India](#)." *Economist Intelligence Unit: Country ViewsWire* 7 Feb. 2017. *Global Issues in Context*.

Article: "[Punished by Government, Greenpeace India Vows to Carry On](#)." *New York Times* 5 Sept. 2015: A5(L). *Global Issues in Context*.

Article: "[Modi's India: caste, inequality, and the rise of Hindu nationalism: caste and social inequality persist in modern India, but the poor are now political in a way unheard of in the first several decades after independence](#)." *The Wilson Quarterly* 39.3 (2015). *Global Issues in Context*.

Article: "[India: clean water and environmental sanitation for the rural population](#)." *African Journal of Food, Agriculture, Nutrition and Development* 15.5 (2015). *Global Issues in Context*.

Article: "[India politics: Country or continent?](#)" *Economist Intelligence Unit: Country ViewsWire* 11 Feb. 2017. *Global Issues in Context*.

Article: "[Feminizing responsibility? Women's 'invisible' labor and sub-contracted production in South India](#)." *Journal of International Women's Studies* 18.1 (2016): 33+. *Global Issues in Context*.

Article: "[Govt soft on human rights commitment](#)." *Kathmandu Post* [Kathmandu, Nepal] 15 Dec. 2010. *Global Issues in Context*.

Article: "[Human rights issues of minorities in contemporary India: a concise analysis](#)." *Journal of Third World Studies* 29.1 (2012): 203+. *Global Issues in Context*.

Article: "[Prevention of sexual harassment of women in the workplace:](#)

[seeking gender equality at work in India.](#)" *Journal of International Women's Studies* 18.1 (2016): 104+. *Global Issues in Context*.

Interview: "[India's Caste System: A Panacea for Peace or Conflict?](#)" *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

## Japan

[Japan](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

[Japan](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

[Japan Since 1945](#): *World History in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

"[Japan since 1945](#)." *Historic World Events*. Detroit: Gale, 2014. *World History in Context*.

"[Japan since 1945 Update](#)." *Gale World History in Context*. Detroit: Gale, 2017. *World History in Context*.

"Japan." *Britannica School*, Encyclopædia Britannica, 17 May. 2016.

"[Japan](#)." *ProQuest CultureGrams*.  
Scroll down to view information.

"[Japan: Government](#)." *CultureGrams Online Edition*, ProQuest, 2017.

"[Japan: Economy](#)." *CultureGrams Online Edition*, ProQuest, 2017.

"[Japanese Labor After World War II](#)." *St. James Encyclopedia of Labor History Worldwide*. Ed. Neil Schlager. Vol. 1. Detroit: St. James Press, 2004. 493-495. *World History in Context*.

Website: "[Ministry of the Environment—Government of Japan](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

Website: "[Japan.](#)" *CIA The World Factbook. Britannica School, Encyclopædia Britannica.*

Website: "[Ministry of the Environment—Government of Japan.](#)" *Global Issues in Context Online Collection.* Farmington Hills, MI: Gale, 2016. *Global Issues in Context.*

Website: "[World Health Organization Country Profile: Japan.](#)" *Global Issues in Context Online Collection.* Farmington Hills, MI: Gale, 2016. *Global Issues in Context.*

Website: "[Japan.](#)" *GlobalEDGE. Michigan State University. Britannica School, Encyclopædia Britannica.*

Website: "[Japan Statistics Bureau and Statistics Center.](#)" *Global Issues in Context Online Collection.* Farmington Hills, MI: Gale, 2016. *Global Issues in Context.*

Website: "[National Institute for Environmental Studies, Asian Environmental Research Group, Research ...](#)" *Global Issues in Context Online Collection.* Farmington Hills, MI: Gale, 2016. *Global Issues in Context.*

Website: "[The World Bank Profile: Japan.](#)" *The World Bank, The World Bank Group, 2019.*

Document: "The Constitution of Japan, 1946." *Britannica School, Encyclopædia Britannica, 17 May. 2016.*

Article: "[The politics of uncertainty in Japan.](#)" *Behind the Headlines* Spring 2004: 1+. *World History in Context.*

Article: "[Nuclear energy policy issues in Japan after the Fukushima nuclear accident.](#)" *Asian Perspective* 39.4 (2015): 591+. *Global Issues in Context.*

Article: "[After Fukushima: a survey of corruption in the global nuclear power industry.](#)" *Asian Perspective* 37.4 (2013): 475+. *Global Issues in Context.*

Article: "[Andrew Gordon, The Wages of Influence: Labor and Management in Postwar Japan.](#)" *Labour/Le Travail* 45 (2000): 337+. *World History in Context.*

Article: "[Japan's existential crisis: Suddenly, a country deeply wedded to pacifism is asking whether it must prepare itself for war.](#)" *Globe & Mail* [Toronto, Canada] 19 Dec. 2016: A13. *Global Issues in Context.*

Article: "[A negative-sum game; Demography in Japan.](#)" *The Economist* 7 Jan. 2017: 28(US). *Global Issues in Context*.

Article: "[Women Are Making Their Voices Heard In Male-Dominated Japanese Politics.](#)" *Morning Edition* 13 Jan. 2017. *Global Issues in Context*.

Article: "[Fitter, Happier, More Productive.](#)" *New Statesman*, vol. 146, no. 5355, 24 Feb. 2017, pp. 16-17. *Academic OneFile*.

## Sweden

[Sweden](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

[Sweden](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

"[Sweden](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

"[Sweden](#)." *ProQuest CultureGrams*.  
Scroll down the webpage to locate the information.

"[Sweden: Economy](#)." *CultureGrams Online Edition*, ProQuest, 2017.

"[Sweden: Government](#)." *CultureGrams Online Edition*, ProQuest, 2017.

Article: "[The far right is on the rise in Sweden ' and this time we can\(tm\)t just blame inequality.](#)" *Independent* [London, England] 24 Nov. 2016: 37. *Global Issues in Context*.

Article: "[Fascism is in our midst and we must stand up to its threat.](#)" *Herald* [Glasgow, Scotland], 18 Nov. 2016, p. 15. *Global Issues in Context*.

Article: "[Paradise Lost; A crush of refugees is forcing Sweden to rethink priorities.](#)" *Times* [London, England] 25 Feb. 2017: 27. *Global Issues in Context*.

Article: "[Sweden's Fraying Tolerance.](#)" *New York Times* 17 Sept. 2014: NA(L). *Global Issues in Context*.

Website: "[Sweden Government Web Site](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

Website: "[Constitution of Sweden](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

Website: "[The World Bank Profile: Sweden](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

Website: "[World Health Organization Country Profile: Sweden](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

## **Russia**

[Russia](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

[Russia](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

[Russians](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

[Russia: Renewed Power and Influence](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

"[Russia's Renewed Power and Influence](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

"[Russians](#)." *Junior Worldmark Encyclopedia of World Cultures*. Ed. Timothy L. Gall and Susan Bevan Gall. 2nd ed. Vol. 7. Detroit: UXL, 2012. 241-253. *Canada in Context*.

"[Russia](#)." *Worldmark Encyclopedia of the Nations*. Ed. Timothy L. Gall and Derek M. Gleason. 13th ed. Detroit: Gale, 2012. *Canada in Context*.

"[Russia](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

"[Russian Federation](#)." *Gale Encyclopedia of World History: Governments*. Detroit: Gale, 2009. *Canada in Context*.



"Russia." *Britannica School*, Encyclopædia Britannica, 19 Aug. 2016.

Website: "[Russia](#)." *The World Factbook*. Central Intelligence Agency. *Britannica School*, Encyclopædia Britannica.

Website: "[Official Site of the Embassy of Russian Federation in Washington, D.C.](#)" *Embassy of Russian Federation, Washington, D.C.* *Britannica School*, Encyclopædia Britannica.

Website: "[Russia](#)." *Maps of the World*. *Britannica School*, Encyclopædia Britannica.

Website: "[Russia](#)." *GlobalEDGE*. Michigan State University. *Britannica School*, Encyclopædia Britannica.

Website: "[Constitution of Russia](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

Website: "[Let's See What the BRICS Teach Us About Urbanization and Economic Growth](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

This interactive feature from the International Institute for Environment and Development compares the incomes in BRICS countries to the amount of urbanization in those countries.

Website: "[Russian Government Web Site](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

Website: "[The World Bank Profile: Russia](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

Website: "[World Health Organization Country Profile: Russia](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

Article: "[Crime and Punishment; Russia has been held responsible for the murder of Alexander Litvinenko. Britain must now ensure that Moscow pays the price](#)." *Times* [London, England] 22 Jan. 2016: 21. *Global Issues in Context*.

Article: "[Russia's great power game](#)." *Al Jazeera America* 17 Nov. 2015. *Global Issues in Context*.

Article: "[Russia Moves to Soften Domestic Violence Law](#)." *New York Times* 26 Jan. 2017: A7(L). *World History in Context*.

Article: "[After Fukushima: a survey of corruption in the global nuclear power industry.](#)" *Asian Perspective* 37.4 (2013): 475+. *Global Issues in Context*.

Article: "[Prelude to a purge; Repression in Russia.](#)" *The Economist* 2 July 2016: 46(US). *Global Issues in Context*.

Article: "[Key factors of foreign trade competitiveness: Comparison of the EU and brics by factor and cluster analysis.](#)" *Society and Economy: Journal of the Corvinus University of Budapest* 38.3 (2016): 295+. *Global Issues in Context*.

"[Russia: Country outlook.](#)" *Economist Intelligence Unit: Country ViewsWire* 21 Feb. 2017. *Global Issues in Context*.

"[Russia: Country fact sheet.](#)" *Economist Intelligence Unit: Country ViewsWire* 21 Feb. 2017. *Global Issues in Context*.

## **China**

[China: Canada in Context](#): Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

[China Since 1949: World History in Context](#): Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

[China International Influence and Relations: Global Issues in Context](#): Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

[China: Climate Change and Energy Policies: Global Issues in Context](#): Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

[Uighur Conflict in China: Global Issues in Context](#): Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

"[Uighur Conflict in China.](#)" *Global Issues in Context Online Collection*.

Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

"[China: International Influence and Relations](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

"[China, People's Republic of](#)." *Encyclopedia of Asian History*. Charles Scribner's Sons, 1988. *World History in Context*.

"[China Since 1949 Update](#)." *Gale World History in Context*. Detroit: Gale, 2017. *World History in Context*.

"[China](#)." *Worldmark Encyclopedia of the Nations*. Ed. Timothy L. Gall and Derek M. Gleason. 13th ed. Detroit: Gale, 2012. *Canada in Context*.

"China." *Britannica School*, Encyclopædia Britannica, 8 Dec. 2016.

"[China: Climate Change and Energy Policies](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

"[Hong Kong's Umbrella Revolution](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*

Website: "[China](#)." *World Factbook*. CIA. *Britannica School*, Encyclopædia Britannica.

Website: "[Official Site of the Embassy of the People's Republic of China in the United Kingdom of Great Britain and Northern Ireland](#)." *Embassy of the People's Republic of China*. *Britannica School*, Encyclopædia Britannica.

Website: "[China](#)." *GlobalEDGE*. Michigan State University. *Britannica School*, Encyclopædia Britannica.

Website: "[China](#)." *World Health Organization*. *Britannica School*, Encyclopædia Britannica.

## **Cuba**

[Cuba](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

[Cuba](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

Cuba: *World History in Context*: Topic/definition page contains links to featured content, reference, biographies, images, news, videos, academic journals, magazine articles, and websites.

Cuba Post-Castro: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

"Cuba Post-Castro." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

"Cuba." *Britannica School*, Encyclopædia Britannica, 1 Nov. 2016.

"Cuba." *Countries and Their Cultures*. Ed. Carol R. Ember and Melvin Ember. Vol. 1. New York: Macmillan Reference USA, 2001. 573-588. *World History in Context*.

"Cuba." *Worldmark Encyclopedia of the Nations*. Ed. Timothy L. Gall and Derek M. Gleason. 13th ed. Detroit: Gale, 2012. *Canada in Context*.

"Republic of Cuba." *Gale Encyclopedia of World History: Governments*. Detroit: Gale, 2009. *Canada in Context*.

Website: "Cuba." *Central Intelligence Agency. The World Factbook. Britannica School, Encyclopædia Britannica*.

Website: "Cuba." *GlobalEDGE. Michigan State University. Britannica School, Encyclopædia Britannica*.

Website: "Cuba Central Bank of Cuba." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

Website: "Constitution of Cuba." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

Website: "Open Democracy Russia on Cuba." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

Website: "World Health Organization Country Profile: Cuba." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

Website: "Transnational Institute on Post-Castro Cuba." *Global Issues in*

*Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

Article: "[The new fight: Cuba and the movement for democracy.](#)" *World Affairs* 178.4 (2016): 38+. *World History in Context*.

Article: "[The New Cuba policy: fallacies and implications.](#)" *World Affairs* 178.3 (2015): 19+. *World History in Context*.

Article: "[Cuba: Was Cuba an Independent Participant in World Politics?](#)" *History in Dispute*. Ed. Dennis Showalter and Paul du Quenoy. Vol. 6: The Cold War: Second Series. Detroit: St. James Press, 2000. 63-69. *World History in Context*.

Article: "[Viva La Revolucion Energetica: in two short years, energy-smart Cuba has bolted past every country on the planet.](#)" *Alternatives Journal* 34.5-6 (2008): 22+. *Canada in Context*.

Article: "[Free Internet, Free Cuba: How Easing U.S. Sanctions and a Havana Google Internet Café May Transform Cuba's Telecommunications and Internet Industries.](#)" *Florida Bar Journal*, vol. 90, no. 10, Dec. 2016, p. 16. *Academic OneFile*.

Article: "[Crashing into Cuba.](#)" *Inc*, vol. 39, no. 1, Feb. 2017, pp. 82-91. *Academic OneFile*.

Article: "[Cuba wants more babies, so it's giving parental leave to grandparents, too.](#)" *Washington Post* 10 Feb. 2017. *Global Issues in Context*.

Article: "[Cuban Pragmatism, a People's Victory](#) [editorial]." *Africa News Service* 3 July 2015. *Global Issues in Context*.

Article: "[The US and Cuba: a lesson in what peace can do for economies.](#)" *Independent* [London, England] 22 July 2015: 27. *Global Issues in Context*.

Article: "[Health consequences of Cuba's Special Period.](#)" *CMAJ: Canadian Medical Association Journal* 29 July 2008: 257. *Canada in Context*.

Article: "[Cuba's big bet.](#)" *New Internationalist* Oct. 2014: 22+. *Canada in Context*.

Article: "[Cuba: state of the arts.](#)" *NACLA Report on the Americas* 46.2 (2013): 62+. *Global Issues in Context*.

Article: "[What Obama's New Cuba policy means for the rest of the Americas: while Washington won't be able to break apart Latin America's 'pink tide,' its new stance on Cuba is a test case for reasserting U.S. hegemony in the Western Hemisphere.](#)" *NACLA Report on the Americas* 47.4 (2014): 4+. *Global Issues in Context*.

Article: "[Feature: Cubans enjoy free Internet service at home in pilot program.](#)" *Xinhua News Agency* 29 Dec. 2016. *Global Issues in Context*.

## Venezuela

[Venezuela](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

[Venezuela](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

[Venezuela's Hugo Chávez's Influence in the Americas](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

"[Venezuela](#)." *Worldmark Encyclopedia of the Nations*. Ed. Timothy L. Gall and Derek M. Gleason. 13th ed. Detroit: Gale, 2012. *Canada in Context*.

"Venezuela." *Britannica School*, Encyclopædia Britannica, 8 Feb. 2017.

Article: "[Politics and church in Venezuela: perspectives and horizons.](#)" *Theological Studies* 70.1 (2009): 192+. *World History in Context*.

Article: "[Venezuela: The Character, Crisis, and Possible Future of Democracy.](#)" *World Affairs* 161.3 (1999): 123. *World History in Context*.

Article: "[Venezuela: New Military Populism.](#)" *History Behind the Headlines: The Origins of Conflicts Worldwide*. Ed. Sonia G. Benson, Nancy Matuszak, and Meghan Appel O'Meara. Vol. 1. Detroit: Gale, 2001. *Canada in Context*.

Article: "[Power Changes Hands in Venezuela after March 5, 2013, Death of Hugo Chavez.](#)" *Historic World Events*. Detroit: Gale, 2014. *Canada in Context*.

Article: "[Venezuela at a tipping point.](#)" *Canadian Dimension* July-Aug. 2014: 14+. *Canada in Context*.

Article: "[Venezuela: the political crisis of post-chavismo.](#)" *Social Justice* 40.4 (2014): 68+. *Canada in Context*.

Article: "[Ignorant mobs or rational actors? Understanding support for Venezuela's 'Bolivarian Revolution'.](#)" *Political Science Quarterly* 130.2 (2015): 319+. *Canada in Context*.

Article: "[Venezuela 1999-2014: macro-policy, oil governance and economic performance.](#)" *Comparative Economic Studies* 57.3 (2015): 539+. *Global Issues in Context*.

Article: "[What was created? What remains?](#)" *NACLA Report on the Americas* 46.2 (2013): 22+. *Global Issues in Context*.

Article: "[Maduro's dance of disaster; Venezuela.](#)" *The Economist* 28 Jan. 2017: 30(US). *World History in Context*.

Audio: "[As Venezuelans Go Hungry, The Military Is Trafficking In Food.](#)" *All Things Considered* 9 Jan. 2017. *Canada in Context*.

Audio: "[How Venezuela's Economy Collapsed And Led To Political Unrest.](#)" *All Things Considered* 2 Nov. 2016. *Canada in Context*.

Website: "[Venezuela.](#)" *The World Factbook*. Central Intelligence Agency. *Britannica School, Encyclopædia Britannica*.

Website: "[Venezuela.](#)" *The World Bank*. *Encyclopædia Britannica*.

Video: "[As Venezuela Collapses, Children Die of Hunger.](#)" *The New York Times*. 18 December 2017. *World History in Context*.

Video: "[Food Back in Venezuelan Markets but Who Can Afford it?](#)" *AFP News Footage* 26 Oct. 2016. *World History in Context*.

## **South Africa**

[South Africa](#): *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

[South Africa](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and

websites.

Apartheid: *Canada in Context*: Topic/definition page contains links to reference, biographies, news and magazine articles, academic journals, images, primary sources, audio, critical essays and websites.

"South Africa." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

"South Africa." *Worldmark Encyclopedia of the Nations*. Ed. Timothy L. Gall and Derek M. Gleason. 13th ed. Detroit: Gale, 2012. *Canada in Context*.

"South Africa." *Britannica School*, Encyclopædia Britannica, 11 Nov. 2016.

"South Africa." *Worldmark Encyclopedia of Religious Practices*. Ed. Thomas Riggs. 2nd ed. Vol. 4: Countries, Poland to Zimbabwe; Bibliography; Index. Farmington Hills, MI: Gale, 2015. 201-210. *Canada in Context*.

"South Africa's Truth and Reconciliation Commission." *History Behind the Headlines: The Origins of Conflicts Worldwide*. Ed. Sonia G. Benson, Nancy Matuszak, and Meghan Appel O'Meara. Vol. 2. Detroit: Gale, 2001. *Canada in Context*.

Videos: "South Africa." *Britannica School*, Encyclopædia Britannica.

Website: "World Health Organization Country Profile: South Africa." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

Website: "South Africa." The World Factbook. *Central Intelligence Agency. Britannica School, Encyclopædia Britannica, 11 Nov. 2016*.

Website: "Official Site Embassy of South Africa in Switzerland." *Britannica School, Encyclopædia Britannica*.

Website: "Official Site of South Africa." *Britannica School, Encyclopædia Britannica*.

Website: "South Africa." *GlobalEDGE. Michigan State University. Britannica School, Encyclopædia Britannica*.

Article: "Appeal for Action to Stop Repression and Trials in South Africa." *Human and Civil Rights: Essential Primary Sources*. Ed. Adrienne Wilmoth Lerner, Brenda Wilmoth Lerner, and K. Lee Lerner. Detroit: Gale, 2006. 367-



371. *Global Issues in Context*.

Article: "[Educational Investment Towards the Ideal Future: South Africa's Strategic Choices](#)." *South African Journal of Science*, vol. 113, no. 1/2, Jan/Feb2017, p. 10. *Academic OneFile*.

Article: "[Opposition breakthrough puts cracks in ANC's hold on power](#)." *Globe & Mail* [Toronto, Canada] 18 Aug. 2016: A1. *Canada in Context*.

Article: "[In South Africa, Ivanhoe gets a platinum court victory](#)." *Globe & Mail* [Toronto, Canada] 20 Feb. 2017: B1. *Canada in Context*.

### **B. [Balancing Individual and Collective Rights: Critical Challenge](#)**

Participate in a structured discussion to determine the degree to which governments should balance individual and collective rights.

[Free Speech](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

[Human Rights](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

[Religious Freedom](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

"[Demonstrations](#)." *Europe Since 1914: Encyclopedia of the Age of War and Reconstruction*. Ed. John Merriman and Jay Winter. Vol. 2. Detroit: Charles Scribner's Sons, 2006. 814-816. *Global Issues in Context*.

"[Free Speech](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

"[Global Support for Principle of Free Expression, but Opposition to Some Forms of Speech](#)." *Pew Global Attitudes Project*. Washington, DC: Pew Research Center, 2015. *Global Issues in Context*.

"[Human Rights](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2016.

"Human rights." *Britannica School*, Encyclopædia Britannica, 14 Mar. 2016.

"[Indigenous Rights](#)." *International Encyclopedia of the Social Sciences*. Ed. William A. Darity, Jr. 2nd ed. Vol. 3. Detroit: Macmillan Reference USA, 2008. 614-617. *Global Issues in Context*.

"[Religious Freedom](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

"[Social Mobility](#)." *Encyclopedia of Population*. Ed. Paul Demeny and Geoffrey McNicoll. Vol. 2. New York: Macmillan Reference USA, 2003. 906-908. *Global Issues in Context*.

"[Upward Mobility](#)." *International Encyclopedia of the Social Sciences*. Ed. William A. Darity, Jr. 2nd ed. Vol. 8. Detroit: Macmillan Reference USA, 2008. 533-535. *Global Issues in Context*.

### **Primary Source Documents:**

#### **U.S. Bill of Rights:**

"[Bill of Rights](#)." *Britannica School*, Encyclopædia Britannica, 8 Jun. 2012.

[Constitution of the United States: Bill of Rights](#)

#### **Canadian Charter of Rights and Freedoms:**

"[Canadian Charter Of Rights And Freedoms](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2018.

#### **Quebec Charter of Human Rights and Freedoms:**

"[\(Quebec\) Charter Of Human Rights And Freedoms](#)". The Canadian Encyclopedia. Toronto: Historica Canada, 2014.

"[Québec Values Charter](#)." *Britannica School*, Encyclopædia Britannica, 21 Oct. 2016.

[Quebec Charter of Human Rights and Freedoms](#)

#### **War Measures Act: Emergencies Act (Canada):**

"[War Measures Act](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2018.

"[Canada Invokes the War Measures Act against Separatists in Quebec, October 16, 1970](#)." DISCovering World History. Detroit: Gale, 2003. *Canada in Context*.

**Patriot Act (United States):**

"[The Patriot Act](#)." Gale Encyclopedia of U.S. History: Government and Politics. Detroit: Gale, 2009. *Canada in Context*. W

[United States Patriot Act: Preserving Life and Liberty](#)

**Anti-Terrorism Act (Canada)**

"[Anti-Terrorism Act](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2013.

"[Terrorism in Canada](#)." *Gale Canada in Context*. Detroit: Gale, 2009. *Canada in Context*.

[Anti-terrorism Act, 2015](#)

**First Nations, Métis and Inuit Rights**

[Indigenous People's Rights](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

"[Indigenous Peoples' Rights](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

"Native American." *Britannica School*, Encyclopædia Britannica, 4 Oct. 2016.

"[Aboriginal rights in a neoliberal world](#)." *Canadian Dimension* Mar.-Apr. 2008: 22+. *Global Issues in Context*.

"[Rights Of Indigenous Peoples](#)". *The Canadian Encyclopedia*. Toronto: Historica Canada, 2017.

**Examples of responses by national or foreign liberal democracies to the same or similar event:**

[World Trade Centre and Pentagon Attacks](#): *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

"[9/11: Tenth Anniversary](#)." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

### C. Is Liberalism Viable? : Critical Challenge

Identify and rate the impacts of responses to various contemporary issues in order to determine to what extent the responses reflect liberal or nonliberal principles/values.

#### Examples of general categories of issues:

**Environmental concerns** (climate change, air pollution, water shortages, pollution, food safety)

Agriculture and Climate Change: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

Agriculture: Environmental Impact: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

Brazil: Amazon Rain Forest: Destruction and Reforestation: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

Environmental Issues Protests: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

Air Pollution: Transborder: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

Marine Pollution: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

Oil Spills: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

Water Pollution: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

Africa: Climate Change: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

Antarctica Climate Change: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

Climate Change: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

Food Safety and Regulation: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

Food Security: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

Climate Change Impacts on Aboriginal Peoples: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

**Resource use and development** (oil shortages, water shortages)

Sustainable Development: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

Deforestation: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

Oil Prices: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

Water Rights: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

**Debt and poverty** (people living below the poverty line, homelessness)

African Famine Relief: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

Biofuels Impact on Food Prices and World Hunger: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

Debt Burden on Developing Nations: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

Famine and Starvation: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

Famine in Somalia: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

Homelessness: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

Hunger Relief: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

Poverty: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

### **Taxation levels**

"Addressing the Tax Challenges of the Digital Economy." *Global Issues in Context Online Collection*. Farmington Hills, MI: Gale, 2016. *Global Issues in Context*.

### **Racism:**

Racism and Law Enforcement: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

### **Pandemics (HIV/AIDS):**

AIDS/HIV: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

Ebola: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

Pandemics Preparedness: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

World Health Organization: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

## **Terrorism (terrorist attacks; 9/11)**

Terrorism: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

## **Censorship**

Censorship: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

Censorship of the Press: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

## **Natural disasters**

Natural Disasters: International Remediation: *Global Issues in Context*: Topic/definition page contains links to global viewpoints, podcasts, primary sources, videos and images, reference articles, statistics, news and academic journal articles, and websites.

## **Illiberalism(30-1)**

"American illiberalism." *Commentary* Oct. 2016: 6+. *Global Issues in Context*.

"Another victory for illiberalism; Turkey's AK party." *The Economist* 7 Nov. 2015: 48(US). *Global Issues in Context*.

"Harvard's clueless illiberalism." *Washington Post* 12 May 2016. *Global Issues in Context*.

"Illiberalism: the worldwide crisis." *Commentary* July-Aug. 2016: 17+. *Global Issues in Context*.

"Insult to injury; Illiberalism in South Korea." *The Economist* 18 Oct. 2014: 42(US). *Global Issues in Context*.

"The Muslim world: liberals pay the price for Trump and Saudi-supported illiberalism." *Daily News Egypt* [Egypt] 2 Feb. 2017. *Global Issues in Context*. Web. 12 Mar. 2017.

"Playing with fear; Illiberalism." *The Economist* 12 Dec. 2015: 15(US).



*Global Issues in Context.*

"To shout is not to refute: how illiberalism hinders the triumph of reason."  
*National Review* 25 Jan. 2016: 31+. *Global Issues in Context.*

## **Liberalism in a Contemporary World**

2Learn.ca Links:

### Clouds Over Cuba

Listen as the documentary provides audio, video and photo context of what life was like in 1960 in the United States, USSR and Cuba. Further sections explain the seeds of conflict, opening moves, escalation, the brink of war, and ponders what if...?

### Elections Canada: Registered Political Parties and Parties Eligible for Registration

This is Elections Canada; this site lists all of the registered political parties in Canada along with contact information.

### A History of the Vote in Canada

This web site looks at the path to self government in Canada by examining changes in the Canadian political system from 1758 to the present.

### History World: Democracy and Dissent Timeline

For each item in the Democracy and Dissent timeline, you can click on the buttons to have the event more fully described in History World or to do a direct Google search for details on the specific topic. You can also search for related images on the entry. The timeline runs from 508 B.C. to 2009 A.D.

### History World: Terrorism and Assassination Timeline

For each item in the Terrorism and Assassination timeline, you can click on the buttons to have the event more fully described in History World or to do a direct google search for details on the specific topic. You can also search for related images on the entry. The timeline runs from 133 B.C. to 2008...

### The Story of Bottled Water

The Story of Bottled Water describes the environmental and financial impact of using bottled water instead of tap water. This animated documentary is by Annie Leonard and Free Range Studios, the makers of "The Story of Stuff."

### Treaty 8 Territory and Map

Library and Archives Canada provides the details of Treaty 8 with maps, original documents, and related links.

Understanding Canadian Diversity in Alberta: Internments

This web page is part of an Edukit that "provides information, scenarios, and activities on Canadian multiculturalism and diversity including human rights issues, diversity in action and understanding multiple perspectives." This page deals with the War Measures Act as it was applied in WWI and WWII....