

Issues for Canadians – Things to Know (PAT)

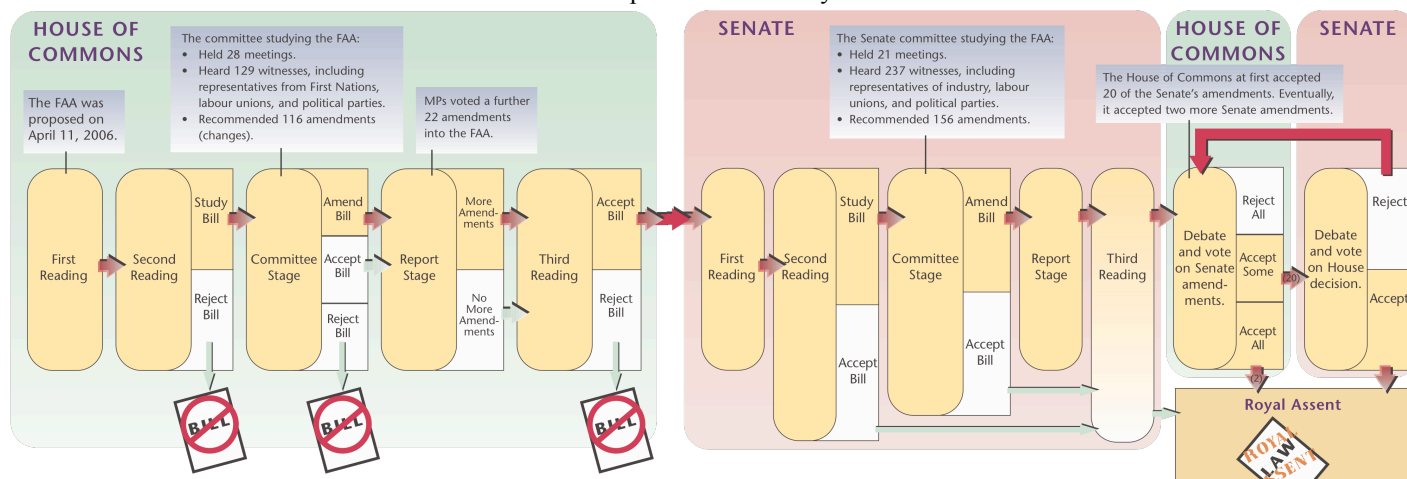
Governance and Rights

Students will:

- ➔ Appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada
- ➔ Appreciate the various effects of government policies on citizenship and on Canadian society
- ➔ Appreciate how emerging issues impact quality of life, citizenship and identity in Canada
- ➔ Examine the structure of Canada's federal political system by exploring and reflecting upon the following questions and issues: (Chapter 1)

🔄 How are laws passed in the federal political system? (Pg 40, 41)

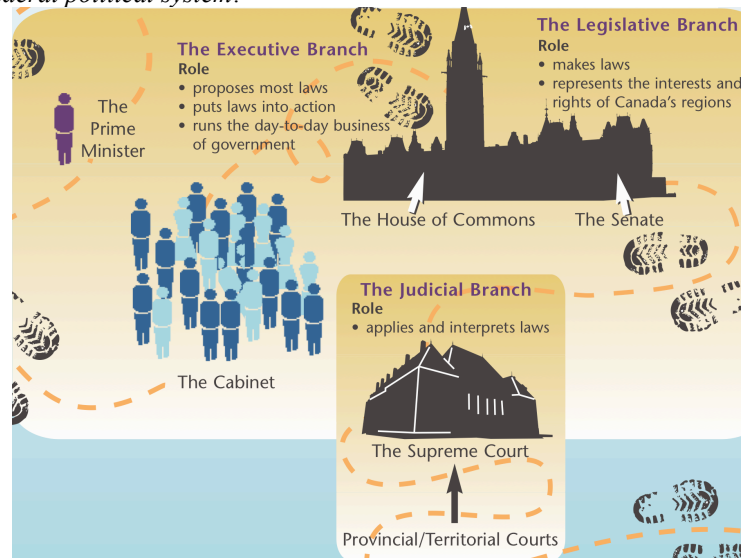
- **Proposal:** A member of the Cabinet suggests a bill to the rest of the Cabinet. If the Cabinet approves then the bill is drafted.
- **Introduction.** A written notice of introduction, by motion, puts a bill on the Parliamentary agenda.
- **First Reading.** First reading of a bill introduces the content of a bill to the Members of Parliament without debate.
- **Second Reading.** This is the most important stage in the passage of a bill for Parliamentarians. The principle and the object of the bill are debated and either accepted or rejected.
- **Parliamentary Committee Stage.** Accepted bills are referred to a committee of Parliamentarians for review. The text is studied piece by piece. The committee may receive testimony from outside witnesses on technical matters and, generally, may make amendments (changes) to any part of a bill before ordering that the bill be reported to the House of Commons.
- **(Report Stage.)** The House reviews bills by considering amendments. The report stage is primarily an opportunity for Members who did not sit on the committee to have their proposed amendments considered before approval by the House. Additional amendments to the bill may be moved, debated and voted on.
- **Third Reading.** This is the last stage in the House of Commons. The bill is debated a final time and voted on. The bill may be referred back to committee for further amendment or reconsideration.
- **(Message).** After a bill is passed by the House of Commons, a message is sent to the Senate requesting that the bill be passed. Senate procedure is similar to that of the House of Commons but the Senate can only delay passage or suggest changes to the House.
- **Royal Assent.** The Governor General on behalf of the Queen must sign the bill. The Royal Assent is given to a bill when the two Houses have passed it in exactly the same form.



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- ➡ What is the relationship between the executive (pg 24), legislative (pg 27) and judicial (pg 35) branches of Canada's federal political system?



- Executive Branch – part of government responsible for putting laws into action (Pg 24)
 - Includes PM and Cabinet
 - PM must be elected as leader of political party, then member of parliament, political party must win most seats in House of Commons
 - Decides what departments/agencies (portfolios) to include in cabinet and chooses cabinet ministers.
 - Cabinet includes people in charge of government department and agencies. Members belong to leading political parties in the House of Commons and are Members of Parliament (MPs) or senators.
 - Proposes most of the ideas that become laws
- Legislative Branch – part of government that makes laws (Pg 27)
 - Includes House of Commons, the Senate, and the governor general.
 - All proceedings are in French & English
 - House of Commons
 - Major law-making body
 - Members of House of Commons debate, study, and vote on laws proposed for Canada, called bills
 - Members of Parliament (MPs) are the members of the House of Commons and are elected by voters
 - MPs represent voters of one riding
 - Political party with the most MPs in the House usually forms the government. Other parties form the opposition.
 - Senate
 - Members are called Senators
 - Not elected, Prime Minister appoints them (usually people that support PM's political party)
 - Members can remain in office until age 75
 - Senators represent interests and rights of Canada's regions and minorities.
 - Can propose laws but usually only looks at those that have gone through the House of Commons
 - Gives careful reconsideration to all legislation proposed in Canada
 - Cannot propose laws that create or spend taxes
 - Can reject bills from the House of Commons
 - Governor General
 - The governor general represents Britain's monarch in Canada, and is part of both the executive

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- and legislative branches of government.
 - Britain's queen or king is the formal head of state in Canada, but does not play an active role in Canada's government.
- Judicial Branch (Pg 35)
 - Includes Canada's courts of law. All members come from legal profession.
 - Supreme Court of Canada is the highest court.
 - Has final word on all legal questions in Canada including rules for making and applying laws
 - Makes sure other branches of government are not abusing their power
 - Interprets and applies all law, including rights of Canadians
 - Main job is to make sure rights of Canadians are respected
- ➞ *What processes are used to determine Members of Parliament (MPs) and Senators?*
 - MPs are elected by voters and they make up the House of Commons
 - Senators are appointed by the Prime Minister to represent their region
- ➞ *To whom are Members of Parliament and Senators accountable?*
 - MPs are accountable to the political party they belong to and their constituents (the people that voted for them)
 - Senators are accountable to the Prime Minister who appointed them and the region and minority they represent.
- ➞ *What is the role of political parties within Canada's federal political system?*
 - Political parties are formally recognized as organizations. They put forward candidates in elections and seek to form the government.
 - Each party develops policies, based on the shared values of its members, to respond to issues.
- ➞ *What is the role of the media in relation to political issues (pg 46)?*
 - To inform Canadians of political issues
 - To provide citizens opportunities to communicate their needs and concerns about political issues
 - However, the media can be biased or influenced and try to persuade citizens views
- ➞ *How do lobby groups impact government decision making (pg 51)?*
 - A lobbyist is someone hired by a group to influence MPs and government officials
 - Lobbyists must register so everyone knows who they are and who they represent
 - Lobbyists provide different perspectives and in-depth expertise on many issues
 - Federal Accountability Act requires lobbyists to record which MPs and government officials they meet with
- ➞ *To what extent do political and legislative processes meet the needs of all Canadians?*
 - Some people involved are elected by voters and therefore represent Canadians
 - Senators are appointed but are selected to represent interests and rights of Canada's regions and minorities
 - Cabinet Ministers control departments and agencies to try to meet the needs of Canadians (health, environment)
 - Judicial branch ensures that things are done lawfully and properly
- ➞ **Analyze the role that citizens and organizations play in Canada's justice system by exploring and reflecting upon the following questions and issues: (Chapter 2)**
 - ➞ *How do citizens and organizations participate in Canada's justice system (i.e., jury duty, knowing the law, advocacy, John Howard Society, Elizabeth Fry Society)?*
 - Jury Duty (pg 79)
 - Anyone 18 and older and a Canadian citizen is eligible for jury duty. Some people are not eligible such as people convicted of some crimes.
 - If summoned for jury duty it is your responsibility to go. This may include you taking time off work, classes or rebooking appointments.
 - Employees have to give time off for jury duty but they do not have to pay you
 - People are excused from jury duty only if they can demonstrate that it would cause them undue hardship.
 - Advocacy Groups (pg 82)
 - John Howard Society & Elizabeth Fry Society
 - They work independently of the government. They try to solve the reasons that crime is happening
 - Provide public education about laws and the justice system, including the Youth Criminal Justice Act.

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- Work with youth and adults who have broken the law to help them return to their communities by doing things like helping them find a job and a place to live. Sometimes they arrange meetings between victims and offenders to help everyone move forward.
- Stand up for the rights of youth and adults accused of crimes
- Call for measures to improve fairness of the justice system for people accused of crimes and those harmed by crime.
- Elizabeth Fry Society focuses on justice issues for women and girls whereas the John Howard Society works with everyone.
- Elders (pg 84)
 - Under the Youth Criminal Justice Act you people can face consequences from Youth Justice Committees.
 - This exist in communities where volunteers agree to work with young offenders
 - Reflects the ideas of sentencing circles sometimes seen with some First Nations Groups
 - The committees act on the idea that breaking a law harms everyone in a community, and that the community must become involved in solutions.

➡ What are citizens' legal roles and their responsibilities?

- Examples of positive roles and responsibilities
 - observing the highway code
 - jury duty
 - knowing the law
 - advocacy; i.e., John Howard Society, Elizabeth Fry Society
 - to obey Canada's laws;
 - to express opinions freely while respecting the rights and freedoms of others;
 - to help others in the community;
 - to care for and protect our heritage and environment; and
 - to eliminate discrimination and injustice.
- Examples of non-positive roles and responsibilities
 - reporting extortion, such as bullying, blackmail
 - reporting vandalism
 - reporting inappropriate use of the Internet

➡ What is the intention of the *Youth Criminal Justice Act*?

- Canada has different legislation for young people and for adults who break the law
- Youth Criminal Justice Act (YCJA) passed by parliament in 2003. Canada has had laws that treat youth different than adults since 1890s. (pg 64)

Youth Criminal Justice Act (Youth Offenders)	Criminal Code of Canada (Adult Offenders)
<p>Deals with 12- to 17- year olds in trouble with the law.</p> <ul style="list-style-type: none"> • Allows some young offenders to face consequences such as counselling and community service. • Prohibits adult sentences for youths 12 to 14 years of age. Allows adult sentences for young people 14 years of age and older who have committed serious crimes. • Protects the privacy of young offenders. News media may not publish their names unless they receive an adult sentence. • Allows most young offenders to avoid a criminal record. 	<p>Deals with adults in trouble with the law.</p> <ul style="list-style-type: none"> • Makes going to court the usual consequence for breaking the law. • Defines adult sentences, which can include long periods of imprisonment for some crimes. • Allows the publication of offenders' names. • Creates a criminal record for most offenders.

- The purpose of the YCJA is to: (pg 70)

<ul style="list-style-type: none"> • prevent crime by addressing the circumstances underlying a young person's offending behaviour, 	<ul style="list-style-type: none"> • For example, a young person may need counselling for alcohol or drug abuse, or help coping with a family situation.
<ul style="list-style-type: none"> • rehabilitate young persons who commit offences and reintegrate them into society, and 	<ul style="list-style-type: none"> • This means providing young offenders with the skills to make positive choices in future, and to help them find positive ways to participate in their community — for example, by joining a sports team or a community-action group.
<ul style="list-style-type: none"> • ensure that a young person is subject to 	<ul style="list-style-type: none"> • For example, if a young person damages

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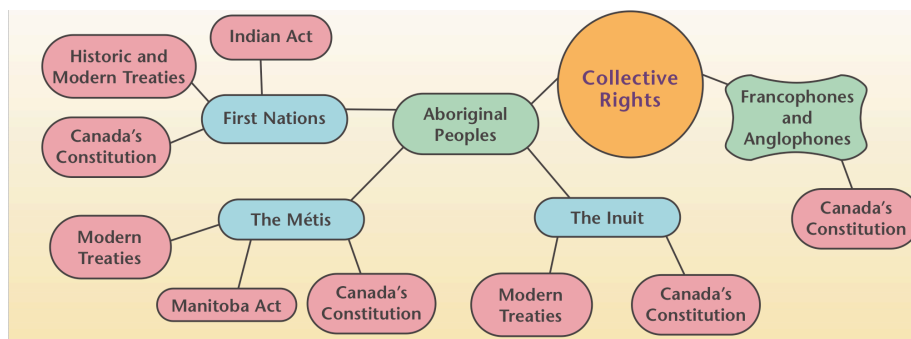
meaningful consequences for his or her offence in order to promote the long-term protection of society.	someone's property, they should explain themselves to the person they wronged, and repair or replace the property.
<ul style="list-style-type: none"> treat young persons differently than adults and recognize their reduced levels of maturity 	<ul style="list-style-type: none"> Young offenders are not as responsible for their actions as adults and should not face the same consequences as adults.

➔ **Assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada by exploring and reflecting upon the following questions and issues: (Chapter 3)**

- In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of individual rights in Canada? (pg 97-98)
 - Fundamental Freedoms
 - Freedom to express your opinions; freedom to choose your own religion; freedom to organize peaceful meetings and demonstrations; freedom to associate with any person or group
 - Democratic Rights
 - Right to vote for members of the House of Commons and of provincial legislatures; right to vote for a new government at least every five years
 - Mobility Rights
 - Right to move anywhere within Canada and to earn a living there; right to enter, stay in, or leave Canada
 - Legal Rights
 - Right to be free of imprisonment, search and seizure without reasons backed by law and evidence; right to a fair and quick public trial by an impartial court that assumes that you are innocent until proven guilty
 - Equality Rights
 - The right to be free of discrimination because of race, national or ethnic origin, religion, gender, age, or mental or physical disability
- How does the Canadian Charter of Rights and Freedoms support individuals in exercising their rights?
 - Allows Canadians to challenge things that they think go against their rights and freedoms
- In what ways has the Canadian Charter of Rights and Freedoms affected conditions in the workplace (i.e., issues of gender, age, race, religion)? (Pg 113-115)
 - Equal opportunity for jobs
 - No discrimination in pay or anything else based on age, gender, race, or religion.
- What is the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens?
 - It is our responsibility to follow the Charter of Rights and Freedoms and use it to support your own rights and freedoms
 - Sometimes they don't go together like with the Anti-Terrorism Act that prevented some people from flying.

➔ **Assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada by exploring and reflecting upon the following questions and issues: (Chapter 4)**

- In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of collective rights in



Canada?

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- Acts, treaties, and laws to recognize groups. It reflects the idea of mutual respect among peoples.
- In what ways does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in minority settings?
- Section 23 of the Charter says that a French-speaking or English speaking minority population of sufficient size in any province has the right to publicly funded schools that serve their language and community.
 - Alberta has 26 publicly funded Francophone schools
- To what extent does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in Québec?
- Bill 101: Charte de la langue française (Charter of the French Language) was passed by the Quebec government in 1977 and set down rules protecting and promoting the use of the French Language in Quebec
 - However, this did not really fit with the Charter so:
 - The law can require signs to use French, but cannot stop the use of English also but it can require the French to be more prominent than the English
 - Francophone parent cannot educate their children in Anglophone schools in Quebec, since this violates the intent of section 23 to protect Francophone identity as a minority culture in Canada. However, immigrant parents can if their children have already received some education in English.
- To what extent should federal and provincial governments support and promote the rights of official language minorities in Canada?
- This depends on your perspective. Many things can influence this such as your first language, your country of origin, your heritage, where you live in Canada, and your beliefs. The Charter of Rights and Freedoms basically says that you can be equal and different at the same time.
 - Think about how this is done in Alberta and Quebec.
- How does the *Indian Act* recognize the status and identity of Aboriginal peoples? (Pg 137)
- Federal government is able to develop specific policies and programs to administer Treaty rights to First Nations.
 - It affirmed the collective rights of First Nations and created officials for each reserve called “Indian Agents” that could decide individually how the government would fulfill its duties. This caused interpretations about what the Treaties meant.
 - It defines who may be registered as a “status Indian” with Treaty rights. The government controls these decisions not First Nations themselves.
 - Originally it worked to assimilate First Nations people by restricting many of their rights such as to travel freely, wear traditional dress, and take place in traditional ceremonies.
 - Until 1960, the act required First Nations people to give up their legal identity and Treaty rights to gain the right to vote.
 - First Nations have pressured the government to revise the Indian Act several times, and it has, but the act is still in place today.
- How does legislation such as Treaty 6, Treaty 7 and Treaty 8 recognize the status and identity of Aboriginal peoples? (Pg 124 – 134)
- The Numbered Treaties have roots in the Royal Proclamation of 1763. Britain made the proclamation at the end of the Seven Years’ War, as it sought to establish control over lands in North America formerly claimed by France. The proclamation recognized First Nations’ rights to land, and established the principle of making treaties with First Nations through peaceful negotiation.
 - Canada’s government agreed to terms covering First Nations’ education, reserves, annuities (money given each year), and other matters. The terms were different for each Treaty.
 - Not all First Nations peoples signed Treaties.
 - Different perspectives allowed for interpretation of the Treaties.
 - Canada’s government believed that the First Nations gave up their land under the Treaties but many First Nations people disagree since their worldview does not look at land as something that anyone can own or give up.
- How do governments recognize Métis cultures and rights through legislation (i.e., treaties, governance, land claims, Métis Settlements in Alberta)? (Pg 152-159)
- Unlike First Nations, the Métis do not have any historic treaties with Canada’s government.
 - 186-1870 – Manitoba Act – established Manitoba as a bilingual province and gave Métis some land rights. The Métis would receive 500000 hectares of land in addition to the farms they had established along the Red River.
 - 1875-1879 – Canada’s government issued scrip (document that could be exchanged for land) instead of

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- giving Métis specific land in Manitoba.
- 1938 – Alberta government passed the Métis Population Betterment Act which established twelve temporary Métis settlements. First time in Canadian history that a government had provided the Métis with land.
- 1982 – Recognition of Métis rights in Canada's constitution. When the constitution was updated it included section 35, which recognizes the Métis as one of Canada's Aboriginal peoples with rights.
- 1990 – Alberta government gave the Métis settlements permanent land with the right to manage their own affairs. This included the:
 - Constitution of Alberta Amendment Act
 - Métis Settlements Accord Implementation Act
 - Métis Settlements Act
 - Métis Settlements Land Protection Act.
- 2003 – Supreme Court said the Métis have the right to hunt and fish, as one of Canada's Aboriginal peoples under the constitution.
- 2004 – Alberta government recognized Métis hunting and fishing rights allowing them to hunt and fish for food without need a license.

➔ **Assess, critically, how legislative processes attempt to address emerging issues of immigration by exploring and reflecting upon the following questions and issues: (Chapter 5)**

- ➔ What factors influence immigration policies in Canada (i.e., economic, political, health, security)? (Pg 172)
 - Use the point system for skilled workers and professionals. Refugees and family-class immigrants do not have to qualify under the point system
 - Health is a large factor – don't want to put other Canadians at risk, endanger public safety, or be an excessive demand on Canada's health care system.
 - Economic – don't want people to be a burden on our system
 - Political factors play a part such as work force and other needs in Canada
- ➔ How are changes to Canadian policies on immigration and refugees a reflection of world issues? (Pg 177)
 - Since 1976 Canada openly accepts refugees on a regular basis instead of crisis by crisis. This is may be because of an increase of world issues especially for people facing persecution because of race, religion, political opinion or membership in a social group, and people who face torture, or cruel and unusual treatment or punishment.
- ➔ What impact does increasing immigration have on Aboriginal peoples and communities?
 - Should be consulted when the government of Canada makes decisions
 - More resources going to immigrants even though some Aboriginal peoples continue to face health, education and employment challenges.
 - Aboriginal people may have difficulty gaining access to educational, training and employment opportunities. This can be an issue if Canada is looking for more skilled workers and professional and try to fill these needs through immigrants.
- ➔ How are provincial governments able to influence and implement immigration policies? (Pg 189)
 - Provinces control some aspects of immigration in an attempt to make sure immigration fits and meets their needs.
 - One way is through the Provincial Nomination Program
 - Provinces can request immigrants with certain skills move to their province
 - Some provinces can set up their own immigration offices in foreign countries
 - Canadian government cannot force immigrants to move to a particular area but the nomination program increases that chance that immigrants will settle in an area whose labour needs match their skills.
- ➔ How is the implementation of immigration policies in Québec an attempt to strengthen the French language in North America?
 - Canada-Quebec Accord (agreement)
 - Allows Quebec to nominate the number of immigrants to Canada that fits with its population
 - Quebec can require immigrants who settle in Quebec to send their children to French language schools
 - Quebec seeks immigrants whose first language is French. About 75% of French speaking immigrants settle in Quebec. However there are still more non-Francophone immigrants settling in Quebec each year than Francophone.
- ➔ What is the relationship between immigration policies in Canada and the rights guaranteed in the Canadian Charter of Rights and Freedoms?
 - The rights guaranteed in the CCRF overpower immigration policies and can result in the policies being re-

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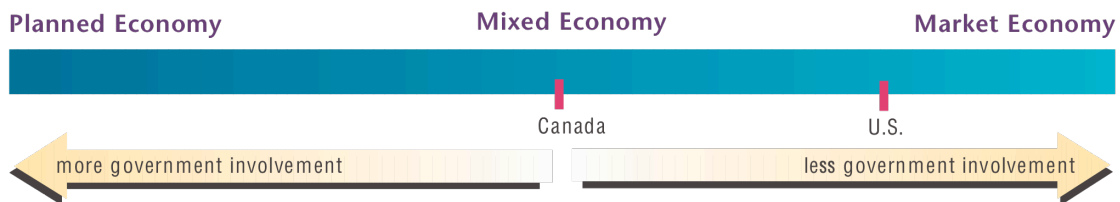
examined or changed.

- ➡ To what extent does Canada benefit from immigration?
 - Diversify our culture
 - Brings in skilled and educated people and workers
 - Keeps population up because without immigration it would be decreasing (not enough people have enough babies)
 - Can support economy by having labourers
 - Many other reasons

Economic Systems in Canada and the United States

Students will:

- ➡ Appreciate the values underlying economic decision making in Canada and the United.
- ➡ Appreciate the relationship between consumerism and quality of life.
- ➡ Appreciate the impact of government decision making on quality of life.



- ➡ Compare and contrast the principles and practices of market and mixed economies by exploring and reflecting upon the following questions and issues: (Chapter 6)
 - ➡ What are the principles of a market economy? (pg 204)
 - Right wing –little or no government involvement
 - Choices of individuals solve scarcity
 - Private businesses own and manage resources and they sell their products to consumers who make their own decisions about what to buy.
 - Businesses succeed if they produce what consumers want otherwise they fail.
 - Resources are privately owned
 - Individual make decisions on how to use resources
 - Individual consumers drive economic decision making by choosing what to buy.
 - ➡ Why do governments intervene in a market economy?
 - To inform protect or ensure good practices. (monopolies) They may intervene if they feel consumers are not being fairly treated or are at risk like with public health or safety.
 - Governments also have laws to ensure competition among producers, such as oil and gas companies. It is illegal for producers to “fix prices” agree between the companies on what to charge for a product.
 - ➡ Why is Canada viewed as having a mixed economy?
 - Because we are in the middle between complete government control (left wing) and no government control (right wing). We could be described as a socialist market economy. Government steps in to ensure the lives of the citizens is as good as possible.
 - ➡ What is the role of the consumer in market and mixed economies?
 - In a market economy consumer choices drive all economic decision making.
 - In a mixed economy consumer choices drive a great deal of economic decision making but not all.
 - The consumer may purchase goods and services and this helps decide what goods and services will be produced or provided.
 - ➡ To what extent do consumer actions reflect individual and collective identity?
 - Consumers can stand up for what they believe in by supporting or boycotting (stop buying a product or service). By doing this in groups they have much more power (groups would be collective identity).

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- Groups (collective identity, same reason) has more power; however, this group is made up of the individuals.
 - When individuals make choices that are similar to other individuals this can create collective identity.
- ➞ How has the emergence of labour unions impacted market and mixed economies?
- Workers organize and create these unions to represent their needs to employers. Unions allow workers to act as a group and therefore have more say/power for their rights.
 - This often has to do with wages, working hours, and workplace safety.
 - Labour shortages can increase wages forcing businesses to compete for workers affecting supply and demand
 - Economic slowdowns can lower wages, and companies may cut wages and jobs affecting supply and demand
 - As a result Unions can influence economic decisions that governments, producers, and consumers are required to make.
- ➞ What are some similarities and differences in the way governments in Canada and the United States intervene in the market economies?
- Both governments will intervene though Canada is more liberal in this and will do it more often where the United States will only do so when absolutely necessary like during this recession / depression.
 - The extreme to which one government will intervene depends on where along the economic continuum the government is. Remember that in theory the US is a Market Economy (Right = less government involvement), Canada is a Mixed Economy (Centre = some government involvement) and Cuba/North Korea are (Planned – more government involvement)
 - The United States tends to have a laissez-faire (and allows things to go as they naturally would without intervention)
 - Both government tend to intervene with monopolies and bad business practices to ensure that consumers are not being negatively affected.
- ➞ How do the economic systems of Canada and the United States differ in answering the basic economic question of scarcity?
- US is based on the idea of individuals. It generally values individual economic decision making, with little involvement of the government. Think about what creates scarcity and the factors of production (Land, Labour, and Capital).
- ➞ **Assess, critically, the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues: (Chapter 7 & 8)**
- ➞ What are the indicators of quality of life?
- There are many indicators that can be used to determine quality of life though below are some of the most common:
 - Gross domestic product (GDP) GDP measures the amount of wealth a country's economy generates.
 - GDP per capita – average per person
 - Infant mortality rate
 - Life expectancy
 - Unemployment rate
 - Opportunities for education
 - Access to health care
 - Political, economic, and religious freedoms
 - Quality of the environment
- ➞ How does individual consumer behaviour impact quality of life (e.g., environmental issues)?
- The goods or services you choose to buy or use or not buy or use can have positive or negative impacts on quality of life. For example:
 - Purchasing items that are made out of plastic may have negative environmental impact
 - Choosing to go to a post secondary institution may increase your opportunities for employment
 - Boycotting a particular product or service
- ➞ How does marketing impact consumerism?
- Marketing and advertising can influence the consumer to do something that they would not normally do. Can provide more information to consumers
- ➞ How does consumerism provide opportunities for and limitations on impacting quality of life?

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- Depending on income and other socioeconomic factors some people will have different opportunities or limitations as a consumer to purchase goods and services. As a result things such as health care, education, and the quality of the environment, and food may be affected.

➡ How is consumerism used as a power of a collective (e.g., boycotts)? (Pg 262)

- By choosing to support or go against a particular product or business as a consumer you can decide the fate of that business or idea. By supporting it you will allow it to be successful and by boycotting it you could potentially damage or destroy it.

➡ To what extent do perspectives regarding consumerism, economic growth and quality of life differ regionally in North America?

- The prosperity of people, how well off they are, affects how much they spend as consumers. Prosperity varies within countries and among countries.
- Different economic opportunities based on resources and industry can affect this.
- Immigration and the settlement of immigrants can play a role in this too.
- US and Canada seen as developed nation where as Mexico still seen as a developing nation

➡ What societal values underlie social programs in Canada and the United States? (Pg 271 – 275 & 281 - 283)

- Social programs are services provided by government and paid for by taxes. They aim to reduce economic inequalities in society and promote the well-being of all citizens.
- The idea of the US being a market economy or a laissez-faire attitude means that every person is for themselves and as a result the social programs might not be as strong or only for those in dire need. However, as Canada is a mixed economy we might find a better balance for this.
- In Canada, governments generally support the idea of using taxes to provide services to citizens. IN the US government support his idea less.
 - An example is health care – Canada has public health care meaning that public funds, taxes, pay for it. The US has private health care which means that it is up to individuals to cover the cost.
 - Pensions for Senior Citizens
 - Income Assistance
- In Canada both the federal and provincial governments collect taxes to be able to provide social programs, infrastructure, and safety (military and policing)

➡ **Assess, critically, the interrelationship between political decisions and economic systems by exploring and reflecting upon the following questions and issues: (Chapter 8 & 9)**

➡ How do the economic platforms of political parties differ from one another (i.e., Democrat versus Republican; Liberal versus Conservative)? (287 – 288)

- A political platform describes the official policies of a political party (what they think and value)
- Political parties create platforms to reflect the values of their members. Parties add and remove policies as issues become more or less important to their member and to voters.

THE ECONOMIC CONTINUUM



- See next page for more of this chart.
- Democrats are more towards the middle and Republicans are more towards the right
- Liberals would be similar to democrats and are in the middle or considered more left where Conservatives are more right like Republicans.

Information and Images compiled, quoted, and paraphrased from:

- Lychak, P (2008). *Issues for Canadians*. Toronto, Ontario: Nelson Education Ltd.
- Alberta Education, (2005). *Social studies kindergarten to grade 12* Alberta, CA: Alberta Government. Retrieved from <http://education.alberta.ca/media/1126804/ss9.pdf>

Platform	Political Party A	Political Party B	Political Party C
Values	<ul style="list-style-type: none"> Economic inequalities are unjust. Government should strive to eliminate economic inequalities. The public good comes from cooperation: acting on what is best for society. Government should play a central role in ensuring the well-being of individuals. 	<ul style="list-style-type: none"> Individuals should have the freedom to better their own incomes. No one should live in poverty. The public good comes from individualism and cooperation. Society needs to cooperate to assist those in need. Government should play some role in ensuring the well-being of individuals. 	<ul style="list-style-type: none"> Individuals should be responsible for their own well-being. Assisting individuals reduces their motivation to solve their own problems. The public good comes from individualism: people acting without interference from society. Government should play no role in ensuring the well-being of individuals.
Economic policy	<ul style="list-style-type: none"> Government should play a central role in the economy. 	<ul style="list-style-type: none"> Government should play some role in the economy. 	<ul style="list-style-type: none"> Government should play no role in the economy.
Policy on social programs	<ul style="list-style-type: none"> Government provides extensive social programs. 	<ul style="list-style-type: none"> Government provides some social programs. 	<ul style="list-style-type: none"> Government provides no social programs.
Taxation model	<ul style="list-style-type: none"> Taxes are high to pay for social programs and other government services for everybody. 	<ul style="list-style-type: none"> Taxes are moderate and spent to provide some social programs and other government services for everybody. 	<ul style="list-style-type: none"> Taxes are low and spent on a minimum of government programs and services.

➤ How is a political party's philosophy reflected in its platform (i.e., social programs, specific taxes, taxation model)? (pg 287)

- Also see chart above as they kind of go together. Take a look at chart on page 290 to see Democratic and Republican.
- The party's philosophy is what the platform is based on as are most of the decisions they make.

Some Examples of Issues in Platforms: Canada

Bloc Québécois	Conservative Party of Canada	Green Party of Canada	Liberal Party of Canada	New Democratic Party of Canada
MPs: 49	MPs: 125	MPs: none	MPs: 96	MPs: 30
Key issues: <ul style="list-style-type: none"> Canada's role in Afghanistan climate change child care employment federal role in Québec affairs gun control international affairs 	Key issues: <ul style="list-style-type: none"> crime government accountability child care environment health care leadership lower taxes sovereignty in the Arctic 	Key issues: <ul style="list-style-type: none"> Aboriginal peoples climate change culture and identity elections based on popular vote equality for women health care immigration justice system Québec within Confederation sustainable development urban and rural Canada 	Key issues: <ul style="list-style-type: none"> Aboriginal peoples agriculture and rural Canada communities economy environment equality for women families health care international affairs 	Key issues: <ul style="list-style-type: none"> Aboriginal peoples economy education elections based on popular vote environment equality for women health care poverty senior citizens

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- ➡ How does the underground economy impact the federal and provincial tax base and social programs (i.e., tax evasion, black market)? (pg 283)
- The underground economy refers to people who buy or sell products or services illegally. It is called this because it runs without the governments knowledge or support.
 - As a result these people do not report the income they get from selling the product or service (do not pay taxes) or pay taxes when buying the product or service. As a result less money goes to taxes so less money goes to social programs as a result
 - Tax evasion is when an individual or business reports earning less money so that they can avoid paying more taxes.
- ➡ How do government decisions on environmental issues impact quality of life (i.e., preservation, exploitation and trade of natural resources)? (Chapter 9)
- Ideas about the environment and protection of the environment compared to economic development and mining/excavation/harvesting of natural resources.
 - Lots of good examples such:
 - Energy production - Wind, hydro, natural gas, coal, nuclear
 - Creating parks and green spaces
 - Factories and pollution control
 - Greenhouse gas emissions and climate change/global warming (Kyoto Protocol)
 - Oilsands in Alberta and impact on environment
 - Try to balance benefits of strong economy (jobs, money, taxes, more social programs) with environmental concerns.
 - Both can influence quality of life.

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