



2015 specification
first exams in 2016

Political Theory Resource Bank

Liberalism

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Teacher's Introduction

Liberalism is one of five ideologies which are covered in the Level 6 course for SQA on political theory.

A sound knowledge of the ideology of liberalism is necessary, not only for questions on liberalism, but also to feed in knowledge of liberalism to questions on other ideologies. For example, the adaptation of classic liberalism to the New Right.

These activities are designed to allow students to apply their knowledge of liberalism. Many of these resources can be used to evidence key skills and skills into schemes of work.

The activities in this resource are divided into these sections:

1. The first four activities in each topic concentrate on **key words** such as crosswords and match-up activities. The 'fill in the key' is as a handy glossary as the student makes their way through the topic.
2. We have nine activities that are designed to be used in the classroom: table-fills, research tasks and debates, and are designed to suit different needs. Teacher's instructions are included at the start of the activities.
3. Finally, you'll find answers to all the activities in the pack at the end. You'll also find a list of useful websites your students can use to research about liberalism.



A webpage containing all the links listed in this resource is conveniently located on Education's website at **zzed.uk/6836**

You may find this helpful for accessing the websites rather than typing in the addresses.



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Liberalism Activities: Teacher's Guideline

Keyword Activities

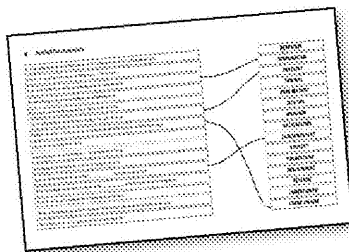
The activities are as follows:

① Crosswords

These traditional keyword activities are equally effective as lesson or homework activities – and are also an excellent way to ease students into their revision programme.

② Fill in the Keyword

Nothing fancy – simply write the keyword which is being discussed. This activity tests the students own knowledge, and can be used as a homework activity at the end of each topic or during revision. This ensures they have grasped the key terminology for each topic. Alternatively, use it at the beginning of the topic, to see what they already know.



③ Match Up

Students match descriptions to their keywords. Because there are similar descriptions, students are likely to make the odd mistake. This is why it is recommended that they use the activity to eliminate the keywords that they are familiar with, then think about and learn the ones that remain.

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Classroom Activities

Activity 1: Guidelines for Monitoring and Presenting the Political

(Homework and class work)

(NB: This task works well for AS as well, but students will need more time)

This handout is designed to be distributed to students at the beginning of a lesson. It can be used as a rolling piece of homework (research and preparation) and class work (presentations) and well when the presentations are scheduled at the end of the teaching session.



Alternative way of using resource:

This resource can be used as a whole class activity. If a particular news item is chosen, the teacher can ensure that all students have a thorough understanding of the news item (detailed on the instructive page) and ask them to present it as a whole group.



Discussion point:

What responsibilities do the media have in reporting news stories?

Activity 2: Introducing Ideology – Your Ideology:

(Post-It notes required)

In this exercise students will apply what they have learnt about ideology to categorise different ideologies, they will also have a foundation of the main political ideologies from their AS Level. Students place themselves (on a post-it note) on the two dimensional spectrum which will be displayed on the wall. At the end of this, each student is given 30 minutes to write a two-minute justification of their positioning which will be explained to the rest of the class. This is the process repeated) at the end of Unit 3 to see if students would adjust their positioning given their knowledge gained, and why/why not.

Activity 3: Key Concepts Grid

Often, short answer exam questions tend to focus on the analysis of a particular ideology, hence the importance of a solid understanding of each key concept. In this exercise, students are required to complete the blank grid to apply their knowledge of the comprehensive definitions of the key concepts relevant to the ideology. Completing this grid encourages students to break the concepts down into their constituent parts.



Activity 4: Key Factions Grid

Often, exam essay questions tend to focus on the analysis of and comparison of different factions within the ideology. In this exercise, students are required to apply their knowledge of the different factions or strands within liberal democracy. Key theorists and key quotes will give them evidence to back up their arguments.

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Activity 5: Timeline

Keeping in mind the chronological development of the ideology (including dates of influential events) will help students to put into context how it has adapted over time. In this exercise, three small groups of students, drawn from the class, are required to take one of three key time periods to research, using the internet. The teacher may wish to give some suggested content guidelines at the level the students are working at:

- 1300s–1700s
- 1800s
- 1900s–PRESENT DAY

Each group is required to create a PowerPoint presentation (minimum 5 slides) of their findings, which will then be presented to the rest of the group. Copies should be distributed to the whole group, or perhaps uploaded to a class Environment.

After hearing the presentations, the groups swap time periods and input information from another group onto a large timeline. Then the groups swap time periods again. In the end, each group should have looked at each time period in detail. The teacher can check that the information that has been input onto the timeline is correct. The timeline can be used in the classroom as a visual aid (perhaps above the board).



Alternative way of using resource:

You may wish to give the students the suggested content time periods and discuss with them.



Discussion point:

Which of the key time periods has had the biggest impact on the development of the ideology and why?

Activity 6: Debate

When organised well, debates can bring ideologies to life. They allow students to explore ideas and lines of argument which are not mainstream. For this exercise, students are required to:

- Spend one hour researching, preparing and producing notes for a debate on the topic: *'Democracy is the optimal system of government to reconcile elite rule and the needs of the people'*
- The teacher must randomly allocate students to the 'for' and 'against' sides. They are not necessarily on the side that they genuinely agree with – this develops their ability to argue objectively for and against an argument
- Students must design and hold a *free and fair* election of a main speaker, with multiple candidates, etc. (this reinforces the principles of democracy)
- Moreover, students must collectively write an opening and closing statement and deliver it
- The teacher must remind students that only one person is allowed to speak at a time; to speak they must raise their hand, and if chosen to speak, they must speak for the duration of their time
- The teacher chairs the debate and encourages all students to participate

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Alternative focus for debate:

'A laissez-faire free market is the most efficient form of economic organisation'



Alternative way of using resource:

If you require a more summative form of assessment, take the motivation after it, and it can be used as an essay title.

Activity 7: Question Dice

(Requires card, sticky tape and scissors)

This task is extremely useful for revision, especially for kinaesthetic learners. They are required to make a cube from card and then they must apply their knowledge to the questions provided to play the game.



Activity 8: Liberalism and Human Rights

This activity will illustrate to students the impact that liberalism has had in the world. Here the focus will be on charities and pressure groups rather than on political parties.

Using the suggested websites and their own sources, students are required to research various charities and pressure groups with the aim of tracing their beliefs to liberalism, and in particular the core concept of rights. Students are then required to write a paragraph on the work of each of these organisations. This can then be discussed with particular attention to the links with the ideology of liberalism. They are also required to

Activity 9: Short Answer Quiz

This task is designed to be used during revision lessons as a starter or plenary. They are given ten multiple-choice questions to get them thinking. They are then asked to answer further ten questions in a similar format. One at a time, each student calls out their answer and the whole of the class vote for the correct answer. A scoreboard is displayed on the wall to show the scores. Students could be asked to come up with some questions of their own.



Alternative way of using resource:

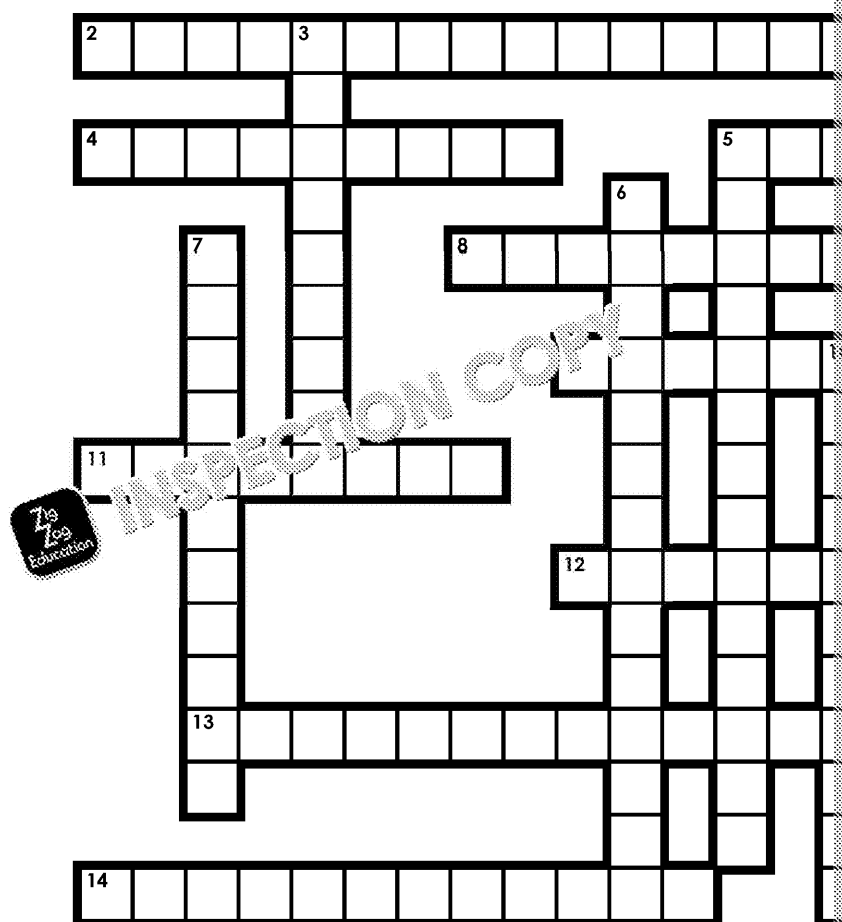
If you have students of wide-ranging abilities then you may wish to use the questions for tracking purposes.



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1. Classical Liberalism



Across

- 2 Form of liberty associated with Classical Liberals (8,7)
- 4 Philosopher closely associated with natural rights theory (4,5)
- 5 According to Liberals, individuals are equal and _____ (6)
- 8 For Classical Liberals, democracy might cause the tyranny of the _____ (8)
- 9 Form of state favoured by Classical Liberals (7)
- 11 One of the three natural rights identified by John Locke (3,7)
- 12 Form of justice favoured by Classical Liberals (7,7)
- 13 Evolutionary theory associated with Herbert Spencer (6,9)
- 14 Private sphere (5,7)

Down

- 1 Economic system associated with classical liberals (4,6)
- 3 Willingness to accept the authority of the state with which one agrees (6,7)
- 5 Liberal philosophy associated with John Locke (7,7)
- 6 Agreement between individuals (6,8)
- 7 Development of political affairs (7,7)
- 10 Classical Liberalism (7,7)

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1. Classical Liberalism

Economic system favoured by neo-liberals
Liberal philosophical approach closely associated with Jeremy Bentham
Form of liberty associated with Classical Liberals
One of the three natural rights identified by John Locke
Evolutionary theory associated with Herbert Spencer
Classical Liberal view of the individual
Form of justice favoured by Classical Liberals
Willingness to accept views, ideas or actions with which one does not agree.
Form of state favoured by Classical Liberals
The agreement between the state and the individual
For Classical Liberals, democracy might cause the tyranny of the _____
The private sphere
The development of abstract theories concerning political affairs
According to Liberals, individuals are equal and _____
Philosopher closely associated with natural rights theory

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1. Classical Liberalism: Match Up

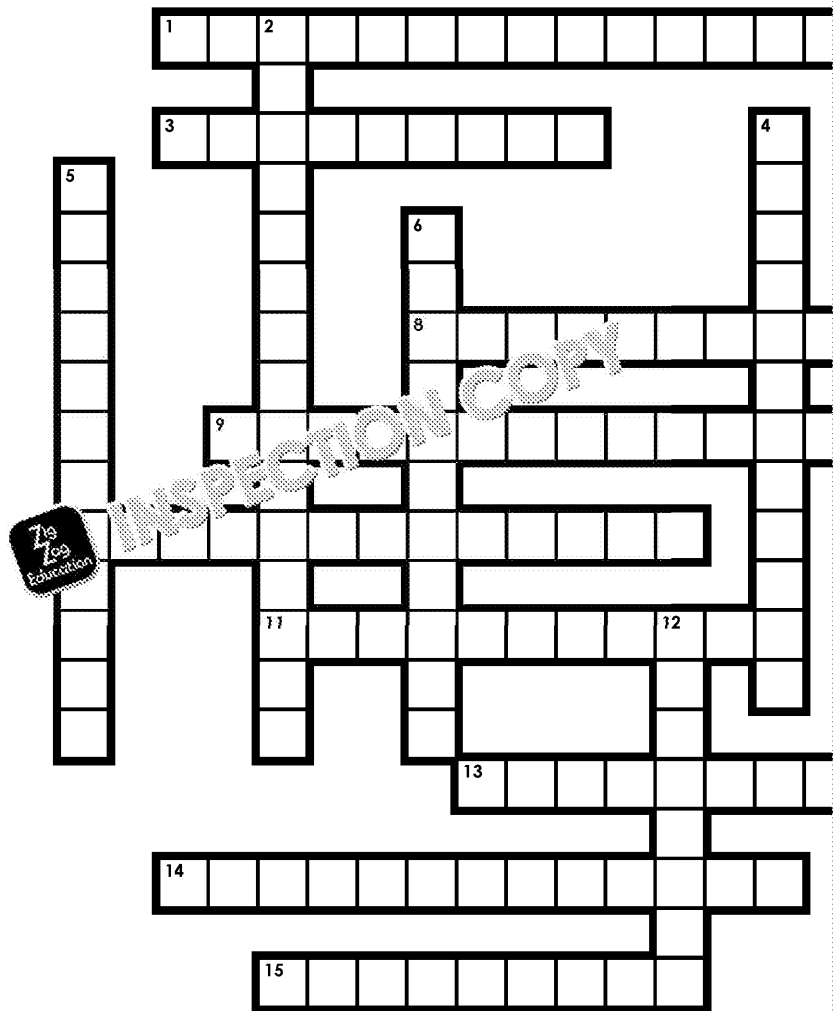
According to Liberals, individuals are equal and _____
Agreement between the state and the individual
Classical Liberal view of the individual
Development of abstract theories concerning political affairs
Economic systems favoured by neo-liberals
Evolutionary theory associated with Herbert Spencer
For Classical Liberals, democracy might cause the tyranny of the _____
Form of justice favoured by Classical Liberals
Form of liberty associated with Classical Liberals
Form of state favoured by Classical Liberals
Liberal philosophical approach closely associated with Jeremy Bentham
One of the three natural rights identified by John Locke
Philosopher closely associated with natural rights theory
Private sphere
Willingness to sacrifice views, ideas or actions with which one does not agree

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2. Modern Liberalism



Across

- 1 Form of liberty associated with Modern Liberals (8,7)
- 3 Rule of the many (9)
- 8 Philosophy claiming that all competing ideologies are equally valid (4-9)
- 9 Rawls believed that social justice could be delivered through positive _____ (14)
- 10 Notion of a fair or equitable distribution of wealth and rewards in society (1,7)
- 11 An interventionist that shows all _____ to achieve their potential (11)
- 13 Philosopher who developed a modern theory of social justice (4,5)
- 14 Form of individualism favoured by Modern Liberals (13)
- 15 Political system where a range of ideas live alongside each other (9)

Down

- 2 Ability of individuals to realise their true potential (4)
- 4 Economic theory of a free market economy (12)
- 5 Governmental system of modern liberalism to all (1,7)
- 6 An enabling state that ensures equality of _____ (1,7)
- 7 Political system where a range of ideas live alongside each other (9)
- 12 Showing general concern for the welfare of all individuals (8)

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2. Modern Liberalism

Form of liberty associated with Modern Liberals
Economic theory that favours a managed economy
Governmental system for delivering liberalism to all citizens
Political system that delivers increased popular political participation
The rule of the many
An interventionist state allows all _____ to achieve their potential
A political system where a range of ideas live alongside each other:
Philosopher who developed a modern theory of social justice
The ability of individuals to fulfil or attain their true potential
Showing generosity towards other individuals
The notion of a fair or equitable distribution of wealth and rewards in society.
An enabling state creates a system whereby equality of _____ is available to all.
Form of individualism favoured by Modern Liberals
Philosophy claiming that all competing ideologies are equally valid
Rawls believed that social justice could be delivered through positive _____

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2. Modern Liberalism: Match Up

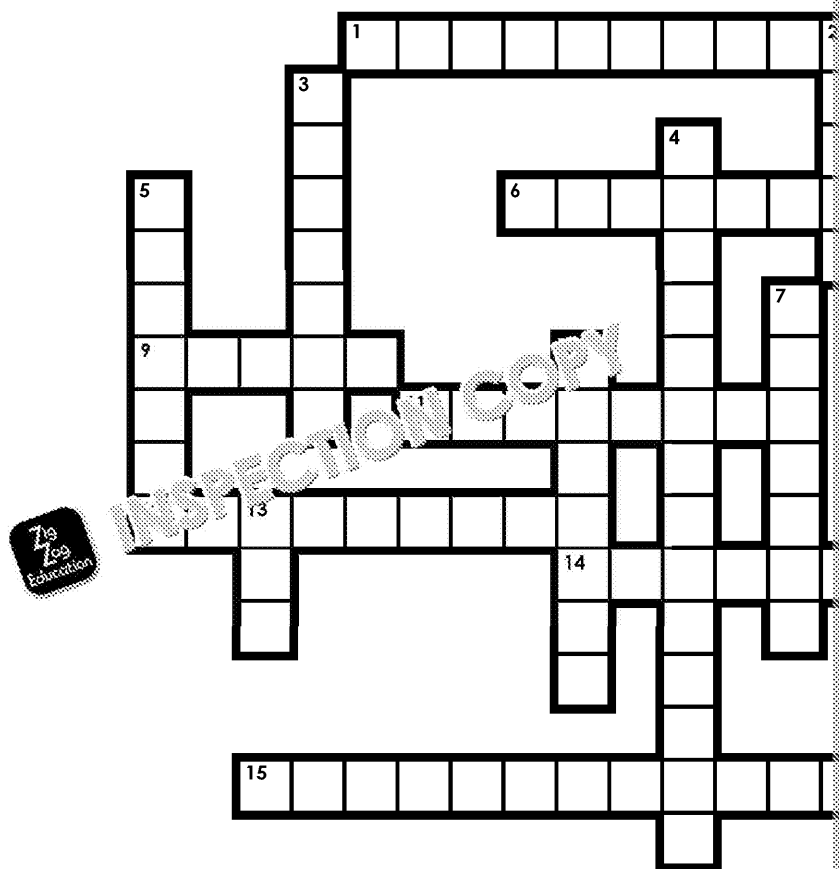
Ability of individuals to fulfil or attain their true potential
An enabling state creates a system whereby equality of _____ is available to all
An interventionist state allows all _____ to achieve their potential
Economic theory that favours a free market economy
Form of income redistribution favoured by Modern Liberals
Form of liberty associated with Modern Liberals
Governmental system for delivering liberalism to all citizens
Notion of a fair or equitable distribution of wealth and rewards in society
Philosopher who developed a modern theory of social justice
Philosophy claiming that all competing ideologies are equally valid
Political system that delivers increased popular political participation
Political system where a range of ideas live alongside each other
Rawls believed that social justice could be achieved through positive _____
Rule of the many
Showing general respect and concern towards other individuals

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3. Liberalism



Across

- 1 Developed the concept of the separation of powers (11)
- 6 Political system that limits the tyranny of the state (9)
- 9 The purpose of the _____ is to deliver freedom of the individual (5)
- 11 The Liberal view of human nature is _____ and optimistic (8)
- 12 Belief that allows a diversity of ideas and behaviours to exist (9)
- 14 Humans are _____ thinking beings capable of defining and pursuing their own best interests (8)
- 15 Belief that the individual is of more importance than the social collective (13)

Down

- 2 All humans are _____ (7)
- 3 Thatcher said "There is no alternative!" (7)
- 4 Form of government favoured by Liberals (14)
- 5 As government withdraws from the population, the population withdraws (7)
- 7 _____ allows people to follow their own talents and inclinations (7)
- 8 Economic system favoured by Liberals (10)
- 10 Only in a state of _____ can people realise their true nature (7)
- 13 All citizens are _____ (7)

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3. Liberalism

The belief that the individual is of more importance than the social collective.
_____ allows each to develop their own talents, abilities, ideas and inclinations.
As government arises from the _____ of the population, support for the state can be withdrawn.
Economic system favoured by Liberals
Form of government favoured by Liberals
Developed the concept of the separation of powers
Only in a state of _____ are people able to realize their true potential.
Humans are _____ thinking beings capable of defining and pursuing their own best interests.
All citizens are equal before the _____
Belief that allows a diversity of ideas and behaviours to exist
The Liberal view of human nature is _____ and optimistic
All humans are free and _____
The purpose of the _____ is to deliver freedom of the individual
Political system that limits the tyranny of the state
There is no such thing as _____ (Tatcher)

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3. Liberalism: Match Up

_____ allows each individual to develop their own talents, abilities, ideas and inclinations

All citizens are equal before the _____

All humans are free and _____

As government arises from the _____ of the population, support for the state can be withdrawn

Belief that all _____ a diversity of ideas and behaviours to exist

Belief that the individual is of more importance than the social collective

Developed the concept of the separation of powers

Economic system favoured by all Liberals

Form of government favoured by Liberals

Humans are _____ thinking beings capable of defining and pursuing their own best interests

Only in a state of _____ are people able to realise their true potential

Political system that limits the tyranny of the state

Thatcher said 'There is no such thing as _____!'

The Liberal _____ human nature is _____ and optimistic

The purpose of the _____ is to deliver freedom of the individual

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Activity 1: Guidelines for Monitoring & Presenting the

Instructive Handout

Each week I will be asking two A2 Government and Politics students to prepare and present to the class a short summary of a political news story or article from that week.

Use the topic list given to you at the start of the programme to identify stories or articles which are relevant to the course. These stories or articles will usually be in the form of legislation or policy which can be traced back to its ideological origins. For example, Labour Democrats are campaigning to tackle homophobic bullying; this can be traced back to their belief in the core liberal concept of tolerance of diversity and individual rights. The Conservative Party's campaign to crack down on crime by increasing police powers can be traced back to their core beliefs of the imperfectability of human nature, the need for authority, hierarchy and structure.

Where to look...

TV: The *Channel 4 News* and *Newsnight* on BBC 2 are probably the best sources for news and current affairs programmes. They carry all the major international political stories, and the analysis is in depth. They also feature major politicians and political commentators.

Try to tune-in to TV coverage of Parliament in the afternoon. *Question Time* is usually shown on a Wednesday afternoon.

Have I Got News for You on BBC 2 is also great fun and provides a good source of knowledge.

Radio: The early morning *Today* programme on BBC Radio 4 is the best source for current affairs programme that every serious politician would listen to.

Newspapers: The 'broadsheet' newspapers are an extremely valuable source of information. The 'broadsheets' include; *The Guardian*, *The Times*, *The Daily Telegraph*, *The Independent* and the *Observer* (Sunday only). The *Saturday Evening Herald* usually carry good summaries of the week's political events.

The 'tabloid' newspapers include *The Sun* and the *Mirror*. The 'tabloids' are more sensational newspapers such as *The Daily Mail* and the *Daily Express*. They are more witty and entertaining about the world of politics, but they do not provide the same level of information or depth of analysis for your news story. You will need to develop the level of understanding or specific knowledge required for your story.

Note: It is important that you develop an understanding of the bias of different newspapers. They do not have to comply with the same standards of neutrality which the TV and Radio are subject to. Read a newspaper, where the editor will express his/her view clearly. It is clear to you who/what they support. You should take into account this bias when analysing your chosen story.

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Internet: Of course there are literally millions of news sources as some websites are less reputable than others.

UK Political News Service: www.YouGov.com
BBC News: www.bbc.co.uk/news

Presenting the story and encouraging discussion...

1. Try to identify the who, what, when, how, where and why of your story and summarise it
2. Identify the political institution(s)/agency(ies) involved
3. Note the key political issues / concepts which are involved
4. Summarise what you think *will* happen and what you think *should* happen
5. Invite questions and comments from the class

And remember...

This is not a test and nobody expects you to be a political expert; it is about boosting your confidence, getting you thinking and helping to bring your studies to life.

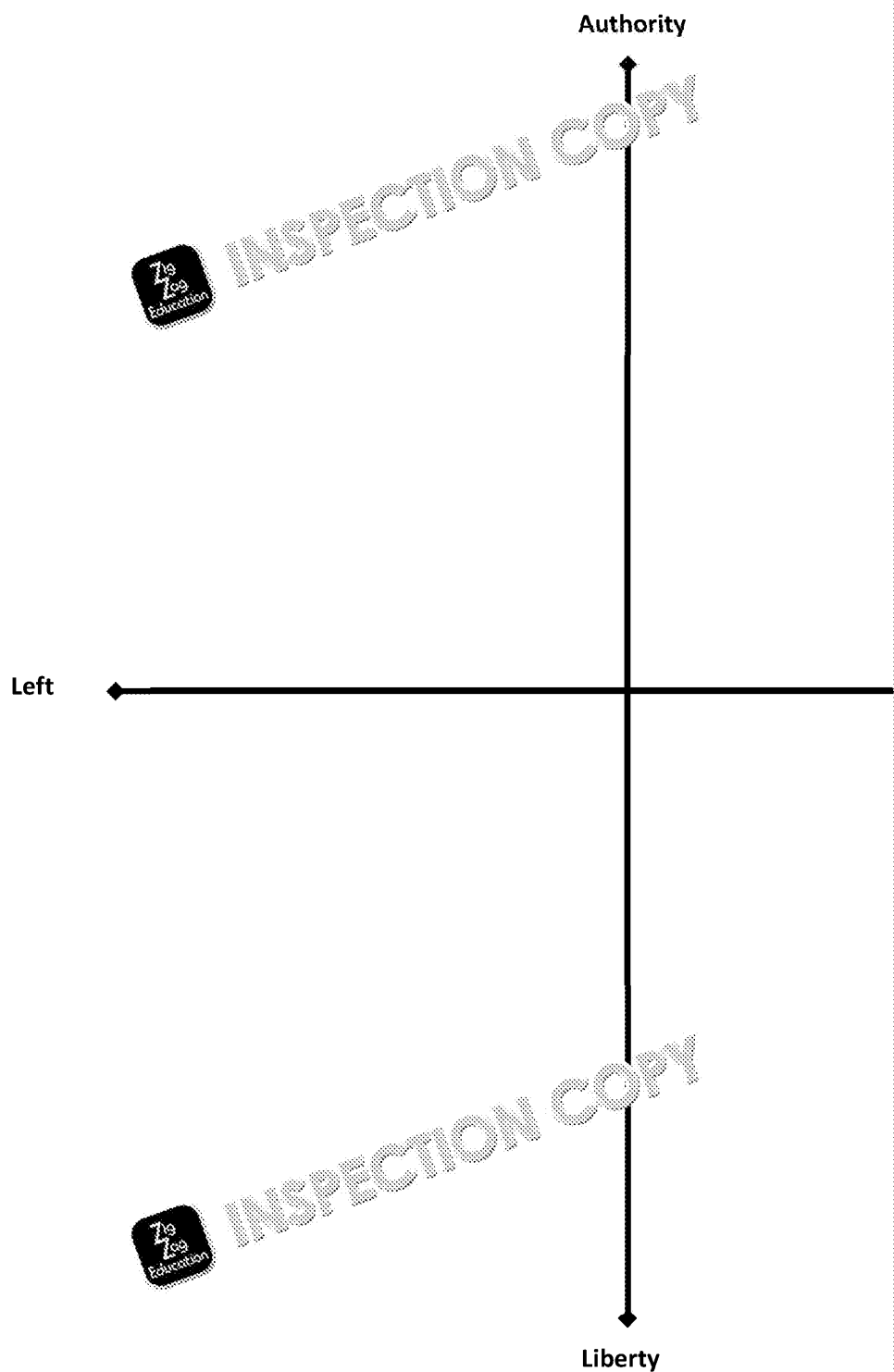
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Activity 2: Introducing Ideology

Your Ideology



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Activity 3: Key Concepts

Concept	Definition	Policy implications
Human nature		
Individualism		
Freedom		
Rights and Justice		

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Concept	Definition	Applications
Toleration		
Free-market economics & property ownership		
Constitutionalism		
Democracy		

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Activity 4: Key Factions

Faction/alternative names	Beliefs	Key
<i>Classical</i>		
<i>Modern</i>		
<i>Libertarianism</i>		

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Activity 5: Timeline

Instructive Handout

Keeping in mind the chronological development of the ideology of Liberalism (and its approximate dates of influential events) will help you to put into context how the ideology has adapted over time.

Get into three groups of roughly equal size

Your teacher will assign you a key time period that you will research using texts relevant to liberalism:

- 1300s–1700s
- 1800s
- 1900s–PRESENT DAY

You must create a PowerPoint presentation (minimum six slides) on your time period, then be presented to the rest of the group. Save a copy of your presentation to show the whole class at the end of this exercise.

After hearing every presentation, swap time periods with another group. You will then have learnt from them onto a large timeline which is to be displayed in the hall. (You will have to listen carefully and to take notes!)

Then swap time periods again with the other group (by this move, everyone will have looked at each time period in detail) and check that the information on the timeline is correct; add to it if you can.

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Activity 6: Debate

Instructive Handout

- Spend 1 hour researching (using class notes, textbooks and the internet) and producing notes for a debate on a given motion.

(Your teacher will randomly allocate you to the 'for' or 'against' side)



With your group you must design and hold a democratic election adhering to the following principles:

Free and fair

Universal suffrage, secret ballot, no intimidation, conducted honestly

Transparent

Easy to understand, fair count, results should be trusted

Politically free

Speech, campaign, assembly, press, no state propaganda

Legal

Results can be challenged by re-count, ballot papers can be traced

- Then you must collectively write an opening and closing statement and deliver.
 - Only one person is allowed to speak at a time and if you wish to speak, hold up your hand, and if chosen to speak, you must stand up
 - Your teacher will chair the debate
 - You are all required to contribute to the debate more than once

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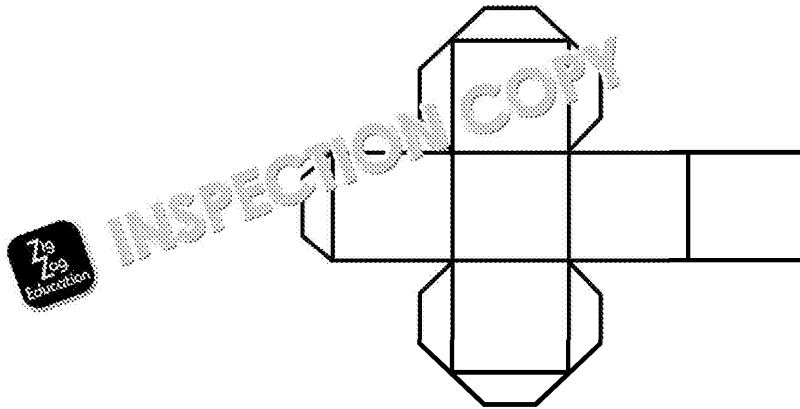


Activity 7: Question Dice

Making a Question Dice: Instructions

Step ①

This is the design you will need to enlarge and cut out from card: A is included in the appendix of the pack.



Step ②

Once you have cut out the design you need to take sides and fold them straight up. Now you have the three sides bent up. Take some sticky tape and tape them together. Once this is done you can move on to the next step.

Step ③

To finish your box you need to take the final piece and bend it up and tape it to the other 3 sides. Then bend that top piece down. Tape it all up and you have your question dice.



Get into groups of 4 and sit at a table

- In your groups you need to think about six questions and the answers to them on the ideology of liberalism
- In pairs you will need to cut out a cube like the one on the instructions. Each group will have two cubes
- One pair will write the questions on the six sides of the cube
- One pair will write the answers on the six sides of the other cube (before you stick it together!)
- Now you can start sticking the cube together
- Once the cubes are made, in pairs you will quiz each other by throwing the cubes and asking the question that your thumb lands on
- The other pair will find the answer on their cube
- Continue to do this until all the questions have been asked and answered
- When you have finished your cubes, swap them with another table and ask the questions and answers

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Activity 8: Liberalism and Human Rights


Instructive Handout

This activity will illustrate to you the impact that liberalism has had. Here the focus will be on charities and pressure groups rather than on the state.

Stemming from a belief in the primacy of natural rights, which cannot be overridden by any group considerations, those who are influenced by them are in favour of the granting of legal, positive rights, which are passed in legislation. These are known as *human rights* and include *life, liberty, freedom of expression* and the *rights to food, employment and education*.

You are required to research the work of various charities and pressure groups, tracing their links to the ideology of liberalism, and in particular to human rights. The following websites are useful, but please use some other sources as well.


Amnesty International

 <http://www.amnesty.org.uk>


Oxfam

 <http://www.oxfam.org.uk/education/resources>

Survival International

 <http://www.survivalinternational.org>

Liberty

 <http://www.liberty-human-rights.org.uk>

British Institute of Human Rights

 <http://www.bihhr.org.uk>

You are required to produce a summary paragraph on the work of one of these organisations, to be discussed as a class, paying particular attention to the links with liberalism.

Extension Tasks

- Choose a single campaign of one of these organisations and produce a poster for it, highlighting the links with the ideology of liberalism.
- Many of the above charities and pressure groups are influenced by classical liberalism. However the British Institute of Human Rights and Liberty certainly are not. Answer the exam-style question:
'What are the differences between classical and modern liberalism?'

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Amnesty International

Oxfam

<http://www.oxfam.org.uk>

Survival International

<http://www.survivalinternational.org>

Liberty

<http://www.liberty.org>

British Institute of Human Rights

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Activity 9: Short Answer Quiz



- 1) *Negative freedom* (classical liberalism) is:
Freedom *from* coercion Freedom *to*
- 2) *Positive freedom* (modern liberalism) is:
Freedom *from* coercion Freedom *to*
- 3) Liberalism has its roots in the Enlightenment.
True False
- 4) Adam Smith was a key advocate of
Socialism Free-market economics
- 5) Classical liberal economics were adopted by the New Right Conservatives in the 1980s.
True False
- 6) Keynesian economics involves belief in mixed economy.
True False
- 7) Who wrote *The Rights of Man*?
- 8) What famous quote from John Stuart Mill summarises the Liberal position on liberty?
- 9) Describe 2 policies, current or historic of the Liberal Democrats.
- 10) Describe in one sentence what Adam Smith meant by the 'Invisible Hand'.

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Class Scoreboard

Student Name	Number
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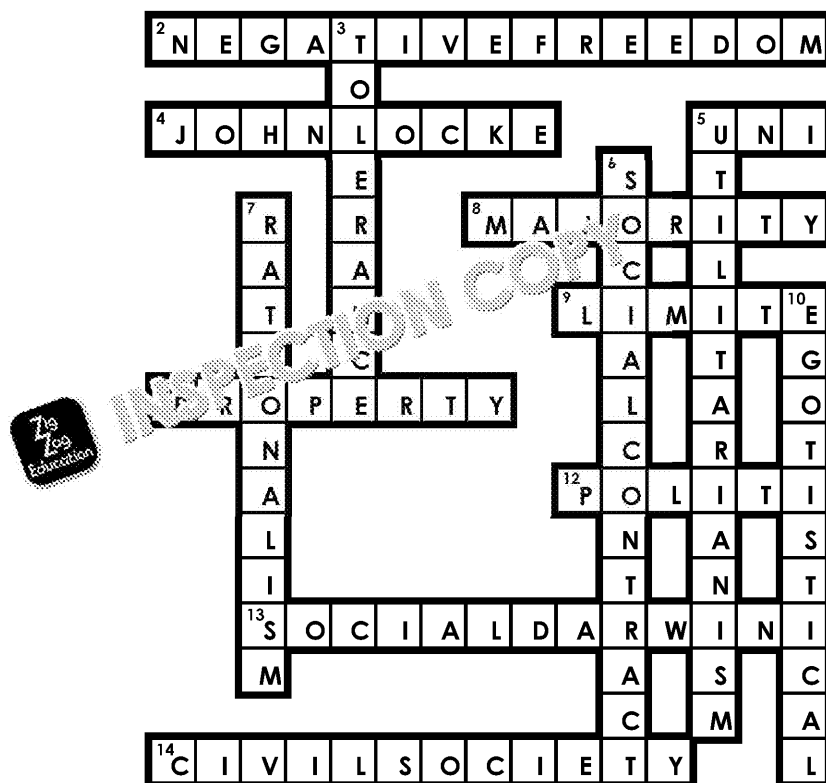
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Keyword Activity Answers

1. Classical Liberalism



1 CLASSICAL LIBERALISM

Economic system favoured by neo-liberals

Liberal philosophical approach closely associated with Jeremy Bentham

Form of liberty associated with Classical Liberals

One of the three natural rights identified by John Locke

Evolutionary theory associated with Herbert Spencer

Classical Liberal view of the individual

Form of justice favoured by Classical Liberals

Willingness to accept views, ideas or actions with which one does not agree

Form of state favoured by Classical Liberals

Agreement between the state and the individual

For Classical Liberals, democracy might cause the tyranny of the

Private sphere

Development of abstract theories concerning political affairs

According to Liberals, individuals are equal and

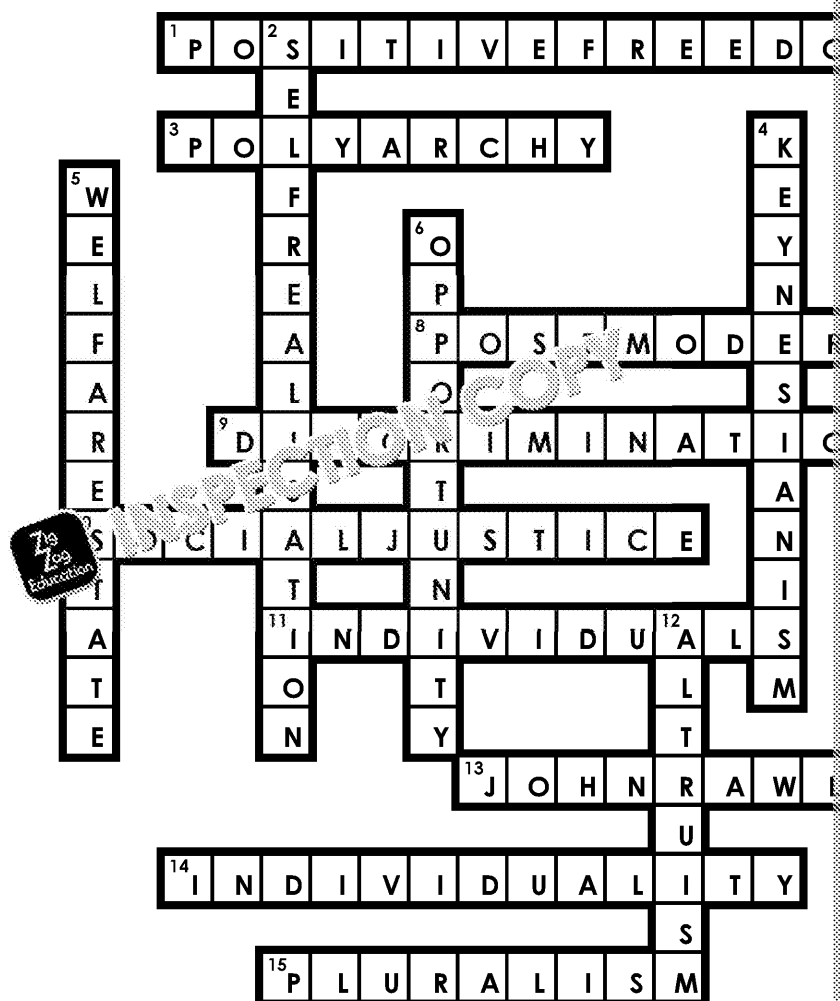
Philosopher closely associated with natural rights theory

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2. Modern Liberalism



2 MODERN LIBERALISM

Form of liberty associated with Modern Liberals

Economic theory that favours a managed economy

Governmental system for delivering liberalism to all citizens

Political system that delivers increased popular political participation

Rule of the many

An interventionist state allows all _____ to achieve their potential

Political system where a range of ideas live alongside each other

Philosopher who developed a modern theory of social justice

Ability of individuals to realise their true potential

Showing _____ towards other individuals

Notion of a _____ equitable distribution of wealth and rewards in society

An enabling state creates a system whereby equality of _____ is available

Form of individualism favoured by Modern Liberals

Philosophy claiming that all competing ideologies are equally valid

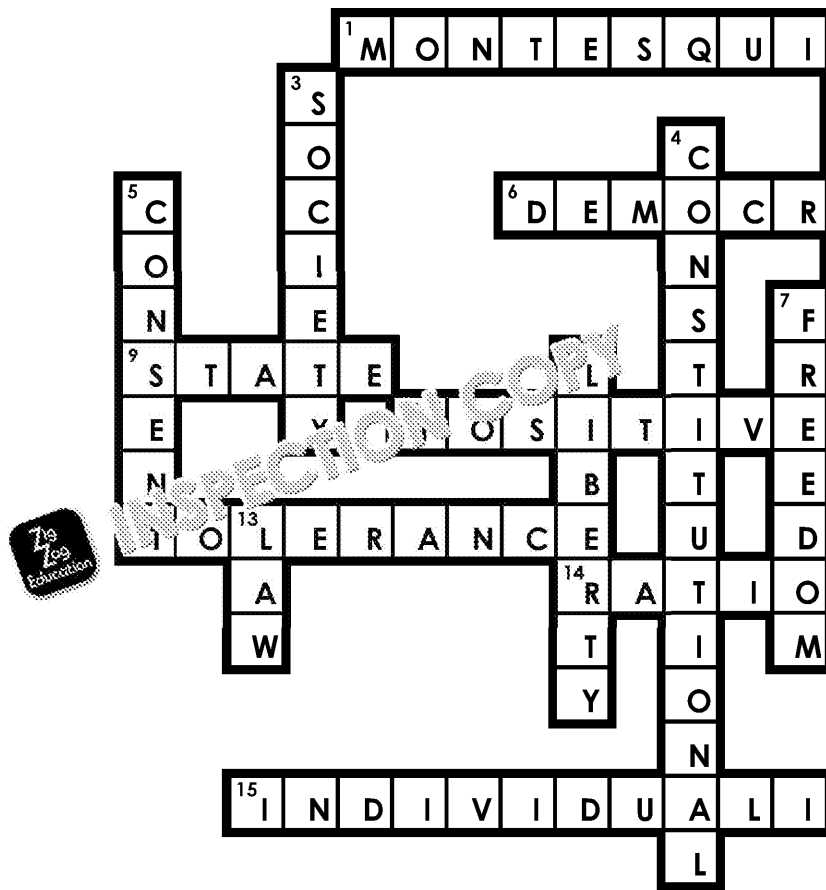
Rawls believed that social justice could be delivered through positive _____

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3. Liberalism



3 LIBERALISM

Belief that the individual is of more importance than the social collective

_____ allows each individual to develop their own talents, abilities, ideas and inclinations

As government arises from the _____ of the population, support for the state can be withdrawn

Economic system favoured by all Liberals

Form of government favoured by Liberals

Developed the concept of the separation of powers

Only in a state of _____ are people able to realise their full potential

Humans are _____ thinking beings capable of acting in their own interests

All citizens are equal before the law

Belief that all _____ or ideas and behaviours to exist

The Liberal view of human nature is _____ and optimistic

All humans are free and _____

The purpose of the _____ is to deliver freedom of the individual

Political system that limits the tyranny of the state

Thatcher said "There is no such thing as _____!"

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Activity 3: Key Concepts

Concept	Definition	Policy implications
<i>Human nature</i>	Roots in the Enlightenment, cautiously optimistic – people are individualistic but rational	Answers might include: <ul style="list-style-type: none"> • Devolution (Scot) to prevent corruption • Right to own property • Belief in individualism
<i>Individualism</i>	<p>Atomistic view on society (egoism) – an aggregation of individuals. Individuals possess rights to life, liberty and property, and society should be organised to promote individuality, diversity and social progress.</p> <p>Individualism is central to liberal democracy which allows for limited govt. to reconcile the rights of individuals with the will of the majority.</p>	Answers might include: <ul style="list-style-type: none"> • Freedom of association • Implications for social policy
<i>Freedom</i>	<p>Behaviour should not be restricted wherever possible.</p> <ul style="list-style-type: none"> • <i>Negative freedom</i> (classical liberalism): Freedom from coercion, pursuit of happiness without interference • <i>Positive freedom</i> (modern liberalism): Freedom to... implies a greater role for the state because individuals must be free to develop unhindered by poverty, illiteracy, etc. 	Answers might include: <ul style="list-style-type: none"> • Minimal state • Open-mindedness
<i>Rights and Justice</i>	<p>Belief in the equal worth of all individuals (foundational equality) & that every person is equal before the law (formal equality). Government governance with a procedural (neutral) system ensures this.</p> <p>Equality of rights (people have an equal right to demonstrate their worth within a meritocracy). Are rights:</p> <ul style="list-style-type: none"> • Natural rights, which cannot be taken away and which trump any group considerations or • Legal, positive rights, which must be granted in law 	Answers might include: <ul style="list-style-type: none"> • Judicial neutrality • Separation of powers

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Concept	Definition	Policy implications
<i>Toleration</i>	Understanding of and respect for the opinions and actions of others, because diversity (pluralism) of opinion leads to the most rational outcome and therefore to social progress	Freedom of speech, freedom of
<i>Free-market economics and private property ownership</i>	Property is the right of an individual to create it, and individuals to defend their property against the power of the state	Answers might include: <ul style="list-style-type: none"> Limited state (neutral arbitral) * Distinction should be made between classical liberal economics (strictly free market – anti-welfare, low tax, etc.) and modern liberal/Keynesian economics (some intervention is advocated for equality of opportunity and a 'level playing field')
<i>Constitutionalism</i>	Respect for principles and of laws. Constitutional govt. is based on consent. Also based on checks & balances designed to prevent abuses of power, e.g. separation of powers, rule of law, free & fair elections, codified constitution, bicameral legislature, federalism, devolution, etc.	In the West this has manifested in the form of representative democracy
<i>Democracy</i>	<ul style="list-style-type: none"> Optimal system of governance to reconcile elite rule with the will of the majority is democracy Recognition of individual freedom and the rule of law It ensures political stability and limited ltd govt because it is based on consent By promoting participation it encourages civic responsibility and political education 	Liberal representative democracy

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Activity 4: Key Factions

Faction/alternative names	Beliefs	Key figures
<i>Classical</i> 	<ul style="list-style-type: none"> • Cautiously optimistic view of human nature • Individualism • Negative freedom and positive freedom • Natural rights and legal rights • Toleration • Constitutionalism • Democracy • Strict free-market economics and private property 	Locke John Stuart Mill John Rawls Adam Smith
<i>Modern</i>	<ul style="list-style-type: none"> • Cautiously optimistic view of human nature • Individualism • Negative freedom and positive freedom • Natural rights and legal rights • Toleration • Constitutionalism • Democracy • Allows for a more interventionist role for the state, to allow for positive freedom and true equality of opportunity (Keynesian economics) 	Herbert Spencer T.H. Morgan Rawls Keynes
<i>Libertarianism</i> 	<ul style="list-style-type: none"> • State as evil; view of the individual, intervention is to be avoided • Represents a more atomistic view of society (The distinction between modern liberalism and libertarianism can clearly be seen in the hostility of the New Right conservatives of the USA (<i>Libertarian</i>) towards socially progressive (<i>Modern Liberal</i>) policies such as redistributive taxation. The term 'liberal' is used in an insulting way to mean left-wing/permissive 	Hayek Nozick

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Activity 5: Timeline

1300s–1700s

- Classical liberal ideas emerge; Latin origins of the word (*liber* means 'free')
- 1640–1660: Influence of the English Revolution, in which Parliament limits King Charles I's authority. They then engaged in civil conflict, finally ending with the execution of the King
- 1775–1783: Influence of the American Revolution of the American colonies on Great Britain
- 1789–1799: Influence of the French Revolution, a period of political and social upheaval, during which the French governmental structure, previously an absolute monarchy, underwent radical change based on Enlightenment principles
- 1689: *Two Treatises on Government* (Locke)
- 1690: *Two Treatises of Civil Government* (Locke)
- 1792: *Rights of Man* (Paine)

1800s

- 1812: 'Liberalism' is first used to refer to political allegiance in Spain
- Industrialisation and the rise in the West of capitalism, where products and goods are privately produced
- Liberalism's conceptual spread throughout Europe
- 1868: The first distinctively Liberal government (Gladstone)
- 1859: *On Liberty* (Mill)
- 1861: *Considerations on Representative Government* (Mill)
- 1863: *Utilitarianism* (Mill)
- 1869: *On the Subjugation of Women* (Mill)
- 1840s: Laissez-faire gained favour in Britain; repeal of the Corn Laws

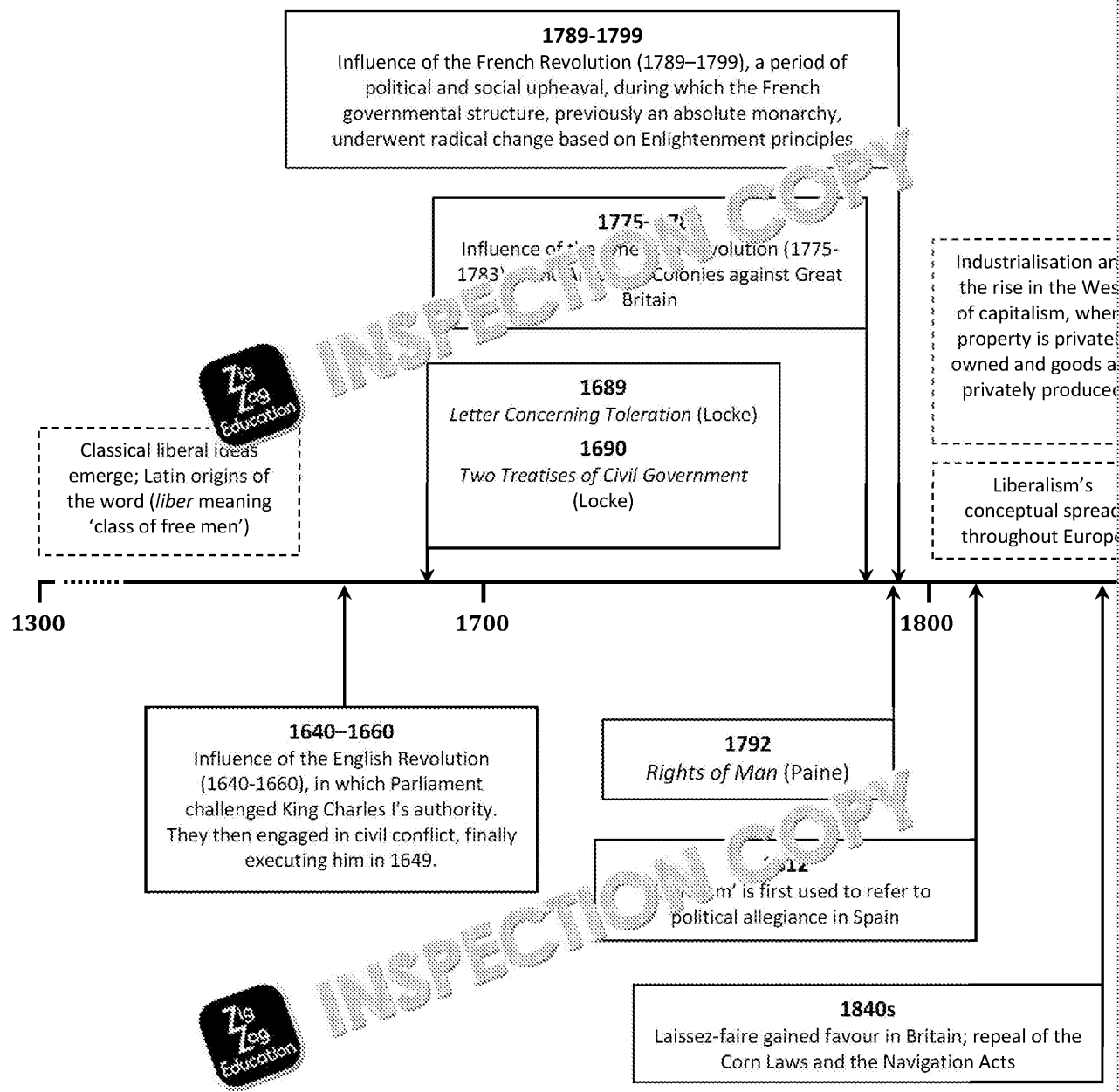
1900s–Date

Modern liberalism becomes prevalent because:

- Capitalism extends its global reach; increased globalisation – the world becomes more interconnected
- 1989–91: The fall of the Soviet Union: The Communist Party of the Soviet Union give up its monopoly of power; 1990: 15 constituent republics of the Soviet Union hold competitive elections
- 1990s: Liberal Democrats (UK) gain steadily more votes in general elections, pushing a modern liberal agenda of equality of opportunity; by, for example, showing a willingness to raise taxes with a view to increasing public spending on education, etc. to bring people onto a 'level playing field'.
- 1993: *The Nature of Rationality* (Nozick)

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Activity 7: Question Dice

- 1) **An economic system based on private ownership of capital**
Capitalism
- 2) **A policy of governmental non-interference in economic affairs**
Laissez-faire
- 3) **A social system where there is a high degree of social mobility according to ability and effort**
Meritocracy
- 4) **A social system where individuals are classified into layers or ranks**
Hierarchy
- 5) **To be understanding and accepting of variance**
Tolerance
- 6) **Belief in a mixed economy with some government intervention**
Keynesianism

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Activity 8: Liberalism and Human Rights

Organisation	Summary	Campaigns
<i>Amnesty International</i>	A campaigning organisation. They undertake research and action with the aim of protecting people across the world – wherever human rights are being violated. They campaign for compliance with accepted international standards.	<ul style="list-style-type: none"> • A generally optimistic view of human rights • Death and dignity (against poverty) • Stop violence against women • Human rights for China • Terrorism and security (against) • Refugees and asylum • Death penalty • Control arms • Action on individuals (for those)
<i>Oxfam</i>	A charity which aims to promote human rights by impacting on poverty and injustice through campaigns to affect government policies at both national and international levels. Oxfam also run programs of sustainable development aimed at tackling poverty, and provide emergency response to conflicts and natural disasters.	<ul style="list-style-type: none"> • Climate change (how this impacts) • Aid and debt • Fair trade
<i>Survival International</i>	International organisation which supports tribal peoples worldwide. Survival International campaigns for human rights, sometimes providing an advocacy service. Aims to protect tribal peoples against oppression by governments and corporations.	<ul style="list-style-type: none"> • Protecting the Dongria Kondh in India from a British mining company which is destroying the sacred mountain Vedanta • Fighting for the Maasai in Tanzania against hunters • Campaigning on behalf of the Papuans against their land by the
<i>Liberty</i>	A UK cross-party organisation which aims to protect civil liberties and human rights in England and Wales. Liberty works to enhance democracy in the UK.	<ul style="list-style-type: none"> • Event Protest! (encouraging people to protest) • Action Speak up against Control • Action Against Xenophobia (regarding refugees) • Action Against Unfair Extradition • Action Against Forced Labour
<i>British Institute of Human Rights</i>	An organisation which is committed to challenging injustices with regards to human rights. Aims to raise people's awareness of their human rights and to therefore empower individuals.	<ul style="list-style-type: none"> • Promoting human rights through education • Challenging unfair treatment of people by service providers • Working with the National Health Service to develop a human rights-based approach

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Activity 9: Short Answer Quiz









- 1) **Negative freedom (classical liberalism) is:**
Freedom from coercion
- 2) **Positive freedom (modern liberalism) is:**
Freedom to
- 3) **Liberalism has its roots in the Enlightenment**
True
- 4) **Adam Smith was a key advocate of:**
Free-market economics
- 5) **Classical liberal economics were adopted by the New Right in the 1980s**
True
- 6) **Keynesian economics involves belief in a mixed economy**
True
- 7) **Who wrote The Rights of Man?**
Thomas Paine (1792)
- 8) **What famous quote from John Stuart Mill summarises the Liberal view of power?**
'The only purpose for which power can be rightly exercised ... is to secure the liberty of the individual.'
- 9) **Describe 2 policies, current or historic of the Liberal Democrats**
Answers might include:
Proportional Representation, international cooperation (pro-EU),
e.g. keen on freedom of speech, environmentalism, devolution, no
drugs (radical liberals), willing to raise tax to ensure equality of
opportunity
- 10) **Describe in one sentence what Adam Smith meant by the 'Invisible Hand'**
The driving forces of the laissez faire market, allocating resources
(unequal outcomes) and driven by supply and demand.

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Useful Websites for Liberalism

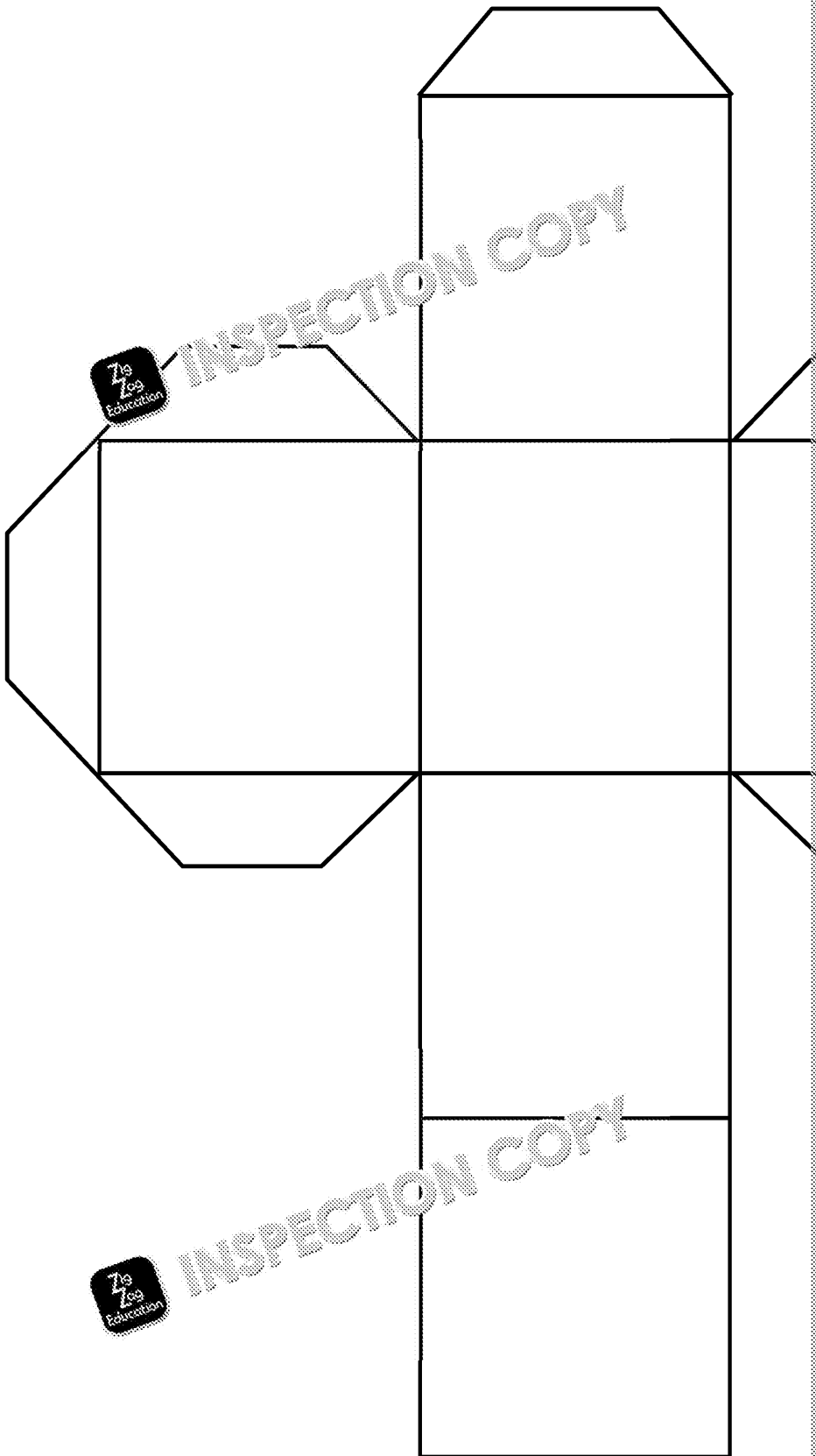
-  <http://plato.stanford.edu/entries/liberalism/>
Examines in depth the key concepts relevant to the ideology of liberalism
-  <http://www.liberal-international.org/>
Liberal International (LI) is the world federation of liberal and democratic parties
-  <http://www.libdems.org.uk/>
Official website of the Liberal Democrats
-  <http://www.liberal.org.uk/>
Official website of the Liberal Party
-  <http://www.libertarian.co.uk/>
The Libertarian Alliance: campaigning for life, liberty and property
-  <http://www.theliberal.co.uk/>
Website of the UK-based magazine dedicated to promoting liberalism
-  <http://www.unlockdemocracy.org.uk/>
Unlock Democracy (incorporating Charter 88) is the UK's leading campaigning for democracy, rights and freedoms
-  <http://www.telegraph.co.uk/news/worldnews/1435442/The-most-influential-liberals-in-the-world.html>
Daily Telegraph list of the most influential liberals (US)
-  <http://www.telegraph.co.uk/news/politics/liberaldemocrats/10315040/Liberal-Democrats-1-25.html>
Daily Telegraph list of the most influential liberal democrats in the UK

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Appendix: Activity 7 Question Dice



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