

2. The Rise of Adolf Hitler

Adolf Hitler was born in Austria in 1889, but later moved to Germany. A decorated war hero of the First World War, Hitler was enraged at the imposition of the Treaty of Versailles. Returning to civilian life after the war, Hitler soon became involved with politics. Due in part to his charismatic personality and his public speaking skills, he quickly rose to the top of the German Workers Party, a far right-wing fascist party, which he later renamed to the *Nationalsozialistische Deutsche Arbeiterpartei* (National Socialist German Workers Party), or "Nazi Party" for short.



Adolf Hitler
1889-1945

By the 1930s, the suffering German economy was made even worse by the Great Depression, and unemployment skyrocketed. Hitler was able to take advantage of the nation's misery by claiming that he alone could return Germany to its "former glory," a common promise made by aspiring dictators. By 1932, Hitler's success began to gather speed, and the Nazi party soon became the largest party in Parliament. In January of 1933, he became Chancellor of Germany (the second highest office at the time). Adolf Hitler had risen towards the very top of the German government by means of legitimate, democratic election. But he was not yet a dictator.



The Reichstag fire, February 27, 1933.

In 1933, the German Reichstag (Parliament) building was set on fire. Hitler blamed the communists, and claimed it signalled the start of a communist revolution. Remember, the Russian Revolution had happened just 15 years prior, and politicians across Europe lived in constant fear of a communist revolution.

The fire gave Hitler the opportunity to pass emergency legislation. The next day he issued the Reichstag Fire Decree (see page 68), stripping citizens of their civil liberties. This was followed by the Enabling Act, which gave Hitler dictatorial authority. Hitler used these powers to imprison the members of the communist party, as well as outlaw all other political parties. By the summer of 1934, after orchestrating the murders of dozens of political rivals and high-ranked officials, Hitler won the support of the army, and his power was now absolute.

3. Anti-Semitism in Nazi Germany

Anti-Semitism refers to the irrational, pathological hatred of Jewish people. For reasons still not fully understood, Hitler despised the Jewish people, and made anti-Semitism a major point in Nazi ideology.

to track the glacier's movement. Alternatively, for a geographer studying the health effects of a nuclear waste facility in South Africa, "the field" could refer to the communities located near the nuclear waste site.

Geographic Inquiry Process

The **geographic inquiry process** is a research method which geographers can use to conduct their research. This method can be a helpful way for students of geography to structure their research, stay on topic, practice research skills, and even make new geographic discoveries. The five-step process, outlined on the next page, involves making observations, formulating a research question, collecting and analyzing data, and presenting research findings.

STUDYING GEOGRAPHY: YOUR ACADEMIC JOURNEY

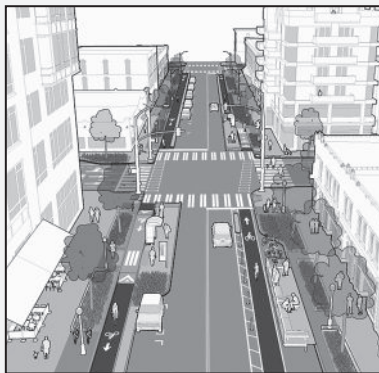
Success in the study of geography begins with two important educational goals. The first is to build a geographic knowledge base. Before students can progress in the field of geography, it is important to first establish a basic understanding of the physical features, forces, systems, and spaces which shape our world. This knowledge base will allow you to recognize the significance of geographic phenomena, make informed observations, identify patterns, ask questions, and seek evidence.

The second educational goal is to develop geographic research skills. To do so, it can be helpful to think like a geographer. You can do this by practicing the art of observation, by exercising curiosity

EXAMPLES OF CAREERS IN GEOGRAPHY

Urban / Community Planner

Urban and community planners are involved in the highly collaborative process of planning and designing cities and towns, including public spaces, housing projects, and transportation corridors, etc. These professionals often work with different government agencies in order to strike a balance between various interests, needs, budgets, and visions. Urban planners design cities, while community planners work with towns and rural communities.



Landscape Architect

Landscape architects provide the architectural visions and blueprints for outdoor spaces, such as parks, walkways, town squares, and residential communities, while also managing larger natural environments, such as wetlands, urban forests, and public beaches. These professionals are often involved with developing public infrastructure such as drainage systems, outdoor recreation facilities, and roads, as well as monuments and public art.



Cartographer

Cartography is the profession of mapmaking. It follows that cartographers are involved with designing a wide variety of maps, such as small-scale maps used in airports, malls, or parks; large maps depicting entire countries; topographical maps showing elevation; as well as maps showing the distribution of variables such as crime rates or air pollution. Today, cartographers often do their work using sophisticated computer programs.



which ensures the rights of citizens are protected; regularly scheduled, multi-party elections, so that citizens are offered a choice on a regular basis of who governs them; a body of lawmakers, commonly referred to in different countries as the Legislature, Parliament, or Congress; and an independent judicial system.

1. Majority Rule

One of the fundamental ideals of democracy is that everyone should have a say in the decision-making process and the ways in which society is governed. The belief behind this ideal is that everyone's perspective is worth the same as that of another. No individual in a democratic society can claim to hold a more valuable opinion than another person, and no one's beliefs are to be considered superior to those of another.

As everyone in a democracy is permitted an equal voice, it follows that decisions are made by way of majority rule. The term **majority rule** means that decisions are made by determining which option is favoured by the largest number of people. When it comes to decision-making, democracy tends to place greater value on the ideas which are held by large groups of people, while placing less value on the ideas held by just a few people. This is the reasoning behind elections: candidates who win the most votes assume office, since they represent the will of the majority.

2. Rule of Law

Another foundational philosophy of democracy is the supremacy and unconditionality of the rule of law. In a true democracy, all citizens are equal before the law. While other systems of government might also use laws, in a democracy the rule of law applies equally to all citizens, regardless of their wealth, rank, career, race, gender, religion, ownership of property, or social status. This means that citizens, politicians, and even the head of state are all subject to the same laws.

3. Government Accountability

Another important principle of democracy is that the government is always accountable to the people. When politicians are accountable to citizens, it means that they are answerable, or in other words, that they must explain any decisions made or actions taken in relation to their position. Furthermore, accountability means that in the event where a politician does something illegal, they are liable to face consequences.



Lady Justice, an Ancient Roman personification of the rule of law, displaying a scale, a blindfold, and a sword.

The scale represents the law in practice, depicting the process whereby judges can hear both sides of the story, and then "weigh" the arguments brought before the court. The scale further symbolizes that the judicial process must consider competing perspectives fairly.

The blindfold indicates that justice is blind, meaning that the law does not discriminate, but applies equally to all people.

The sword represents the verdict, such as a punishment, and signifies that justice is at once powerful, swift, and final.

Refer to pages 254-260

UNIT 4: GEOGRAPHY - EXERCISE 6
THE SCIENCE AND ETHICS OF CLIMATE CHANGE

1. Explain the relation between the terms "global warming" and "climate change."

2. In your own words, explain the concept of the greenhouse effect.

3. Provide three causes and consequences of climate change.

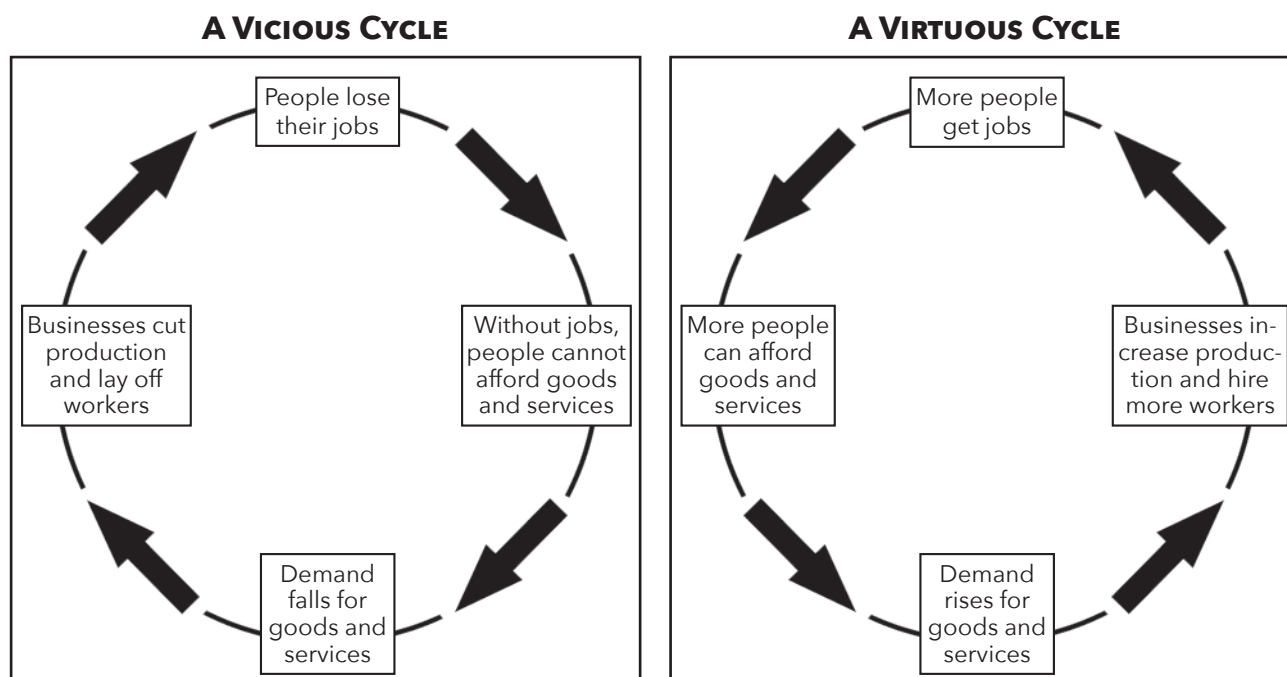
Causes	Consequences

4. a) Explain how a positive feedback loop works.

b) Briefly explain one example of a positive feedback loop in relation to climate change.

c) Think of your own example of a positive feedback loop and explain it. Your example does not have to relate to climate change or geography.

5. Provide two different ways to measure greenhouse gases, and briefly explain each.



Keynes soon proposed the idea that the main cause of the vicious cycle, and therefore the Great Depression, was not a lack of supply, but rather a lack of demand. With this observation, Keynes was able to formulate a theory for how governments could improve the economy.

D. KEYNES' IDEAS FOR SOLVING THE GREAT DEPRESSION

In 1936, with the publication of his book, *The General Theory of Employment, Interest and Money*, Keynes offered a radical solution for how governments could attempt to solve the Great Depression. He proposed that governments should spend their way out of the depression. According to Keynes, the Great Depression was due primarily to a lack of demand for goods. Keynes' idea was for governments to create the demand that was needed to get the economy up and running again. But how would governments do this?

Keynes' solution was for governments to borrow massive sums of money to be spent on public infrastructure projects, which would put workers back to work. Today this concept is known as **deficit financing**, since it involves governments running deficits (going into debt) in order to finance (pay for) public works projects. Once the workers went back to work, they would start receiving income. With this income, they would once again be able to buy goods and services, such as better foods, bigger houses, new clothes, vacuum cleaners, or a trip to the barber. As a result, the demand for goods and services would rise. This would allow grocers, builders, tailors, vacuum manufacturers, and barbers to also become employed again, and therefore start receiving incomes, which would increase the demand for other goods and services. In this way, the practice of deficit financing is a way for governments to stimulate, or refuel, the economy by artificially creating demand for goods and services.

Keynes believed that once the government spent the borrowed money on public works projects, it would have a ripple effect on the rest of the economy. With so many workers now able to buy consumer goods, therefore increasing demand for these goods, factories would reopen in order to supply the newly created demand. This in turn would lead to a **virtuous cycle**, or in other words, the reverse effect of the vicious cycle.

For instance, in the Charter of Rights and Freedoms, which makes up just one part of Canada's Constitution, section 9 reads as follows: "Everyone has the right not to be arbitrarily detained or imprisoned." This is clearly an important part of our Constitution, however, it is not explicitly clear what qualifies as "arbitrary." If someone in Canada were to be arrested for reasons that seemed arbitrary—perhaps a police officer arrested someone based on the suspicion of robbery—that person could bring the matter before the courts, where a judge or a panel of judges would determine whether or not the arrest qualified as "arbitrary."

1. Judicial Independence

In Canada, as in most democracies, the judicial branch is often tasked with determining whether or not the government itself has violated the country's laws or Constitution. Furthermore, the judicial branch also frequently presides over disputes between federal and provincial governments. For this reason, it is crucial that the judicial branch remains independent of the other branches of government, in order to prevent government officials from interfering in the judicial process, and to ensure the integrity of our court system. Remember, judicial independence is one of the defining principles of democracy.

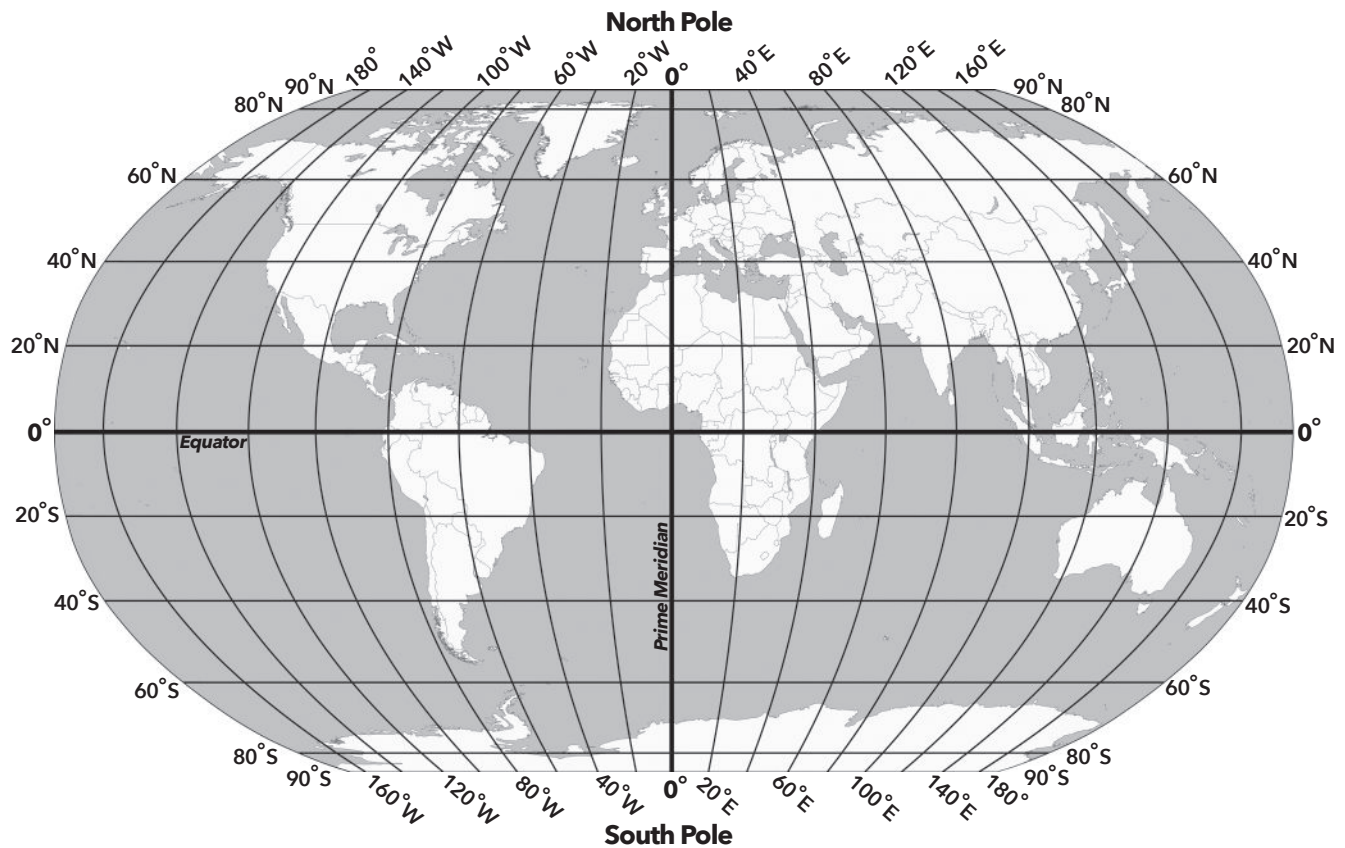
Canada's judicial branch maintains its independence in three main ways. First, Canada's judges have job security, which means they cannot be fired for making judgments which the government does not agree with. Second, judges have financial security, as their salaries are guaranteed and cannot be altered without the approval of an independent commission. This prevents the government from decreasing the salaries of judges who rule against the government's favour, while also preventing government officials from bribing judges with pay increases in exchange for favourable rulings. Finally, Canada's courts have administrative independence, which means that no officials from the executive or legislative branches have any influence in how court cases are handled, for example, which judges preside over which cases, or which cases are to be brought before the Supreme Court, etc.

Mini Bio: Beverley McLachlin

Born in 1943 in the small town of Pincher Creek, AB, Beverley McLachlin grew up at a time when most young girls were expected to pursue dreams of being wives and mothers, rather than judges, lawyers, and academics. As a young girl who loved books, she was told that her reading skills and passion for learning would be all but useless in her adult life. Determined to defy the odds against her, McLachlin pursued her studies at the University of Alberta, where she was awarded first a Bachelor's and then a Master's degree in philosophy. After practicing law in BC and Alberta throughout the 1970s, she was appointed to the Supreme Court of British Columbia in 1981. By 1989 she had risen her way to the Supreme Court of Canada. In 2000 she became the first woman to hold the position of Chief Justice, the highest ranking position in Canada's judicial system. She continued to serve in this position until her retirement in 2017.



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The distance between latitude lines is approximately 111 kilometres. With this in mind, how do we pinpoint locations between latitude lines? The answer is quite simple; we use decimals. For instance, while most of the Canada-US border is at 49.0° N, downtown Vancouver has a latitude of approximately 49.28° N. Likewise, Kelowna is at 49.88° N, while Prince George is at 53.91° N.

b) Longitude

Longitude is very similar to latitude. Instead of running horizontally, longitude lines are vertical, meaning that **longitude** is a way of determining specific locations in terms of east and west.

There is another major difference between longitude and latitude, which is that longitude lines are not parallel to each other. Instead, all longitude lines meet at both poles. This means that the distance between longitude lines varies depending on how far north or south one is. At the equator, the distance between longitude lines is approximately 111 kilometres. As we move north or south, the distance between longitude lines shrinks as we move closer to the poles. At each pole, there is no distance at all between longitude lines, as they all converge at the same point.

As longitude lines are not parallel to each other, we cannot call them "parallels." Instead, longitude lines are called **meridians**. It follows that the 0° longitude line is called the **prime meridian**.



The Royal Observatory in Greenwich, England, UK, internationally recognized as the prime meridian, or 0° longitude line.

Refer to pages 98-101,
104, and 129

UNIT 2: POLITICS - EXERCISE 3

ELECTION DAY

Refer to the following hypothetical election results to complete this exercise.

In this election, we imagine that Canada consists of only 5 ridings/electoral districts. (In reality, there are 338.) We also assume that each riding has exactly 100,000 people, all of whom are old enough to vote. Remember that the winner of each riding wins one seat in the House of Commons, and the Party that wins the most seats wins the election. Four hypothetical political parties are used in this scenario: the Freedom Party, the Capitalist Party, the Workers Party, and the Peace Party.

Election Results

Riding A	Riding B	Riding C	Riding D	Riding E
Voter turnout: 60%	Voter turnout: 80%	Voter turnout: 70%	Voter turnout: 85%	Voter turnout: 50%
# of votes	# of votes	# of votes	# of votes	# of votes
Freedom: 25,000	Freedom: 5,000	Freedom: 30,000	Freedom: 20,000	Freedom: 10,000
Capitalist: 15,000	Capitalist: 35,000	Capitalist: 25,000	Capitalist: 10,000	Capitalist: 15,000
Workers: 10,000	Workers: 25,000	Workers: 10,000	Workers: 10,000	Workers: 20,000
Peace: 10,000	Peace: 15,000	Peace: 5,000	Peace: 45,000	Peace: 5,000

1. How many votes did each party receive?

Freedom: _____ Capitalist: _____ Workers: _____ Peace: _____

2. How many seats did each party win?

Freedom: _____ Capitalist: _____ Workers: _____ Peace: _____

3. Which party won each riding?

A: _____ B: _____ C: _____ D: _____ E: _____

4. Using the first-past-the-post system, which party won the election? _____

5. Using the first-past-the-post system, would this election lead to a majority or minority government? Explain how you know. (See page 129 for assistance).

6. Which party won the popular vote in this election? _____

7. Which party won the election if proportional representation is used? _____

8. What was the average rate of voter turnout in this election? _____

9. Which party do you think should win this election? Please explain your reasoning.

Innovative diagrams make challenging concepts such as the greenhouse effect easy to understand. The geography unit includes over 60 diagrams, photographs, charts, maps, and illustrations to assist students in visualizing abstract concepts, natural forces, and a variety of geographic models.

plants, and animals, while also causing cancer. The part of the atmosphere that helps to filter out the harmful UV rays is called the **ozone layer** (see "Layers of the Atmosphere" diagram on page 226).

c) Prevents Heat from Escaping

Another important aspect of the atmosphere is its ability to trap heat and prevent it from escaping back into outer space. When the sun shines on Earth, its warming rays heat up certain gases within the atmosphere, before passing through to the surface. These warmed gases then act like a blanket, preventing the heat from escaping into space. This concept is known as the greenhouse effect.

2. The Greenhouse Effect

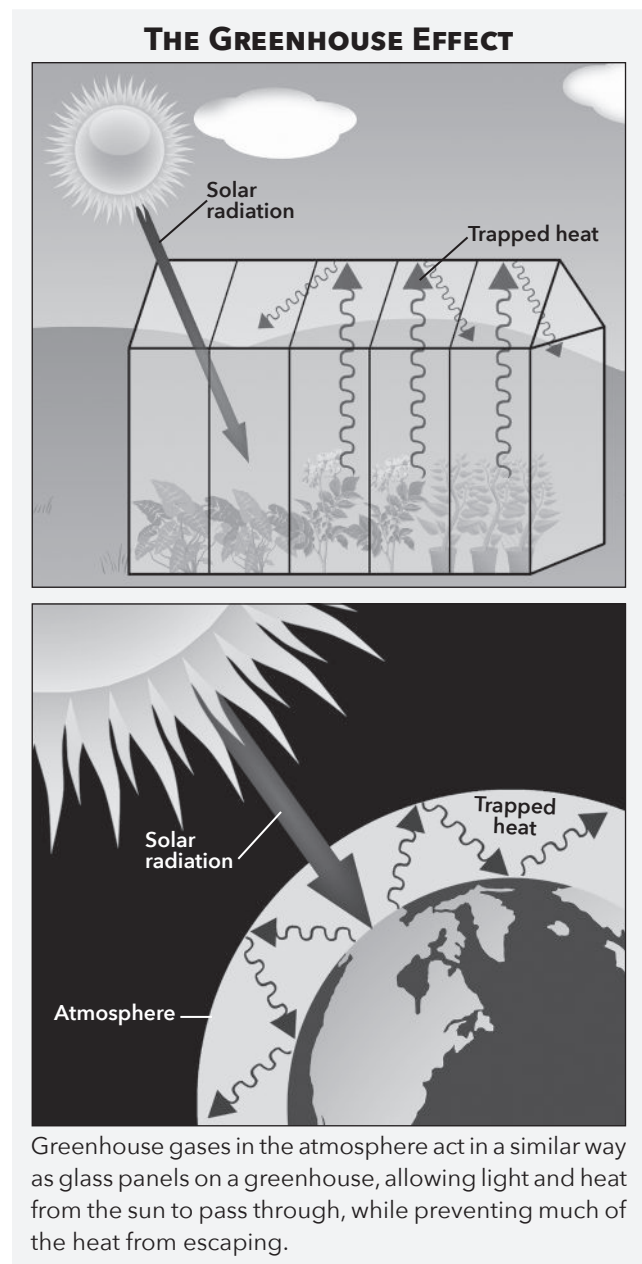
If you've ever been inside a greenhouse, you know that they can get quite warm. While the sun's warming rays easily penetrate the glass walls and roof of a greenhouse, the warm air inside cannot pass through the glass. As the sun's rays heat the air inside the greenhouse, the warm air molecules become trapped, causing the temperature inside the greenhouse to rise.

This analogy describes the effect of Earth's atmosphere, and is known as the **greenhouse effect**. As the sun's rays pass through the atmosphere, some of the gas molecules absorb the heat. These gases, known as greenhouse gases, then act as a sort of clear blanket, preventing the heat from dispersing into outer space. In this way, Earth's atmosphere allows the sun's warming rays to pass through, but yet prevents too much heat from escaping, just like a giant greenhouse.

We rely on the greenhouse effect for survival. Not enough greenhouse gases in the atmosphere would result in too little heat retention, which would lead to global cooling. On the other hand, an overabundance of greenhouse gases would result in too much heat retention, or global warming. We will discuss greenhouse gases and the greenhouse effect further in Section V (page 254).

B. THE HYDROSPHERE

The **hydrosphere** consists of all the water on Earth, including oceans, lakes, rivers, glaciers, ice fields, groundwater, water vapour, as well as the water inside living things. The amount of water in



Greenhouse gases in the atmosphere act in a similar way as glass panels on a greenhouse, allowing light and heat from the sun to pass through, while preventing much of the heat from escaping.

Each unit begins with a layout of the Big Ideas, or core issues, dealt with in the coming pages. Accompanying the Big Ideas are “Questions to Guide Your Reading,” meant to encourage active learning habits.

BIG IDEAS

HUMAN RIGHTS

Human rights are a central component of social justice, and the protection of human rights is a core objective of this discipline. But what are human rights? Who determines what rights are considered “universal”? The Universal Declaration of Human Rights, published by the United Nations in 1948, is perhaps the most widely recognized list of inalienable, unconditional human rights. Of the 30 articles included in the Declaration, Article 1 may be seen as the foundational principle of social justice: “All human beings are born equal in both dignity and rights.” This simple sentence captures the essence of social justice because it allows us to view all of humanity on equal terms, to understand that each person, like ourselves, has value, while also condemning prejudice, intolerance, and other forms of identity-based discrimination which often lead to social injustice.

FAIR-MINDEDNESS

Fair-mindedness is a mindset which views situations and disputes from an objective, unbiased, and impartial point of view. To exercise fair-mindedness, we must learn to think judiciously, critically, and without regard to our own vested interests. Those who exercise fair-mindedness play a role similar to that of a judge in a court of law, focusing exclusively on the impartial application of justice, rather than the potential outcomes of the verdict. In other words, fair-mindedness, like justice, is blind. Central to the idea of fair-mindedness is the general principle that all people have equal rights, and that no one, including ourselves, is entitled to identity-based advantages or disadvantages.

LASTING IMPACTS OF INJUSTICE

Past incidents of social injustice often influence the present. Many injustices that are present in the world today have roots in historic incidents of discrimination, prejudice, persecution, and exploitation. Oftentimes, instances of social injustice can have long-lasting negative impacts on those affected, which may be felt in successive generations. By understanding the lasting impacts of social injustice, we can better appreciate the importance of standing up for human rights, inclusivity, and justice.

QUESTIONS TO GUIDE YOUR READING

- Do imbalances of wealth or power impede social justice? Can social justice take place if power and wealth are distributed unevenly?
- Should Canada play a role in defending human rights in foreign countries?
- Does social injustice lead to lasting consequences? In what ways have historic injustices shaped our society today?
- Can you think of social justice issues that relate to each of the four previous units? (History, Politics, Economics, and Geography.)

UNIT 1: HISTORY - EXERCISE 3

THE RISE OF HITLER AND THE NAZI PARTY

Refer to pages 20-27

1. Describe the economic conditions in Germany in the years following the First World War.

2. Briefly describe the Nuremberg Laws.

3. How was Hitler able to convince the German people to support him?

4. Outline Hitler's views regarding race. Be sure to mention ethnocentrism, *Lebensraum*, and anti-Semitism.

5. Referring to the Reichstag Fire Decree below, and page 21 in the text, explain how Hitler was able to use the fire in the Reichstag building to establish dictatorial powers.

Reichstag Fire Decree

[Translated from German]

On the basis of Article 48, paragraph 2 of the Constitution of the German Reich, the following is ordered in defence against communist, state-endangering acts of violence:

Articles 114, 115, 117, 118, 123, 124 and 153 of the Constitution of the German Reich are suspended until further notice. It is therefore permissible to restrict the rights of personal freedom, freedom of opinion and expression, including the freedom of the press, the freedom to organize and assemble, and the privacy of postal, telegraphic and telephonic communications. Warrants for house searches, orders for confiscations as well as restrictions on property are also permissible beyond the legal limits otherwise prescribed.

February 28, 1933

Simply put, **imperialism** involves one country or society establishing control over another. In more elaborate terms, imperialism is the practice of conquering or dominating the people, political systems, natural resources, and economies of foreign lands. During the Age of Imperialism, this was often done as a means for powerful European nations to expand their empires. As technological advancements paved the way for industrialization on a massive scale, the European powers began to search for more natural resources to fuel the industrial boom. At the same time, these nations were also searching for new markets in which to sell the goods that their newly industrialized economies were mass producing. These two needs led many European countries (and later Japan) to become imperial powers.

A related practice of imperialism is colonialism. **Colonialism** refers to the practice of establishing colonies in conquered territories. By establishing colonies, the imperial power, also known as the "motherland," or empire, would gain access to natural resources as well as new markets in which to sell goods. Furthermore, as land in many European countries was becoming scarce, colonies provided additional lands which citizens could relocate to.

During the Age of Imperialism, European imperialists established colonies on every continent. Britain had colonies in North America, China, the Middle East, India, South Asia, Australia and the Pacific; France had colonies in North and South America, Southeast Asia, the Pacific, and the Middle East; Spain held much of South America, Mexico, the Caribbean, and the Philippines; the Netherlands had the Dutch East Indies (modern day Indonesia); Portugal controlled Brazil, Macau, and a number of islands in the Pacific and Atlantic; and each of these empires, including Italy, Belgium, and Germany, held colonies in Africa.

1. Imperialism in Africa and the Atlantic Slave Trade

European imperialists saw Africa as a land extraordinarily rich in natural resources, such as gold, copper, and other precious metals, ivory, rubber, cocoa, tea, diamonds, cotton, palm oil, tin, animal products, and perhaps the most economically valuable resource at the time, human labour. From the sixteenth to nineteenth century (approximately 1500-1888), the **Atlantic slave trade** took place, where slaves from Africa were bought, sold, and transported between Europe, North and South America, and the Caribbean. This slave trade resulted in one of the largest migrations in human history, where approximately 12.5 million Africans were transported across the Atlantic Ocean. Of this 12.5 million, only an estimated 10.7 million survived the transatlantic voyage.



A French political cartoon from 1898 depicting the caricatures of five imperial empires deciding how to divide a pastry labelled "Chine" (French for China) between them. From left to right: Queen Victoria of Britain, Emperor Wilhelm II of Germany, Tsar Nicholas II of Russia, Marianne (a popular symbol of France), and a Samurai warrior (symbol of Japan). In the background a Chinese man tries to stop them. China was seen as the ultimate prized colony by many imperial powers, due to its large population and natural resources.