

LESSON 3 **HANDOUT 3.8** DID THE FEDERAL GOVERNMENT ACT IN GOOD FAITH?

Good Faith

You may have heard the Latin phrase *bona fide* which is generally accepted in modern-day English to mean 'of good faith'. In this activity you will use the evidence and understandings gained in the previous activity to make a judgment. To act in good faith is to be fair, open, honest, and upright in one's actions towards others. In the previous activity you learned that the federal government reversed its policy of custodianship and care of Japanese Canadian owned property to one of forced sales and liquidation. The question we will address here is whether the government acted in a fair, open, and honest manner when revoking the promise to protect this property. Here we will consider the issue of good faith with respect to three factors: sincerity, reasonableness, and fairness.

Historical Thinking Competencies – Ethical Judgment

When considering the causes of actions in the past it is helpful to apply the following constructs to our judgment of those actions.

Sincere:

- Was the action genuinely believed to be justifiable?
- Was the action taken with the sincere belief that it had justifiable ends?
- Did the action meet with the values held by a majority of society at the time?

Reasonable:

- Given what decision makers knew at the time was the action necessary?
- What other option(s) did the decision makers consider?
- Did the decision meet the intended objective?
- Was the decision proportional (did it balance the needs of the country/province with the impact on the individuals)?

Fair:

- Considering the accepted values of the time, were the rights and interests of Japanese Canadians fairly considered?
- When weighing the decision to dispossess Japanese Canadians, did policy makers balance the rights of all Canadians and consider the common good?
- Can any group(s) be identified that were not fairly treated by the government?

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	Sincere/Insincere	Reasonable/Unreasonable	Fair/Unfair
1			
2			
3			
4			
5			