**T° OIB History Theme 1:**

**Fragile Democracies, totalitarianism and World War II (1929-1945)**

**Chapter 1: The impact of the 1929 crisis: economic and social imbalances (4hrs)**

This chapter studies the impact of the global economic crisis on societies and politics in the short, medium and long term. It focuses on the causes of the crisis triggered by the 1929 **Wall Street Crash**, the transition from an American crisis to a global crisis and the consequences, including unemployment and political instability. It also draws attention to the immediate and longer-term implications of increased federal government intervention in the economy. Thus, it also introduces the rise of **neoliberal economic thought** (Friedrich Hayek) and **Keynesian economic theory** foreshadowing the post WW2 debate between a big government welfare state versus the ideology of the **invisible hand of the market**.

**Reference Points**

* Consequences of the Wall Street Crash in the US and the situation in Latin America
* 1933: inauguration of President F.D. Roosevelt, the New Deal and the Alphabet Agencies
* June 1936: the Matignon Accords in France

**Key Questions**

1. How did the economic crisis of the 1930s pose a challenge to democratic governments?

2. What were the key economic, social, and political consequences of the Great Depression in the United States?

3. How did the New Deal transform the role of the federal government in American society?

4. In what ways were the approaches to the Depression in the USA and France similar and different?

**Learning Objectives**

* Identify the characteristics of the Great Depression
* Understand the goals of the New Deal 3 R’s - relief, recovery, reform
* Evaluate the response of the Popular Front government in France to the depression and workers’ demands
* Compare & Contrast the Matignon Agreements with the New Deal (eg. 1935 Wagner Act)
* Consider (briefly) the legacy of the New Deal

**Key Terms**

**Alphabet Agencies**: The alphabet agencies (also New Deal agencies) were the [U.S. federal government](https://en.wikipedia.org/wiki/U.S._federal_government) agencies created as part of the [New Deal](https://en.wikipedia.org/wiki/New_Deal) of President [Franklin D. Roosevelt](https://en.wikipedia.org/wiki/Franklin_D._Roosevelt) (e.g. the WPA – Works Progress Administration).

**Dust Bowl**: The Dust Bowl was the name given to the drought-stricken Southern Plains region of the United States, which suffered severe **dust storms** during a dry period in the 1930s.

**Invisible hand of the market**: The unobservable market force that helps the demand and supply of goods in a free market to reach equilibrium automatically is the invisible hand.  
The phrase invisible hand was introduced by Adam Smith in his book 'The Wealth of Nations'. He assumed that an economy can work well in a free market scenario where everyone will work for his/her own interest.

**Keynesianism**: Keynesian economics is a theory that says the government should increase [demand](https://www.thebalance.com/what-is-demand-definition-explanation-effect-3305708) to boost growth. Keynesians believe consumer demand is the primary driving force in an economy. As a result, the theory supports the [expansionary fiscal policy](https://www.thebalance.com/expansionary-fiscal-policy-purpose-examples-how-it-works-3305792). Its main tools are [government spending](https://www.thebalance.com/current-u-s-federal-government-spending-3305763) on infrastructure, unemployment benefits, and education.

**Matignon Agreements**: signed on 7 June 1936, between the [Confédération générale de la production française](https://en.wikipedia.org/wiki/Conf%C3%A9d%C3%A9ration_g%C3%A9n%C3%A9rale_de_la_production_fran%C3%A7aise) (CGPF) [employers' organization](https://en.wikipedia.org/wiki/Employers%27_organization), the [CGT](https://en.wikipedia.org/wiki/CGT_(France)) [trade union](https://en.wikipedia.org/wiki/Trade_union) and the French state. They were signed during a massively followed [general strike](https://en.wikipedia.org/wiki/General_strike) initiated after the election of the [Popular Front](https://en.wikipedia.org/wiki/Popular_Front_(France)) in May 1936, which had led to the creation of a left-wing government headed by [Léon Blum](https://en.wikipedia.org/wiki/L%C3%A9on_Blum). These accords included a legal right to strike, a blanket wage increase for all workers and two weeks paid vacation among other newly recognized rights.

**Neoliberalism**: This supports fiscal austerity, deregulation, free trade, privatization, and greatly reduced government spending. Most recently, neoliberalism has been famously associated with the economic policies of Margaret Thatcher in the United Kingdom and Ronald Reagan in the United States.

**Friedrich August Hayek (1899-1992):** An Austrian-British [economist](https://en.wikipedia.org/wiki/Economist) and [philosopher](https://en.wikipedia.org/wiki/Philosopher) who is best known for his defence of [classical liberalism](https://en.wikipedia.org/wiki/Classical_liberalism) and is noted for his [criticisms](https://www.merriam-webster.com/dictionary/criticisms) of the Keynesian [welfare state](https://www.britannica.com/topic/welfare-state) and of [totalitarian](https://www.britannica.com/topic/totalitarianism) [socialism](https://www.britannica.com/topic/socialism).

**Social Security Act**: On August 14, 1935, the **Social Security Act** established a system of old-age benefits for workers, benefits for victims of industrial accidents, unemployment **insurance**, aid for dependent mothers and children, the blind, and the physically handicapped.

**Welfare State**: The United States was the only industrialized country that went into the [Great Depression](https://en.wikipedia.org/wiki/Great_Depression) of the 1930s with no social insurance policies in place. In 1935 [Franklin D. Roosevelt](https://en.wikipedia.org/wiki/Franklin_D._Roosevelt)'s [New Deal](https://en.wikipedia.org/wiki/New_Deal) instituted significant social insurance policies. In 1938 Congress passed the [Fair Labor Standards Act](https://en.wikipedia.org/wiki/Fair_Labor_Standards_Act), limiting the work week to 40 hours and banning child labor for children under 16, over stiff congressional opposition from the low-wage South.

**T° OIB History Theme 1:**

**Fragile Democracies, totalitarianism and World War II (1929-1945)**

**Chapter 2: Totalitarian Regimes (5hrs)**

This chapter surveys the characteristics of totalitarian regimes (ideology, forms of adhesion, use of violence and terror for coercion and control devices) and their consequences on the European order. You will compare and contrast the characteristics of Stalin’s USSR and Nazi Germany and consider how ‘totalitarianism’ differs from ‘authoritarianism’.

**Reference Points**

* Ukrainian Famine, 1932-33
* November 9-10th 1938: Kristallnacht
* International Intervention in the Spanish Civil War (1936-39)

**Key Questions**

1. How did totalitarian regimes exploit the economic crisis in order to gain and maintain power in the 1930s?

2. How important was the role of ideology and coercion in the consolidation of power in Nazi Germany and Stalinist Soviet Union?

3. How can we explain popular support for the regimes in Soviet Russia and Nazi Germany?

4. How effective were the regimes in maintaining their power and control?

5. Compare and contrast the characteristics of the Soviet and Nazi regimes.

**Learning Objectives**

* **Identify** the characteristics of totalitarian regimes: ideology, cult of the personality, State control of individuals and Society, enforcement methods, use of modern technology (mass communication, propaganda), one party rule and dictatorship.
* **Analyse** the characteristics of the USSR’s totalitarian regime: Stalinism - Reign of Terror - Great Purge - Command Economy - Five Year Plan - Collective Farm - Police Terror - Indoctrination - Censorship - Persecution – Kulak.
* **Analyse** how the Nazi party consolidated its regime in the 1930s.
* **Understand** the steps taken to exclude ‘Non-Aryans’ and political opponents from German society.

**Key Terms**

**Totalitarianism**

**Propaganda** and **censorship**: Propaganda means the dissemination of information—facts, arguments, rumours, half-truths, or lies—to influence [public opinion](https://www.britannica.com/topic/public-opinion). Censorship involves the suppression or prohibition of any parts of books, films, news, etc. that are considered obscene, politically unacceptable, or a threat to security.

**Police State**: a political unit characterized by repressive governmental control of political, economic, and social life usually by an arbitrary exercise of power by police and especially secret police in place of regular operation of administrative and judicial organs of the government.

**Single-Party State**: a type of state in which one [political party](https://en.wikipedia.org/wiki/Political_party) has the right to form the government, usually based on the existing constitution.All other parties are either outlawed or allowed to take only a limited and controlled participation in elections.

**Totalitarianism**: a form of [government](https://school.eb.co.uk/levels/advanced/article/government/106262) that theoretically permits no individual freedom and that seeks to subordinate all aspects of individual life to the authority of the [state](https://school.eb.co.uk/levels/advanced/article/state/1296).

**Germany**

**Aryanism**: the doctrine popularized by Nazism that the so-called [Aryan](https://www.merriam-webster.com/dictionary/Aryan) peoples possess superior capacities for government, social organization, and civilization. **Aryan** is a term for peoples speaking the language of Europe and India. In Nazi racial theory, a person of pure German "blood." The term "non-Aryan" was used to designate Jews, part-Jews and others of supposedly inferior racial stock.

**Volksgemeinschaft**: a [German](https://en.wikipedia.org/wiki/German_language) expression meaning "people's community". The Nazis thought of this as a new German society which rejected old religions, ideologies, and class divisions, instead forming a united German identity made up of the most superior of the human races. Others races such as Slavs, Romany, and Jews could be exploited and eventually liquidated. The Volksgemeinschaft was inherently racist and contributed greatly to the Nazi’s attempts at mass extermination.

**Hitler Youth**: organization set up by [Adolf Hitler](https://www.britannica.com/biography/Adolf-Hitler) in 1933 for educating and training male youth in [Nazi](https://www.britannica.com/event/Nazism) principles. On 1st July 1936 it became a state agency and all Young Aryan Germans were expected to join.

**Night of the Long Knives (June 30th – July 2nd 1934):** purge of [Nazi](https://www.britannica.com/topic/Nazi-Party) leaders by [Adolf Hitler](https://www.britannica.com/biography/Adolf-Hitler) on June 30, 1934. Fearing that the paramilitary [SA](https://www.britannica.com/topic/SA-Nazi-organization) (or Brownshirts) had become too powerful, Hitler ordered his elite [SS](https://www.britannica.com/topic/SS) guards to murder the organization’s leaders, including [Ernst Röhm](https://www.britannica.com/biography/Ernst-Rohm). Also killed that night were hundreds of other perceived opponents of Hitler.

**Reichstag Fire**: burning of the [Reichstag](https://school.eb.co.uk/levels/advanced/article/Reichstag/2814) (parliament) building in [Berlin](https://school.eb.co.uk/levels/advanced/article/Berlin/109618), on the night of February 27, 1933, a key event in the establishment of the [Nazi](https://school.eb.co.uk/levels/advanced/article/Nazi-Party/55111) [dictatorship](https://school.eb.co.uk/levels/advanced/article/dictatorship/30347) and widely believed to have been contrived by the newly formed Nazi government itself to turn public opinion against its opponents and to assume emergency powers.

**Enabling Act**: law passed by the German Reichstag in 1933 that enabled [Adolf Hitler](https://school.eb.co.uk/levels/advanced/article/Adolf-Hitler/106283) to assume dictatorial powers. Deputies from the [Nazi Party](https://school.eb.co.uk/levels/advanced/article/Nazi-Party/55111), the [German National People’s Party](https://school.eb.co.uk/levels/advanced/article/German-National-Peoples-Party/36571), and the [Centre Party](https://school.eb.co.uk/levels/advanced/article/Centre-Party/22099) voted in favour of the act, which “enabled” Hitler’s government to issue decrees independently of the Reichstag and the presidency.

**Nuremberg Laws (1935):** race-based measures depriving Jews of rights, designed by [Adolf Hitler](https://school.eb.co.uk/levels/advanced/article/Adolf-Hitler/106283) and approved on September 15th, 1935. The Reichsbürgergesetz (“Law of the Reich Citizen”), deprived Jews of German citizenship, designating them “subjects of the state.” The Gesetz zum Schutze des Deutschen Blutes und der Deutschen Ehre (“Law for the Protection of German Blood and German Honour”), forbade marriage or sexual relations between Jews and “citizens of German or kindred blood.”

**Soviet Union**

**Communist Youth**: known as the Komsomol and established in 1918, this was an organization for young people aged 14 to 28 that was primarily a political organ for spreading Communist teachings and preparing future members of the Communist Party. Closely associated with this organization were the [Pioneers](https://school.eb.co.uk/levels/advanced/article/Pioneers/60126), for ages 9 to 14, and the [Little Octobrists](https://school.eb.co.uk/levels/advanced/article/Little-Octobrist/48544), for the very young.

**Collectivisation:** policy adopted by the Soviet government, pursued intensively between 1929 and 1933, to transform traditional [agriculture](https://school.eb.co.uk/levels/advanced/article/agricultural-economics/111027) in the [Soviet Union](https://school.eb.co.uk/levels/advanced/article/Soviet-Union/105999) and to reduce the economic power of the [kulaks](https://school.eb.co.uk/levels/advanced/article/kulak/46382) (prosperous peasants). Under collectivization the peasantry were forced to give up their individual farms and join large collective farms ([kolkhozy](https://school.eb.co.uk/levels/advanced/article/kolkhoz/45938)).

**Five-Year Plans**: method of planning economic growth over limited periods, through the use of quotas, used first in the [Soviet Union](https://school.eb.co.uk/levels/advanced/article/Soviet-Union/105999) between1928–32, concentrated on developing heavy industry and collectivizing agriculture, at the cost of a drastic fall in consumer goods. Collectivization led to terrible famines, especially in the Ukraine, that caused the deaths of millions.

**Great Purge**: three widely publicized show trials and a series of closed, unpublicized trials held in the [Soviet Union](https://school.eb.co.uk/levels/advanced/article/Soviet-Union/105999) during the late 1930s, in which many prominent Old Bolsheviks were found guilty of [treason](https://school.eb.co.uk/levels/advanced/article/treason/73259) and [executed](https://school.eb.co.uk/levels/advanced/article/capital-punishment/20149) or imprisoned.

**Kulak**: a wealthy or prosperous peasant, generally characterized as one who owned a relatively large farm and several head of cattle and horses and who was financially capable of employing hired labour and leasing land.

**Cult of Personality**: a cult promoting adulation of a living national leader.

**Reign of Terror**: a campaign of political repression in the Soviet Union which occurred from 1936 to 1938. It is estimated the total number of deaths due to Stalinist repression of political opponents in 1937–38 to be between 680,000 and 1,200,000.

**T° OIB History Theme 1:**

**Fragile Democracies, totalitarianism and World War II (1929-1945)**

**Chapter 3: World War Two (7hrs)**

This chapter examines the defeat of France, and the paths of Collaboration and Resistance that confronted the country during the early 1940s. It also covers the extent and violence of WWII, including the brutality of the war on the Eastern front in order to come to some understanding of the crimes against humanity committed during the Holocaust. An additional component is on the impact of war on the US ‘homefront’, with particular attention to the role of women in defence industries, for example, and the internment of Japanese-Americans on the West Coast. The role of the two atomic bombs in ending the war in the Pacific theatre of conflict, and the circumstance of the end of the war in Europe form important links to the emergence of the Cold War tensions after the war.

**Reference Points**

* June 1940 in France: continue or stop the war
* Socio-economic impact of the war on the US: American women at war
* 29th-30th September 1940: Babi Yar Massacre
* US Pacific War and Atomic Bomb (incorporating Japanese internment)

**Key Questions**

1. **Analyze** the use of violence in WWII.

2. **What** political choices did French citizens make after their defeat and occupation?

3. **Why** and how was the Shoah carried out?

4. **Analyze** the role of the ‘Home Front’ in WWII. (What were the social consequences of the war in the US from 1941 to 1945?)

5. **Evaluate** whether the dropping of the atomic bombs by the United States was justified.

6. How did World War II sow the seeds of the Cold War?

**Learning Objectives**

* **Analyze** the choices French citizens were confronted with in June 1940.
* **Compare** the circumstances and the development of the Vichy regime and the National Revolution and the development of the Resistance and the CNR.
* **Understand** the nature and impact of the Holocaust and the mass destruction of the war (genocide, war dead, displaced populations).
* **Evaluate** the impact of the war on US civilian life (incorporating the role of women and the issue of Japanese internment).
* **Evaluate** how the circumstances surrounding the decision and use of the two atomic bombs contributed to the emergence of the Cold War

**Key Terms**

**Collaboration**: cooperation with the enemy against one's country of citizenship in wartime. Motivations for collaboration by citizens and organizations included [nationalism](https://en.wikipedia.org/wiki/Nationalism), [ethnic hatred](https://en.wikipedia.org/wiki/Ethnic_hatred), [anti-communism](https://en.wikipedia.org/wiki/Anti-communism), [antisemitism](https://en.wikipedia.org/wiki/Antisemitism), [opportunism](https://en.wikipedia.org/wiki/Opportunism), self-defence, or often a combination of these factors. Some collaborators in World War II committed [war crimes](https://en.wikipedia.org/wiki/War_crimes), [crimes against humanity](https://en.wikipedia.org/wiki/Crimes_against_humanity), or atrocities such as [the Holocaust](https://en.wikipedia.org/wiki/The_Holocaust).More often collaborators simply "went along to get along," attempting to benefit from the occupation or simply survive.

**Conseil National de la Résistance (CNR):** the body that directed and coordinated the different movements of the [French Resistance](https://en.wikipedia.org/wiki/French_Resistance): the [press](https://en.wikipedia.org/wiki/Clandestine_press_of_the_French_Resistance), trade unions and members of political parties hostile to the [Vichy regime](https://en.wikipedia.org/wiki/Vichy_France), starting from mid-1943. [Charles de Gaulle](https://en.wikipedia.org/wiki/Charles_de_Gaulle), exiled in London and recognized by the UK as [leader](https://en.wikipedia.org/wiki/Charles_de_Gaulle#1940–1945:_The_Free_French_Forces) of a French [government in exile](https://en.wikipedia.org/wiki/Government_in_exile), began seeking the formation of a committee to unify the resistance movements. On January 1, 1942, he delegated this task to [Jean Moulin](https://en.wikipedia.org/wiki/Jean_Moulin) who achieved the feat on May 27, 1943 with the first meeting of the Conseil National de la Résistance in Paris.

**D-Day**: Also known as the Normandy Invasion or Operation Overlord, D-Day, involved the Allied invasion of western [Europe](https://school.eb.co.uk/levels/advanced/article/Europe/106055), which was launched on June 6th, 1944 with the simultaneous landing of [U.S.](https://school.eb.co.uk/levels/advanced/article/United-States/111233), British, and Canadian forces on five separate beachheads in [Normandy](https://school.eb.co.uk/levels/advanced/article/Normandy/56144), [France](https://school.eb.co.uk/levels/advanced/article/France/110436).

**Einsatzgruppen**: (German: “deployment groups”) units of the [Nazi](https://school.eb.co.uk/levels/advanced/article/Nazi-Party/55111) security forces composed of members of the [SS](https://school.eb.co.uk/levels/advanced/article/SS/69325) that acted as mobile killing units during the German invasions of [Poland](https://school.eb.co.uk/levels/advanced/article/Poland/108558) (1939) and the [Soviet Union](https://school.eb.co.uk/levels/advanced/article/Soviet-Union/105999) (1941).

**Holocaust (Shoah):** The Holocaust, also known as the Shoah, was the World War II genocide of the European Jews. Between 1941 and 1945, across German-occupied Europe, Nazi Germany and its collaborators systematically murdered some six million Jews, around two-thirds of Europe's Jewish population.

**Manhattan Project:** Manhattan Project, U.S. government research project (1942–45) that produced the first [atomic bombs](https://school.eb.co.uk/levels/advanced/article/atomic-bomb/10127).

**National Revolution:** The Révolution nationale was the official ideological program promoted by the Vichy regime which had been established in July 1940 and led by Marshal Philippe Pétain. Despite its name it was more reactionary than revolutionary since it opposed most of the changes introduced since the French Revolution.

**Vichy Regime:** Vichy France, formally French State, French État Français,  (July 1940–September 1944), [France](https://school.eb.co.uk/levels/advanced/article/France/110436) under the regime of Marshal [Philippe Pétain](https://school.eb.co.uk/levels/advanced/article/Philippe-P%C3%A9tain/59411) from the [Nazi German](https://school.eb.co.uk/levels/advanced/article/Third-Reich/72142) [defeat of France](https://school.eb.co.uk/levels/advanced/article/Battle-of-France/631827) to the [Allied](https://school.eb.co.uk/levels/advanced/article/Allied-powers/5812) liberation in [World War II](https://school.eb.co.uk/levels/advanced/article/World-War-II/110199).

**T° OIB History Theme 2:**

**The Post-War Bipolar World and Challenges to Bi-polarization (1945-1970s)**

**Chapter 1: The end of WW2 and Emergence of the Cold War, 1944-50 (6hrs)**

This chapter sheds light on the parallel and contradictory developments in the immediate post-war era: the desire to create a stable new world order at the same time as the breakdown of the Grand Alliance and emergence of superpower rivalry between the USA and the USSR which led to two competing spheres of influence and formed a new world order of tensions between East and West.

**Key topics from World War Two for explaining the origins of the Cold War:**

i) The occupation and effective division of Europe (particularly Germany) by the two

emerging superpowers,

ii) The Bretton Woods Agreement

iii) Yalta and Potsdam

iv) The opening of the UN

v) The American use of the atomic bomb

**Key topics for explaining the development of the Cold War between 1945 and 1950:**

i) The Iron Curtain speech, 1946

ii) The Truman Doctrine, Marshall Plan and containment policy, 1947

iii) The Berlin Blockade and Airlift, 1948/9

iv) The Creation of NATO, 1949

v) The outbreak of the Korean War, 1950

**Reference Points**

* Truman Doctrine and Marshall Plan
* Berlin Blockade and Airlift
* 38th Parallel and outbreak of the Korean War

**Key Questions**

1. Why did wartime cooperation break down so quickly at the end of WWII?

2. To what extent are the origins of the Cold War to be found in WWII?

3. To what extent did the US and the USSR contribute to establishing a stable post-war order up to 1950?

4. Why did the United States support the establishment of the United Nations?

5. Why did the Allies establish War Crimes Trials?

6. Why did the United States provide Marshall Plan assistance to Europe?

**Learning Objectives**

❖ **Understand** the significance of the war crime trials (Nuremberg and Tokyo).

❖ **Understand** the emergence of superpower rivalry (Stalin and Truman at Potsdam).

❖ **Analyze** the importance of key doctrines and events in the early Cold War.

❖ **Analyze** the significance of the outbreak of the Korean War in June 1950.

❖ **Assess** the significance of the Bretton Woods agreement and creation of the UN in identifying US economic,diplomatic and military influence and power.

**Key Terms**

**Bretton Woods:** this established a system of payments based on the dollar, which defined all currencies in relation to the dollar, itself convertible into gold, and above all, "as good as gold" for trade. U.S. currency was now effectively the world currency, the standard to which every other currency was pegged.

**Yalta Conference:** February 1945 meeting between the big three and although there were tensions about Poland- Stalin, Roosevelt and Churchill - managed to agree to **split Germany** into four zones of occupation, and to allow **free elections** in Eastern European countries.

**Potsdam Conference:** July 1945 follow up meeting. Roosevelt had died and Churchill had lost the 1945 election - so there were **open disagreements**. Truman came away angry about the size of reparations and the fact that a communist government was being set up in Poland. Truman did not tell Stalin that he had the atomic bomb.

**Iron Curtain:** The Iron Curtain was a political boundary dividing Europe into two separate areas from the end of World War II in 1945 until the end of the Cold War in 1991. The term symbolizes the efforts by the Soviet Union to block itself and its satellite states from open contact with the West and its allied states

**Berlin Blockade and Airlift:** The Berlin Blockade was one of the first major international crises of the Cold War. During the multinational occupation of post–World War II Germany, the Soviet Union blocked the Western Allies' railway, road, and canal access to the sectors of Berlin under Western control. The Soviets offered to drop the blockade if the Western Allies withdrew the newly introduced Deutschmark from West Berlin. In response, the Western Allies organized the Berlin airlift to carry supplies to the people of West Berlin.

**Containment:** the strategy of "**containment**" was a **Cold War** foreign policy of the United States and its allies to prevent the spread of communism after the end of World **War** II. Containment represented a middle-ground position between detente (relaxation of relations) and rollback (actively replacing a regime).

**Truman Doctrine**: the policy of President Truman, as advocated in his address to Congress on March 12, 1947, to provide military and economic aid to Greece and Turkey and, by extension, to any country threatened by Communism or any totalitarian ideology.

**Marshall Plan:** The Marshall Plan was an American initiative passed in 1948 for foreign aid to Western Europe. The United States transferred over $12 billion in economic recovery programs to Western European economies after the end of World War II.

**Cominform:** an organization (1947–56) established by the Communist parties of nine European countries for mutual advice and coordinated activity in order to ensure ideological unity.

**COMECON**: The **Council for Mutual Economic Assistance** was an economic organization from 1949 to 1991 under the leadership of the [Soviet Union](https://en.wikipedia.org/wiki/Soviet_Union) that comprised the countries of the [Eastern Bloc](https://en.wikipedia.org/wiki/Eastern_Bloc) along with a number of [socialist states](https://en.wikipedia.org/wiki/Socialist_state) elsewhere in the world.Comecon was set up initially to prevent countries in the Soviet sphere of influence from moving towards that of the United States in response to the Marshall Plan.

**NATO:** **North Atlantic Treaty Organization**, formed in Washington in 1949 and comprising the 12 nations of the Atlantic Pact plus Greece, Turkey and the Federal Republic of Germany, for the purpose of collective defence against aggression.

**Warsaw Pact:** a military alliance of communist nations formed in 1955. It was dissolved in 1991.

**T° OIB History Theme 2:**

**The Post-War Bipolar World and Challenges to Bi-polarization (1945-1970s)**

**Chapter 2: A New Geopolitical Order – Emergence of the Developing World (1948-1970s) (8hrs)**

This chapter shows how geopolitics of the Cold War interfered with the decolonization process and led to the emergence of new actors as the newly independent countries asserted their international role, thereby challenging the bi-polar order. We will study three of the five pillars of this chapter identified overleaf.

**Reference Points**

* 1948- the birth of the State of Israel
* French Indochina War and the start of the Vietnam War
* 1962- Cuban Missile Crisis

**Key Questions**

1. What were the international consequences of the emergence of newly independent countries in the two decades following the end of WWII?

2. To what extent did newly independent countries challenge the bipolar world (1948 - 1970)?

3. Analyze the impact of the Bandung Conference of 1955, with the appearance of the decolonizing Afro-Asian bloc.

4. In what ways was the process of decolonization linked to the Cold War?

5. Why did the conflict in Algeria lead to the 5th French Republic?

6. Analyze the responses of the USA to each of the following:

a. the creation of the state of Israel, 1948

b. the appearance of Mao's China,1949

c. the French defeat in Indochina,1954

d. Castro's seizure of power in Cuba, 1959

**Learning Objectives**

**❖ Analyze** how the Partition of Palestine came about and its consequences.

❖ **Evaluate** the extent to which Mao's foreign Policy challenged Cold War bipolarization from 1949 to 1972.

❖ **Understand** the causes and development of the Vietnam War through 1963.

❖ **Understand** the significance of the Bandung Conference and the extent of Non-Alignment

❖ **Contextualize** the significance of the Suez Crisis within the process of decolonization and during the Cold War

❖ **Understand** why the French 5th Republic resulted from the Algerian conflict

❖ **Analyze** the consequences of Castro coming to power in Cuba

**Pillar 1**

**\*Creation of Israel (1948) and the Arab response (Suez Crisis and Nasserism, 1956)**

a) Emergence of Zionism & Arab nationalism

b) Intervention of foreign powers (superpowers & former colonial powers)

c) Arab-Israeli Conflicts/ Wars

**Pillar 2**

**\*Emergence of Mao’s China (1949 - 1972)**

a) Cold War alliance with the USSR before Sino-Soviet Split, 1950-1962

b) Securing borders & challenging US in the Cold War (Tibet annexation, 1950,

intervention in Korean War & saber-rattling in Taiwan Straits, 1954)

c) Testing nuclear weapon, 1964

d) Support of African anti-colonial independence movements in the 1960s to gain

diplomatic allies in the push for a seat in the United Nations Security Council.

**Pillar 3**

**Vietnam War (1954-1963)**

The French-Indochina and Vietnam Wars show the intersection of decolonization

and the decline of European powers, as well as the extension of US containment

policy in Southeast Asia in response to fears elicited by the Domino Theory.

Only the beginning of the Vietnam War is considered in this chapter, namely the

French defeat, creation of North and South Vietnam and link to American Cold War

engagement through 1963. This sets the stage for the American escalation after

Gulf of Tonkin in 1964 (‘Johnson’s war’), and its consequences, which will be

studied later in Theme 3, Chapter 2.

**Pillar 4**

**The French Republic and Nationalist Movements in Africa (1954-1962)**

Study should focus on the Algerian War and founding of the 5th French Republic

(1958), and on one sub-Saharan country (a former French colony).

The objectives are twofold: to analyze how the conflict in Algeria had an impact on

French politics, and, to place the conflict within the wider perspective of

decolonization as part of liberation struggles across French-speaking Africa

(Senegal, Mali, Niger, Congo, Ivory Coast , for instance).

The transition from the Union française (1946-1958) to the Communauté française

(1958-1962) demonstrates French initiatives at transforming colonial relations

beyond the case of Algeria, as an alternative to Cold War bipolarization. These

efforts by the French also reflect the increasing strains on the Western Alliance,

particularly between France and the United States.

**\*Pillar 5**

**Castro’s Cuba (1959 - 1962)**

This highlights the spread of the Cold War into the

Western Hemisphere and analyzes the US response during the Cuban Missile

Crisis.

**Decolonization Key Terms**

**Bandung Conference**: First large-scale Asian–African or Afro–Asian Conference was a meeting of 29 Asian and African states, most of which were newly independent, which took place on 18–24 April 1955 in Bandung, Indonesia. They were united in opposition to colonialism and this marked the emergence of the Third World on the international stage.

**Non-Aligned Movement**: Established in 1961 in Belgrade as a forum of developing states that were not aligned to any power bloc.

**Decolonization**: the act or process of a state withdrawing from a former colony, leaving it independent.

**Third World:** Name for countries which were not aligned with either the capitalist First World or Communist Second World.

**Pillar 1 Key Terms**

**Creation of Israel (1948) and the Arab response (Suez Crisis and Nasserism, 1956)**

**Aswan Dam**: built across the Nile between 1960 and 1970 with a US financial loan of $270 million which feared communism would spread in the Middle East, however the USA subsequently withdrew funding.

**Baghdad Pact, 1955**: also known as the Central Treaty Organization (CENTO), it was a Middle East Treaty Organization between Iraq, Turkey, the UK, Pakistan and Iran. It was part of a strategy to keep the Middle East free from Soviet influence and functioned as an intergovernmental military alliance until dissolution in 1979 following the Iranian revolution.

**Balfour Declaration**: a public statement by the British government issued in 1917 announcing support for the establishment of a national homeland for the Jewish people in Palestine, then part of the Ottoman Empire.

**David Ben Gurion**: (1886-1973) one of the founders and first Prime Minister of Israel who proclaimed the establishment of the State of Israel on 14th May 1948.

**Czech Arms Deal (1955)**: an agreement between the USSR and Egypt to supply Egypt with $83 million dollars worth of Soviet weapons through Czechoslovakia. Historians agree this deal led Israel to plan a war against Egypt which culminated in the Suez Crisis.

**Deir Yassin**: a massacre which took place on April 9th, 1948, when Zionist paramilitary groups attacked this village of 600 inhabitants, killing 107 of them. Stories of atrocities helped trigger the 1948 Palestinian exodus.

**IDF**: Israel Defense Forces, which is unique in its inclusion of mandatory conscription of women and is believed to have had an operational nuclear weapons capability since 1967.

**Nasser(ism):** a socialist Arab nationalist ideology based on the thinking of Egypt’s second President, Gamel Abdel Nasser Hussain (1918-1970). It was opposed to Western capitalism and rejected communism and viewed Zionism as an extension of European colonialism on Arab soil.

**Partition**: United Nations Partition Plan for Palestine was a UN proposal which recommended a partition of Mandatory Palestine at the end of the British Mandate. It was adopted as UN Resolution 181 (ii). Although it was accepted by the Jewish Agency for Palestine it was rejected by Arab leaders and civil war broke out when the plan was not implemented.

**1947-48 Civil war in Mandatory Palestine**: Jewish and Arab communities of Palestine clashed while the British organised their withdrawal and only occasionally intervened. When the British Mandate expired on 14th May 1948 and the State of Israel was declared, the surrounding Arab states (Egypt, Transjordan, Iraq and Syria) immediately attacked thus escalating the conflict into the 1948 Arab-Israeli War.

**Suez Crisis**: Began on October 29th 1956 when Israeli armed forces (in secret prior agreement with France and the UK) pushed into Egypt towards the Suez Canal after Nasser nationalized the canal, a valuable waterway that controlled 66% of the oil used by Europe.

**Voice of the Arabs**: one of the first and most prominent Egyptian transnational Arabic language radio services on which President Nasser used to spread his messages on Arab unity and revolutions across the Arab world.

**Zionism**: an ideology and nationalist movement among the Jewish people that promotes the re-establishment of and support for a Jewish State in the territory defined as the historic land of Israel.

**Pillar 2**

**Emergence of Mao’s China (1949 - 1972)**

Focus of study:

a) Cold War alliance with the USSR before Sino-Soviet Split, 1950-1962

b) Securing borders & challenging US in the Cold War (Tibet annexation, 1950,

intervention in Korean War & sabre-rattling in Taiwan Straits, 1954)

c) Testing nuclear weapon, 1964

d) Support of African anti-colonial independence movements in the 1960s to gain

diplomatic allies in the push for a seat in the United Nations Security Council.

**Objective**

❖ **Evaluate** the extent to which Mao's foreign Policy challenged Cold War bipolarization from 1949 to 1972.

**Pillar Two Key Terms**

**5-Year Plans**: a series of social and economic development initiatives, the first five year plan covered 1953 – 57 and was based on state ownership of large modern industry and large collective units in agriculture. With the aid of the Soviet Union, steel production increased from 1.35 million metric tons in 1953 to 5.35 million metric tons by 1957 and coal production also rose 98% between 1952 and 1957.

**Collectivisation**: From 1950 the government encouraged farmers to create mutual aid teams (huzhuzu) which were initially seasonal. By 1953 around 400 000 cooperatives existed representing 7% of all peasant families, though this had risen to 15% by 1955 however they were principally located in the northwestern region which has been dominated by communists since the 1930s.

**Cultural Revolution**: a socio-political movement from 1966 to 1976 launched by Mao Zedong intended to preserve Chinese Communism (and Maoism) by purging the remnants of capitalist and traditionalist elements from Chinese society.

**Great Leap Forward**: name of the Second Five Year Plan from 1958 to 1962 which aimed to modernize the countryside through the formation of people’s communes – it resulted in tens of millions of deaths from famine.

**Maoism**: also known as Mao Zedong Thought. This was a type of Marxism-Leninism developed to create a socialist revolution in Chinese agricultural society by focusing on the peasantry rather than the proletariat (as under Marxism-Leninism).

**Mao Zedong** (1893-1976): Chinese communist revolutionary who was the founder of the People’s Republic of China (PRC) which he ruled as Chairman of the Communist Party from its foundation in 1949 until 1976.

**Pillar Five: Castro’s Cuba (1959 - 1962)**

**Focus of Study**

This pillar highlights the spread of the Cold War into the Western Hemisphere and analyzes the US response during the Cuban Missile Crisis.

**Objective:**

❖ **Analyze** the consequences of Castro coming to power in Cuba

**Pillar Two Key Terms**

**Bay of Pigs invasion**: a failed military invasion of Cuba undertaken by a CIA-sponsored paramilitary group on 17th April 1961. Launched from Guatemala and Nicaragua, the invading force was defeated within three days.

**Embargo**: commercial, financial and economic embargo imposed by the US on Cuba. The initial embargo on sales of arms to the Batista regime on 14th March 1958 was expanded on October 19th 1960 to include all exports to Cuba except for food and medicine after Cuba nationalized American owned oil refineries without compensation. On February 7th 1962 the embargo was extended to almost all imports.

**Fidel Castro** (1926-2016): Political leader of Cuba from 1959 to 2008 who transformed his country into the first communist state in the Western Hemisphere.

**26th of July Movement**: Movement led by Fidel Castro which overthrew the regime of Fulgencio Batista in Cuba, named to commemorate an attack on the Santiago de Cuba army barracks on July 26, 1953.

**T° OIB History Theme 3:**

**Economic, Political and Social Challenges (1950-1991)**

**Chapter 1: International Economic and Geopolitical Challenges (8hrs)**

On an international scale, this chapter deals with the economic and geopolitical challenges within the context of the end of the post-war economic boom beginning in the early 1970s.

These developments coincide with major political and economic transformations: the Iranian Revolution with a focus on the rise of different forms of political Islam and their impact, (including briefly the events of 9/11), the Reagan Revolution, Deng Xiaoping’s socialist market economy, the collapse of the Soviet Union confronted by pro-democracy movements, and developments in the European project with the transition from the EEC to the EU and the origin of the Maastricht Treaty (1992).

The Single European Act of 1986 was a Cold War project for European integration that set the stage for the deeper union envisioned by the architects of the EU at Maastricht for organizing Europe in the aftermath of the cold war.

In addition, topics dealt with here link to other chapters in the program, including China’s emergence as an international power, the Middle East and international politics, and the New Deal and its legacy.

**1. Oil and Political Islam: Regional and Global Challenges 1973-1991**  **(3 hours)**

1) Opening with the Iranian Revolution culminating in the Islamic Republic.

2) Contextualizing the Mujahideen in the 1980s Cold War struggle between the US-USSR (and gaining an understand of how US aided these religious fighters and why Osama Bin Laden found shelter in Afghanistan in 1990s).

3) The development of Al-Qaeda, a radical political Islamic terrorist group, in 1989 with a brief mention of the 1993 attacks on the World Trade Center.

**2. Deng and Reagan: New Economic Directions, 1978-88 (3 hours)**

Ronald Reagan and Deng Xiaoping (plus Europe) are three models for

addressing the economic challenges of the era, and particularly the economic decline and the rapid increase in globalization. China’s new economic approach underpins and accelerates China's globalization ambitions in the 1980s and beyond. A study of Reagan’s efforts to dismantle the New Deal legacy is also an integral part of understanding the rise of conservatism dealt with in chapter two of this theme.

**3. The Rise of the EU and the Fall of the USSR: A New European Balance of**

**Power, 1970s -1991 (2 hours).**

The push for further European integration and enlargement and the persistence of cold war dynamics in Europe are parallel and related developments in this period. The transition from the EEC to the EU is also a useful historical reference for Theme 3 in Geography.

**Points de passage**

* The Iranian Revolution (1979) and evolution of political Islam
* Ronald Reagan and Deng Xiaoping: neoliberalism and market socialism/socialist capitalism
* Collapse of the Soviet Union 1991
* Single European Act1986

**Key Questions**

1. How did the rise of the Arab and Persian oil-producing states and the Iranian Revolution affect international politics?
2. Analyze how China, the US, and Europe responded to the economic challenges of the 1970s.
3. Evaluate the significance of EU expansion and integration from the 1970s to 1991.
4. What were the most significant factors bringing about the collapse of the Soviet Union and the Eastern Bloc?

**Learning Objectives**

* **Understand** the global impact of the 1973 and 1979 oil crises.
* **Analyze** the rise of political Islam since the Iranian Revolution of 1979.
* **Analyze** the rise of neoliberalism in the United States.
* **Understand**  market socialism economic policy under Deng Xiaoping.
* **Understand** the political and economic transformations in the evolution of the EEC to the EU (1970s-90s).
* **Analyze** the factors leading to the collapse of the USSR.
* **Compare** and **contrast** the internal and external forces that brought about the collapse of the USSR. Consider the roles of M. Gorbachev, R. Reagan, M. Thatcher, and Solidarity (Polish Trade Union) in this process.

**Key Terms**

**Iranian Revolution**: also called the Islamic Revolution, a popular uprising in Iran in 1978–79 that resulted in the toppling of the monarchy on February 11, 1979, and led to the establishment of an Islamic republic.

**Political Islam**: Islamism, also called political Islam, a broad set of political ideologies that utilize and draw inspiration from Islamic symbols and traditions in pursuit of a sociopolitical objective. The aims and objectives of these movements vary widely, as do their interpretations of Islamic tradition and practice. Among the many disparate groups considered Islamist are reformist movements such as the Muslim Brotherhood as well as transnational jihadist movements such as al-Qaeda.

**OPEC**: Organization of the Petroleum Exporting Countries, multinational organization established at the Baghdad Conference of 1960 to coordinate the petroleum policies of its members and to provide member states with technical and economic aid.

**Al-Qaeda**: Arabic meaning “the Base”, a broad-based militant Islamist organization founded by Osama bin Laden in the late 1980s. Al-Qaeda began as a logistical network to support Muslims fighting against the Soviet Union during the Afghan War. When the Soviets withdrew from Afghanistan in 1989, the organization dispersed but continued to oppose what its leaders considered corrupt Islamic regimes and foreign (i.e., U.S.) presence in Islamic lands.

**Market socialism**: also called liberal socialism, an economic system representing a compromise between socialist planning and free enterprise, in which enterprises are publicly owned but production and consumption are guided by market forces rather than by government planning.

**Reaganomics/’trickle-down’ economics**: refers to the **neoliberal economic** policies promoted by U.S. President Ronald Reagan during the 1980s. These policies are commonly associated with and characterized as **supply-side economics** or **trickle-down economics**. These theories postulate that economic growth can be most effectively fostered by lowering taxes on businesses and the wealthy and by decreasing regulation. Consumers will benefit from greater supplies of goods and services at lower prices, and employment will increase. These ideas are opposed by **demand side economics** (e.g. ideas of John Maynard Keynes) which hold that government spending is the key to growing the economy.

**Neoliberalism**: ideology and policy model that emphasizes the value of free market competition. Although there is considerable debate as to the defining features of neoliberal thought and practice, it is most commonly associated with **laissez-faire economics**. In particular, neoliberalism is often characterized in terms of its belief in sustained economic growth as the means to achieve human progress, its confidence in free markets as the most-efficient allocation of resources, its emphasis on **minimal state intervention** in economic and social affairs, and its commitment to the freedom of **trade** and **capital**.

**New Right**: a grassroots coalition of American conservatives that collectively led what scholars often refer to as the “conservative ascendancy” or “Republican ascendancy” of the late 20th century. Dubbed the New Right partly in contrast to the New Left counterculture of the 1960s, the New Right consisted of conservative activists who voiced opposition on a variety of issues, including abortion, homosexuality, the Equal Rights Amendment (ERA), the Panama Canal Treaty, affirmative action, and most forms of taxation.

**EEC**: European Community (EC), previously (from 1957 until Nov. 1, 1993) European Economic Community (EEC), byname Common Market, former association designed to integrate the economies of Europe. In 1993 the three communities were subsumed under the European Union (**EU**). The EC, or Common Market, then became the principal component of the EU.

**Maastricht Treaty**: International agreement ratified by all EC member states and signed on February 7, 1992, and entered into force on November 1, 1993. The treaty established a European Union (EU), with EU citizenship granted to every person who was a citizen of a member state. EU citizenship enabled people to vote and run for office in local and European Parliament elections in the EU country in which they lived, regardless of their nationality. The treaty also provided for the introduction of a central banking system and a common currency (the euro), committed members to implementing common foreign and security policies, and called for greater cooperation on various other issues, including the environment, policing, and social policy.

**T° OIB History Theme 3:**

**Economic, Political and Social Challenges (1950-1991)**

**Chapter 2: Domestic Challenges within the USA and France from the 1950s to 2001 (12hrs)**

This chapter explores the political, social and cultural transformations in France and the United States during a period characterized by significant reforms and new political debate and divisions over social issues. The focus is on social history - African American civil rights, the rise of feminism and the changing role and status of women, Gay Rights, and the continuing struggle for a more equal society. These social issues emerge in the context of the rise of conservatism and its backlash to the counterculture society in the United States starting in the 1960s through to the 1990s. An additional perspective is the impact of the war in Vietnam, which is essential to understanding divisions and change in American society.

**Pillar One: The USA**

1. Vietnam War impact on American society and politics. The intersection of the anti-war protest movement, the emergence of a youth counterculture and evolution of the Black Civil Rights movement.
2. Civil Rights Movement(s). Goals, methods, successes and resistance, violence, with emphasis on Black Civil Rights.
3. Rise and evolution of conservatism. The backlash to the promotion of a liberal social agenda (Johnson’s Great Society) in conjunction with civil rights legislation and radical protests of the 1960s and early 1970s (Could include Goldwater’s campaign, John Birch Society, Nixon’s Southern strategy, politicization of the religious right, organized anti-abortion, anti-ERA efforts).

**Pillar Two: Protest and Government responses in the United States and in France**

1. 1968 counterculture
2. Feminism and women’s rights
3. LGBTQ

**Points de Passage**

* Movements for racial equality in the US and France
* 1968: counterculture in the US and France
* Women’s rights movement: Roe vs Wade (1973), the Pill, Simone Veil
* Gay right’s movement: Act up (1987), AIDS, Stonewall, PACs (1999)

**Key Questions**

1. Explain the most significant steps towards creating a more equal society in the United States since WWII and n France.
2. Analyze the evolution of social movements in the United States since WWII and in France.
3. Explain the rise of conservative reaction to social movements and events in the 1960s and 70s.
4. Compare and contrast the year 1968 in the political and social historical contexts in the US and in France.

**Learning Objectives**

* **Analyze** the rise and influence of the counterculture in the USA and France in different political and social contexts in the 1960s focusing on the critical  year 1968.
* **Understand** the impact of the Vietnam War (1964- 1973) on American politics and society
* **Understand** the evolution of women’s rights in the USA and France during the 1970s
* **Identify** the impact of key social and cultural legislation in France during the 1980s and 1990s
* **Understand** the context and achievements of the US Black civil rights, women’s and LGBTQ movements from the 1950s to 1991

**Key Terms**

**Gulf of Tonkin Resolution (1964):** resolution put before the U.S. Congress by Pres. Lyndon Johnson on August 5, 1964, assertedly in reaction to two allegedly unprovoked attacks by North Vietnamese torpedo boats on the destroyers Maddox and C. Turner Joy of the U.S. Seventh Fleet in the Gulf of Tonkin on August 2 and August 4, respectively. Its stated purpose was to approve and support the determination of the president, as commander in chief, in taking all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression. It also declared that the maintenance of international peace and security in Southeast Asia was vital to American interests and to world peace.

**Tet Offensive (1968):** one of the largest military campaigns of the Vietnam War launched on January 30, 1968 (the Lunar New Year) by forces of the Viet Cong (VC) and [North Vietnamese](https://en.wikipedia.org/wiki/North_Vietnam) People's Army of Vietnam (PAVN) against the forces of the South Vietnamese Army of the Republic of Vietnam (ARVN), the United States Armed Forces and their allies. It was a campaign of surprise attacks against military and civilian command and control centres throughout South Vietnam.

**Systemic Racism** (US): Discrimination based on race and ethnicity, historically enshrined in legislation such as slavery, Jim Crow laws and “separate but equal” schools, which exists to this day as evidenced by social and economic welfare data of disparities between many persons of colour and their white counterparts.

**Civil Rights**: these guarantee equal social opportunities and equal protection under the law, regardless of race, religion, or other personal characteristics. It may also refer to the American civil rights movement, a mass protest movement against racial segregation and discrimination in the southern United States that came to national prominence during the mid-1950s.

**March for Equality (1983)**: a 1,500-kilometre trek across France’s towns and cities, beginning in Marseille, which vented the anger of France’s population of North African origin at the prejudice and violence they regularly endured.

**SOS Racisme (1984):** Created one year after the March for Equality and Against Racism by the socialist government, as a more moderate anti-racist organisation, without the main leaders of the march, who denounced a "hijacking" of the movement by the Socialist Party. The guiding principle of the association, brotherhood, is represented by the yellow hand logo upon which is written *Touche pas à mon pote*. This slogan, which means "Hands off my pal!", was adopted upon the creation of the organization in October 1984.

**Counterculture**: A culture whose values and norms of behaviour differ substantially from those of mainstream society, sometimes diametrically opposed to mainstream cultural mores (social norms). The **counterculture of the 1960s** was an anti-establishment cultural phenomenon that developed throughout much of the Western world between. It gained momentum as the U.S. Civil Rights Movement continued to grow, and, with the expansion of the American Government's extensive military intervention in Vietnam, would later become revolutionary to some.As the 1960s progressed, widespread social tensions also developed concerning other issues, and tended to flow along generational lines regarding human sexuality, women's rights, traditional modes of authority, experimentation with psychoactive drugs, and differing interpretations of the *American Dream*.

**Title IX (1972):** a federal civil rights law in the United States of America that was passed as part (Title IX) of the Education Amendments of 1972 and signed into law by President Nixon. It prohibits sex-based discrimination in any school or other education program that receives federal money.

**Roe vs. Wade (1973):** a legal case in which the U.S. Supreme Court on January 22, 1973, ruled (7–2) that unduly restrictive state regulation of abortion is unconstitutional. It attempted to balance a woman’s right of privacy with a state’s interest in regulating abortion at approximately the end of the first trimester” of pregnancy.

**Veil Law on abortion (1975)**: France legalized abortion in Law 75-17 of 18 January 1975, which permitted a woman to receive an abortion on request until the tenth week of pregnancy. After a trial period, Law 75-17 was adopted permanently in December 1979. The law was promoted by Simone Veil (1927-2017) Minister of health (1974-78).

**Stonewall (1969)**: series of violent confrontations that began in the early hours of June 28, 1969, between police and gay rights activists outside the Stonewall Inn, a gay bar in the Greenwich Village section of New York City. The riots marked one of the first times the first time lesbians, gays, and transgender people saw the value in uniting behind a common cause progressed, and an international gay rights movement was born.**Pride Marches**: outdoor events celebrating lesbian, gay, bisexual, transgender, [non-binary](https://en.wikipedia.org/wiki/Non-binary) and queer (LGBTQ) social and self acceptance, achievements, legal rights, and pride. The events also at times serve as demonstrations for legal rights such as same-sex marriage. Most pride events occur annually, and some take place around June to commemorate the 1969 Stonewall riots in New York City, a pivotal moment in modern LGBTQ social movements. The parades seek to create community and honour the history of the movement.

**AIDS**: Byname and acronym of acquired immunodeficiency syndrome,  transmissible disease of the immune system caused by the human immunodeficiency virus (HIV) that slowly attacks and destroys the immune system, the body’s defense against infection. AIDS is the final stage of HIV infection, during which time fatal infections and cancers frequently arise. First reported in the US in 1981.

**PACS (1999)**: French civil solidarity pact, which is a contractual form of civil union between two adults for organising their joint life. It brings rights and responsibilities, but less so than marriage. The PACS was voted for by the French Parliament in October 1999, largely to offer some legal status to same-sex couples. In 2012, 94% of PACS were nonetheless between opposite-sex couples.

**T° OIB Geography Theme 1:**

**Seas, Oceans: at the core of globalization**

**Chapter 1: Maritime Spaces (16hrs)**

This chapter highlights the importance of seas and oceans in the process of globalization today. Prior knowledge from 1°OIB includes the concepts of **globalization**, **actors**, **productive spaces** and **territories**. The maritimization of economies and the opening of international trade give seas and oceans a fundamental role in the supply of resources (halieutics, energy, biochemicals), and in material and immaterial exchanges. However, the relative importance of roads/routes and itineraries differ according to the nature of the flows (raw materials, intermediate products, industrial, information).

Furthermore, territories are unequally integrated into globalization. Sea routes and submarine cables, as well as harbours and areas of exploitation are concentrated on a few main axes.

However, major changes are taking place that increase the geostrategic stakes and power rivalries, especially around channels and international straits. The development and use of the seas and oceans manifest tensions between contradictory objectives, such as the desire for exclusive rights/ control and the freedom of movement or exploitation of natural resources versus conservation. This explains in large part why the demarcation of **exclusive economic zones** (EEZs) is today the main cause of tension between states competing over the resources present in these areas and the desire of these states to exploit these resources.

**Possible Case Studies**

* Arab-Persian Gulf: an area at the heart of contemporary issues.
* South China Sea: territorial competition, economic stakes and freedom of movement.
* Indian Ocean: regional rivalries and international cooperation.
* Strait of Malacca: a major and strategic crossing point.
* The Arctic: exploitation of resources, new trade routes and geopolitical stakes.

**Chapter 2: France and the USA – a comparison of maritime powers (5hrs)**

For both the US and France, seas and oceans have economic, environmental and geostrategic importance. France and the United States control the two largest exclusive economic zones (EEZs), (even though the US has not ratified the UNCLOS), and they assert their respective maritime power despite the loss of competitiveness of their ports. On the one hand, this topic focuses on the economic role of maritime spaces, especially with regard to resources, the flows of goods and information. On the other hand, it is important to examine the military and diplomatic aspects of maritime power exercised by France and the United States.

**Key Questions**

1. Why are maritime spaces (seas & oceans) critically important to globalization?

2. How are seas and oceans (maritime spaces) claimed by different states in need of protection, and territories with open circulation (freedom of the seas)?

3. Why are some territories on the margins of globalization, based on their relation to maritime spaces?

4. How can countries overcome such marginalization?

5. What transformations are underway in access to and regulation of maritime spaces?

6. What rivalries or conflicts are emerging in maritime spaces?

7. Compare what constitutes maritime power for France and for the United States?

8. What challenges contest the projection of French and American power in maritime spaces?

**Learning Objectives**

❖ **Identify** the main maritime routes and the major stakes

❖ **Evaluate** the importance of maritime spaces in globalization.

❖ **Analyze** why access to the sea affects territories unequally.

❖ **Analyze** how conflicting interests in maritime spaces leads to tensions between states.

❖ **Analyze** and provide examples of geopolitical issues associated with maritime spaces

❖ **Evaluate** the economic, diplomatic and military importance of maritime spaces for France and the United States respectively.

**Key Terms**

● **Blue economy**: according to the World Bank, the blue economy is the "sustainable use of ocean resources for economic growth, improved livelihoods, and jobs while preserving the health of ocean ecosystem." The European Commission defines it as "All economic activities related to oceans, seas and coasts. It covers a wide range of interlinked established and emerging sectors.”

● **Chokepoints**: these refer to a point of natural congestion along two wider and important navigable passages. Maritime choke points are naturally narrow channels of shipping having high traffic because of their strategic locations.

● **Containerization**: a system of intermodal freight transport using containers (also called **shipping containers**) of standardized dimensions. They can be loaded and unloaded, stacked, transported efficiently over long distances, and transferred from one mode of transport to another without being opened.

● **Exclusive Economic Zones**: an **EEZ** is a sea zone prescribed by the 1982 [United Nations Convention on the Law of the Sea](https://en.wikipedia.org/wiki/United_Nations_Convention_on_the_Law_of_the_Sea) over which a [sovereign state](https://en.wikipedia.org/wiki/Sovereign_state) has special rights regarding the exploration and use of [marine](https://en.wikipedia.org/wiki/Ocean) [resources](https://en.wikipedia.org/wiki/Natural_resource), including energy production from water and wind. It stretches from the baseline out to 200 [nautical miles](https://en.wikipedia.org/wiki/Nautical_mile) from its coast.

● **Flags of Convenience**: (**FOC**) is a business practice whereby a ship's owners [register](https://en.wikipedia.org/wiki/Ship_registration) a [merchant ship](https://en.wikipedia.org/wiki/Merchant_vessel) in a ship register of a country other than that of the ship's owners, and the ship flies the [civil ensign](https://en.wikipedia.org/wiki/Civil_ensign) of that country, called the [flag state](https://en.wikipedia.org/wiki/Flag_state).The term is often used pejoratively, and although common, the practice is sometimes regarded as contentious.

● **Halieutics**: the art or practice of fishing.

● **Maritime Spaces**: as defined by the UNCLOS are where the coasts of two States are opposite or adjacent to each other in such a way that their **maritime spaces** (territorial seas or EEZ) overlap, these States should delimit them by intergovernmental agreement.

● **Piracy**: the plundering, hijacking, or detention of a ship in international waters.

● **UN Convention Law of the Seas**: an international agreement made in 1982. The Law of the Sea Convention defines the rights and responsibilities of nations with respect to their use of the world's oceans, establishing guidelines for businesses, the environment, and the management of marine [natural resources](https://en.wikipedia.org/wiki/Natural_resource).

**Geography Theme 2**

**Territorial Dynamics, Cooperation and Tensions in Globalization**

Contemporary globalization leads to the assertion or confirmation of existing powerful actors and the emergence of new ones. **Territories, regardless of the scale** considered (states, infra- and supra-state regions, or metropolises) **have unequal access to globalization**. The effects of distance and trade barriers (protectionism), which limit international trade (and globalization) will be studied in addition to a country study of the **USA: The United States, a country in globalization: unequal integration of territories, tensions and international cooperation** and **France:** **differentiated international influence and unequal attractiveness in globalization.**

**Local Scale**

The hierarchy of global decision centres is constantly evolving. Among the largest financial centres, five are now in Asia, three in Europe (London, Zurich and Frankfurt) and two in North America (New York and San Francisco/Silicon Valley).

**Intra-Regional Scale**

The European Union has enabled the south of Europe to “catch up” considerably and quickly, compared to the north. However, inter-regional gaps persist. The issue of E.U. territorial inequalities, focusing on the persistence of inter-regional gaps (illustrative examples of which could include: North/South disparities within the E.U.) will be addressed.

**Global Scale**

Students will critically assess the role and varied effectiveness of regional economic agreements within the context of globalization. (Illustrative examples could include: ASEAN, USMCA, MERCOSUR, WTO).

**Question Spécifique: France: differentiated international influence and unequal attractiveness in globalization.**

France asserts its place in globalization, from diplomatic, military, linguistic, cultural and economic points of view. It rivals other countries and seeks to consolidate its alliances. France maintains its influence abroad through its diplomatic and educational network, cultural, scientific and linguistic organizations (French institutes, International Organization of the Francophonie, Louvre Abu Dhabi, French high schools abroad), but also through the establishment of French company subsidiaries outside of France.

In its territories, especially in Paris and in its major cities, France attracts the headquarters of international organizations, subsidiaries of foreign companies, sports and cultural events with global appeal, as well as tourists.

**Key Questions**

1. General Question: Why are different territories unequally integrated into globalization?

2. General Question: Analyze cooperation, tensions, and regulations at the global, regional, and local scales.

3. In what ways are (U.S.) territories unequally integrated into globalization?

4. How does cooperation among actors affect globalization?

5. What trade-related tensions surround globalization (at global, regional, local levels)?

6. To what extent do regulations influence globalization?

7. QS: France - To what extent is France a global power? To what extent does it attract or miss out on global flows?

**Learning Objectives**

❖ **Identify** the various actors involved in processes of globalization.

❖ **Understand** how globalization leads to shifts among actors and the emergence of new actors (e.g., countries or TNCs).

❖ **Analyze** the consequences of globalization on the U.S. at local, regional, and global scales.

❖ **Evaluate** the European Union's interactions on continental and global scales

❖ **Apply** a multi-scale (global-regional-local) analysis to globalization processes.

❖ **Evaluate** territories at different scales to recognize that they do not all benefit from equal access to globalization.

❖ **Analyze** the impact and integration of France in globalization.

**Key Terms**

● **Cluster**: geographic concentration of interconnected firms, suppliers, and institutions in a particular field. British economist Alfred Marshall in the late 19th century identified three basic advantages of clusters which are still acknowledged and have come to be known as “Marshall’s trinity”.

1. a pool of skilled labour
2. knowledge spillovers; and
3. inter-firm linkages.

These factors are widely recognized to convey benefits to enterprises located in a cluster, but the benefits have proven difficult to quantify.In addition to the traditional sources of cluster advantages cited by Marshall, a number of contemporary analysts, notably Michael Porter, have argued that highly clusters localities in which intense competition for ideas occurs are more conducive to innovation.

● **Globalization**: the process by which business or other organizations develop international influence or start operating on a global scale.

● **Global decision centres**: a place where strategic decisions concerning and having an impact on the world economy are taken, such as London, New York and Tokyo.

● **Global cities**: a global city is a significant production point of specialized financial and producer services that make the globalized economy run.

● **Sustainable Development Goals (SDGs) 2030**: these are 17 objectives to transform the world adopted by the UN in 2015. They include: No Poverty, Zero Hunger, Quality Education, Decent Work & Economic Growth, Gender equality…

● **TNCs**: Transnational Corporations are businesses that operate across international borders, though most of them have their headquarters in the USA, Europe and Japan.

● **WTO**: The **World Trade Organization** (**WTO**) is the only global international organization dealing with the rules of trade between nations. At its heart are the **WTO** agreements, negotiated and signed by the bulk of the world's trading nations and ratified in their parliaments.

● **USMCA/ NAFTA**: United States Mexico Canada Agreement is a free trade agreement between these countries which came into force on 1st July 2020 and replaced the earlier North American Free Trade Agreement.

● **ASEAN**: The Association of Southeast Asian Nations (**ASEAN**) is a regional grouping that promotes economic, political, and security cooperation among its ten members: Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand, and Vietnam.

● **MERCOSUR**: South American trade bloc established by the Treaty of Asunción in 1991 and Protocol of Ouro Preto in 1994. Its full members are Argentina, Brazil, Paraguay and Uruguay.

**Geography Theme 3**

**Complex Dynamics: The European Union and Globalization**

**France and the United States – Transborder Territories**

**Chapter One: The European Union and Globalization**

The European Union shows great diversity of territories, while being the regional organization with the highest degree of integration in the world. The EU is the world's largest trade hub. However, it is subject to external and internal challenges and tensions (difficulty in establishing a common defense, immigration and tax policy, for example), which limits its ability to assert power on the world stage.

European economic, social and territorial cohesion policies have two objectives: on the one hand to reduce territorial inequalities, and on the other hand, to exploit the strengths of the territories of the Member States in order to face global competition. For instance, the European Union has enabled the south of Europe to “catch up” considerably and quickly, compared to the north. However, inter-regional gaps persist. This theme addresses E.U. territorial inequalities, focusing on the persistence of inter-regional gaps (illustrative examples could include: North/South disparities within the E.U.)

**Possible Case Studies**

* Germany: a European power with territories that are unequally integrated in globalization.
* Transport in the European Union: a tool for openness, cohesion and competitiveness.
* The Common Agricultural Policy (CAP): the territorial effects of a European policy.

**Chapter Two : Question Spécifique - The differential dynamics of cross- border territories of the United States and of France in the EU.**

The Question spécifique is a study comparing French and US transborder territories

Cross-border (or transborder) territories are characterized by trade, mobility, and specific spatial organization on either side of the border. Cross-border territories, however, have different dynamics.

The European Union encourages cross-border cooperation, in particular by ensuring free movement and by establishing a regulatory framework. It finances cross-border projects and equipment through specific programs.

In North America, the interactions of national policies, regional planners, and globalized flows, rather than a continental scale of governance, such as in the EU, suggests a different approach to cross-border issues. Included in these issues, are significant  immigration policies and impacts, which  should be highlighted. While the difference between the US and the EU is central to students’ understanding, a systematic comparison between the US and France in the EU is **not** intended.

Using at least two examples of cross-border territories for each, the US and France, highlight the impact of national and supranational policies (NAFTA/ USMCA and EU) on flows, spatial organization and dynamics.

**Menu of examples to choose from:**

1. France in the EU

a. Franco-Spanish transborder territories

b. Franco-German transborder territories

c. Franco-Swiss transborder territories

d. Franco-Belgian transborder territories

e. Franco-Italian transborder territories

1. US in the USMCA

a. Seattle-Vancouver (Cascade Gateway)

b. Detroit-Windsor

c. San Diego-Tijuana

d. El Paso- Ciudad Juárez (The Paso del NorteRegion)

**Key Questions**

1. Analyze the main components (factors/aspects) of the power of the EU.
2. How do EU cohesion policies reduce territorial inequalities?
3. To what extent is the EU integrated into the globalized world?
4. How effective are EU policies at achieving the political, economic and territorial integration of its members - countries and regions?
5. How do these policies enhance these territories’ global competitiveness?
6. To what extent is the EU open to the world?
7. European policies: tensions between competitiveness and territorial cohesion?
8. Analyze the impact of USMCA policies on cross-border flows and the organization of territories, using the examples of your choice.
9. How have national policies affected cross-border migration flows in North America?
10. To what extent has trade between the United States and its neighbors been affected by national policies?

**Learning Objectives**

❖ **Identify** cross border regions (transborder regions) in North America and in France and their key characteristics.

❖ **Evaluate** the role of borders in the US and in France

❖ **Compare** and **contrast** French and American geographic dynamics

❖ **Evaluate** the European Union's interactions on the continental and global scale

❖ **Analyze** the impact of transborder flows on territories

❖ **Analyze** how policies on different levels of governance have impacted the dynamics and the spatial organization of cross border regions. (trans border regions)

❖ **Evaluate** national and international border policies on cross-border regions.

❖ **Analyze** the strengths, tensions and challenges of the EU as a power on the

**Key Terms**

Schengen area

Cross-border territories

NAFTA/ USCMA

Migrant workers

Maquiladoras

Sister cities/border towns