



# 2023 HISTORY-GEOGRAPHY REVISION GUIDE



**Reminder:** All **essays** (and 7min **oral presentations**) must start with an **introduction & arguable thesis statement**, followed by several paragraphs of **development**, capped by a **(substantial) conclusion**. **DBQs** also require an arguable thesis + must **integrate** and evaluate the **strengths** and **limitations** of both documents within the essay response.

Don't forget to take advantage of all the resources on the blog:  
<https://internationalsection.edublogs.org/category/t-oib-hg/>

# Methodology

Aim for around 1 000 words in essays so you give yourself sufficient space to develop your argument and demonstrate a high level of analysis

## Introduction

- Establish context (time, place, key terms and actors), and show understanding of instructions such as 'To what extent', 'Analyse', 'Explain', 'Evaluate' etc.
- For Data Based Questions, it is not required to mention the documents in the introduction.
- **End with a clear and arguable thesis statement: aim for one sentence which answers the questions and directs your argument through an analytical angle.**

## Development/Body

- This is where the line of analysis / argument identified in the thesis statement is developed making use of supporting evidence.
- It is divided into short paragraphs.
- The TEEC method can help you if you're struggling:
- **T****opic Sentence** = what the paragraph will prove. Use analytical expressions such as **because**, **as a result of**, or **due to**. (one sentence). **E****xplanation Sentences** = Explain the point made by the topic sentence, using specific key terms and dates. (Around three sentences).

**E****vidence Sentences** = Prove your argument with evidence: using direct or indirect quotes and/ or specific examples of phenomena. **\*\*Always use key terms and dates!\*\***

**C****lincher** = Summarize/restate your point. This is a good place to transition to the next paragraph's idea. (One sentence).

## Conclusion

- The **C****onclusion** of the essay **summarizes the evidence** and **restates your argument**. You can do that by reformulating your topic sentences. **Do not introduce new information in the conclusion**. Do not open up to a new issue. Always stay relevant to your argument. It should have a "drop the mic" ending.

## Specific Methodology for the DBQ:

- A DBQ demands an essay response not a commentary. A DBQ is an essay that **answers a question using documents to support the answer to the question, along with other evidence**. This answer must also include an **analysis of the values and limitations of the document**.
- The documents are there in service to the answer and the values and limitations of these documents **must** be discussed in the essay. Basic responses will use phrases like ‘the source is useful because...’ or ‘however there are limitations because...’ whereas stronger responses will **integrate this analysis throughout the essay**.
- **Geography DBQ responses can point out which voices are not named or heard in a document. They can consider what is the value of a map for example and should use the issue of scale on maps as a limitation, *provided this is explained*** (could consider what is happening at a bigger scale not shown on the map).

### ***Contextualizing***

It is not necessary to mention the documents in the introduction (although it is possible). The first time you use a document, contextualize it by giving the type of document, the year, and the main idea.

Explain the context briefly. Address in your essay how the documents connect both to their context and the period in which they were produced.

### ***Supporting***

Use the documents throughout your essay to support your points as much as you can! **However, there is no need to quote extensively from them**. You do not have to use the documents in every paragraph. Careful! Don’t use the very French “we can see”.

~~As we can see in Document One, ...~~ → As shown in Document One...

~~We can observe in Document Two that...~~ → Document Two depicts ...

The Federalists argued for an energetic executive (Document 2).

### ***Analyzing***

When you use the documents for support, link your observations to outside knowledge, and *analyze* their values and limitations.

The **values** are what can be observed in the document that **add to understanding**.

Always link what you see in the document to your evidence. Use the document to prove your argument.

The **limitations** are **what is absent from the source** and the bias **inherent within it**. Absence of information in a source can be very telling and help you to advance your argument and analyze a situation. **Bias** must also be identified but you must explain **how it** is a limitation. Link your limitations to outside knowledge and evidence as well. Use them as a springboard to other points that connect to your thesis.

Compare and contrast the documents in a way which is relevant to your argument. Is there a theme evident in both docs? Do the documents show conflicting points of view? Are they complementary? Bring it up! What does it show or help to understand about the period?

If you aren't 100% sure about your assertion and don't want to seem overconfident, then use a modal construction such as "could be" or "may be".

### **What is meant by bias in a document?**

Bias is when the creator's **perspective** is so strongly for or against something that the information in the source is unbalanced or prejudiced. All sources contain some degree of bias, but it is not always possible to detect it.

Bias can either be extremely positive or extremely negative.

- If extremely positive, it is described as "pro-", or "in favour of", etc.
- If extremely negative, it is described as "anti-", or "strongly against", etc.
- If you cannot detect a bias, it is described as a "balanced" source.

Look for places in a source where any of the following happen:

- When describing people or events, the language is too positive and does not admit anything negative
- When describing people or events, the language is too negative and does not admit anything positive
- The source fails to mention very important information of which you are aware
- The source provides clearly incorrect information

If you noticed any of the above in your source, it indicates that the **creator** has a specific bias about the person or event and wants to communicate in a way that positions the **audience** to see things from the same **perspective**.

# What to Revise for OIB H/G

Revision Reading Material:

For History: **The World Since 1945** by T.E. VADNEY (ISBN 978-0-14-026875-1)

For Geography: **Prisoners of Geography** by T.MARSHALL (ISBN-978-1-78396-243-3)

## History

### Theme 1: Challenges to Democracy, Rise of Totalitarianism and World War II: 1929-1945

Chp1: Causes and impacts of the 1929 Crisis + Great Depression

Chp2: Totalitarian Regimes (Nazi Germany and Stalin's USSR)

Chp3: World War Two (Survey of the war, Violence, French Experience)

Reading:  
**VADNEY**  
CHP1 ORIGINS  
OF POST WAR  
WORLD

### Theme 2: The Post War Bi-Polar World and Challenges

Chp1: End of WW2 and Emergence of the Cold War

Reading: **VADNEY**

CHP2 THE USA +  
CHP3 THE THIRD WORLD

Chp2: A New Geopolitical Order and Emergence of the Developing World

a) Creation of Israel and the Arab Response \*

b) Emergence of Mao's China \*

c) Vietnam War, 1955-63 \*

d) French Republic and Nationalist  
Movements in Africa, 1954-62

e) Castro's Cuba, 1959-62

Reading: **VADNEY**

CHP4 +

CHP6 pgs 226-232 (Algeria) +

CHP7 pgs 282-300 (Cuba) +

CHP 8

## **Theme 3: Economic, Political and Social Changes: 1950s-91**

### **Chp1: International Economic and Political Changes**

- a) Oil and Political Islam
- b) Deng and Reagan
- c) The Rise of the EU and Fall of the USSR

Reading: **VADNEY**

CHP10 THE DEVELOPED CENTRE  
and

CHP11 THE END OF THE  
TWENTIETH CENTURY

### **Chp2: Domestic Challenges within the USA and France from the 1950s to 2001**

#### **Pillar One: The USA**

Impact of Vietnam War  
Civil Rights Movement  
Rise and Evolution of Conservatism

#### **Pillar Two: Protest and Government Responses in the USA and France**

1968 and Counterculture  
Feminism and Women's Rights  
LGBTQ+ Rights

# Geography

## Theme 1: Seas and Oceans at the Core of Globalization

- Importance of Maritime Space in globalization
- Unequal integration of territories into globalization
- Tensions between States over the control and use of maritime space (e.g. South China Sea)

Reading:  
MARSHALL  
CHP 2 CHINA +  
  
CHP3 THE USA

**-Question spécifique: France and the USA – a comparison of maritime powers**

## Theme 2: Territorial Dynamics, Cooperation and Tensions in Globalization

- Unequal integration of territories into globalization
- The place of the USA in Globalization
- Examples of Globalization at different scales:  
Local, Regional, Global

**Question spécifique: France – differentiated international influence and unequal attractiveness in globalization**

Reading:  
MARSHALL  
CHP 1 RUSSIA +  
CHP3 THE USA +  
CHP9 LATIN AMERICA

## Theme 3: Complex Dynamics: The European Union and Globalization

- The European Union and Globalization

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

Reading:  
MARSHALL  
CHP3 THE USA +  
CHP4 WESTERN EUROPE

|                                      |
|--------------------------------------|
| <b>History Theme 1 Exam Style Qs</b> |
|--------------------------------------|

- 1) What were the key economic, social, and political consequences of the Great Depression in the United States?
- 2) To what extent was the 1930s Great Depression a challenge to democracy?
- 3) Compare and contrast the response of the French and US governments to the Great Depression.
- 4) Compare and contrast the characteristics of the Soviet and Nazi regimes.
- 5) How did the Totalitarian Regimes of the USSR and Nazi Germany maintain control?
- 6) Analyze the impact of WWII on civilian populations. Use examples in Europe (including France) and the U.S.
- 7) To what extent was WW2 a conflict of unparalleled violence?
- 8) Was the US right to drop the atomic bombs?

***History Theme 1: oral exam style questions:***

- 1) How did the Popular Front respond to the Grt Depression?
- 2) To what extent was a welfare state put in place by the US and/or French governments in response to the Grt Depression?
- 3) What is the invisible hand of the market?
- 4) Distinguish between the arguments of Keynes and Hayek.
- 5) What was the New Deal?
- 6) Identify the characteristics of totalitarian regimes.
- 7) What is the difference between propaganda and indoctrination?
- 8) What did 'collectivisation' and the Five Year Plans involve?
- 9) What do the words 'Shoah' and 'Holocaust' signify?
- 10) What brought the USA into WW2?
- 11) What was decided at Yalta and Potsdam?



|                                      |
|--------------------------------------|
| <b>History Theme 2 Exam Style Qs</b> |
|--------------------------------------|

- 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 found in WW2?
- 3) 'By 1950, a Cold War existed between the US and USSR.' To what extent was the US responsible for this?
- 4) To what extent did a new geopolitical order come into being from the end of the 1940s?
- 5) Analyse how the USA responded to two of these major Cold War developments: a) the creation of the State of Israel, b) the appearance of Mao's China, 1949-72 c) the Suez Crisis, or d) Castro's seizure of power?
- 6) How did the Partition of Palestine come about and what were the consequences?
- 7) How did Mao's foreign policy challenge the bi-polar world between 1949 and 1972?

***History Theme 2: oral exam style questions:***

- 1) What was the Bretton Woods Agreement?
- 2) Why were War Crimes Trials established?
- 3) What was the role of Marshall Aid?
- 4) Analyse how Berlin became a crisis point in the early Cold War.
- 5) What was the significance of the non-alignment movement?
- 6) What was the Arab response to the creation of Israel?
- 7) What was Nasserism?
- 8) Why did the Sino-Soviet relationship deteriorate?
- 9) Why did the USSR place missiles on Cuba?

### **History Theme 3 Exam Style Qs**

- 1) Assess the impact of political and the Iranian Revolution on international politics?
- 2) To what extent did Reagan and Deng change the economic directions of the USA and China?
- 3) What are the most significant factors in explaining the collapse of the USSR?
- 4) What was the significance of EU expansion and integration between the 1970s and 1991?
- 5) Analyse the rise of Neoliberalism and the New Right in the USA between the 1960s and 1980s.
- 6) Assess the social movements in France and the USA from the 1950s to 1991.
- 7) Compare and contrast the year 1968 in France and the USA.

#### ***History Theme 3: oral exam style questions:***

- 1) Assess the impact of the oil prices shocks of the 1970s.
- 2) How did political Islam replace come to replace Arab nationalism?
- 3) What was the significance of Market Socialism?
- 4) Distinguish between the New Frontier and the Great Society.
- 5) In what ways was the rise of conservatism in the USA from the 1960s a backlash to the protests and reforms of that decade?
- 6) What was the Regan Revolution?
- 7) Why was 1968 in France so significant in social and economic terms?
- 8) Analyse the rise of counterculture in the USA during the 1960s.
- 9) To what extent was the Black Civil Rights movement successful?

### **Geography Theme 1 Exam Style Qs**

- 1) To what extent is maritime space vital in 21<sup>st</sup> century globalization?
- 2) What rivalries or conflicts are emerging in maritime spaces?
- 3) Compare the constituents of French and American maritime power.
- 4) Why are tensions developing in certain maritime spaces?

#### ***Geography Theme 1: oral exam style questions:***

- 1) Where are the main maritime routes located and why?
- 2) Analyse why access to the sea is unequal.
- 3) Assess the geopolitical issues associated with maritime space.
- 4) What are chokepoints and why are they important?
- 5) What is the significance of UNCLOS?
- 6) Assess the importance of the blue economy in globalization.

|  |
|--|
| <b>Geography Theme 2 Exam Style Qs</b> |
|--|

- 1) Why are different territories unequally integrated into globalization?
- 2) To what extent does cooperation and tension between actors impact upon globalization?
- 3) Assess the trade related tensions surrounding globalization at different scales.
- 4) To what extent is the USA integrated into globalization?
- 5) To what extent is France integrated into globalization?

***Geography Theme 2: oral exam style questions:***

- 1) What are the advantages of clusters?
- 2) Assess the role of the WTO.
- 3) Assess the impact of the USMCA.

|  |
|--|
| <b>Geography Theme 3 Exam Style Qs</b> |
|--|

- 1) Analyse the components of EU power.
- 2) To what extent are EU cohesion policies successful in addressing territorial inequalities?
- 3) Examine the impact of USMCA on cross-border flows.
- 4) Assess the extent to which trade between the USA and its neighbours has been affected by national policies.
- 5) Examine the impact of EU policies on flows and the spatial organization of cross-border areas

***Geography Theme 3: oral exam style questions:***

- 1) Identify cross border regions in the USA and EU and their principal characteristics.
- 2) Analyse the strengths and limits of EU power.
- 3) Assess the territorial effects of an EU policy.

## Revision Prompt Sheet for Essay, AMG, DBQ or Oral Exam Questions

### History Theme 1: Fragile Democracies, totalitarianism and World War II (1929-1945)

The first chapter of this theme the impact of the 1929 crisis and **New Deal** as it led to increased federal government in the US economy and **Keynesian** economic theory in the USA whereas in France the **Popular Front** government implemented the **Matignon Agreements**.

Between **Black Thursday, 24<sup>th</sup> October 1929**, and **Black Tuesday, 29<sup>th</sup> October 1929**, the US stock market lost around \$400 billion (at today's prices). This Crash arose from a perfect storm of circumstances: **agricultural over productivity** (as farmer's lost their livelihoods unable to repay debts), **industrial overproduction** (exacerbated by people taking out loans at high rates of interest) and **stock market speculation** (fueled by the practice of **buying on margin**). This financial crisis transformed into an economic crisis known as the **Great Depression** as US industrial production very nearly halved through to 1932 and unemployment rose to 25% of the labour force by 1933.

Make sure you understand how this combined with droughts in the early 1930s to create the **Dust Bowl** forcing thousands of families to leave their land.

**President Roosevelt** won the 1932 election (taking office on March 1933) and set about massively boosting government intervention in the economy via the **New Deal** and the creation of **Alphabet Agencies**. This led to a Second for New Deal and the **Wagner Act** in 1935 which made it illegal to sack employees simply for belonging to a trade union.

Note – there were different schools of thoughts regarding the role of government: **Keynes** argued for government policies to promote full employment whilst **Hayek** stressed how private spending was more important and that the State should not intervene.

Meanwhile in France, the Great Depression was felt since as unemployment hit 15% in 1932 and a governments rose and fell in quick secession all the while overshadowed by the progress of the Nazi Party in German elections. It is vital you review how this led to the victory of the **Popular Front** in 1936 and the **Matignon Agreements** (awarding workers the legal right to strike, blanket wage increases, paid vacations for the first time in France, 40hr working weeks...).

Chapter 2 focuses on Hitler's and Stalin's **totalitarian** regimes. Both used **propaganda**, terror and the **cult of the personality** to achieve and maintain power but Nazism came into being in an **advanced industrial economy with a system of democracy** whereas Stalinism came to power in an **agrarian economy with no tradition of democracy** (learn the difference between **indoctrination** – messages promoted internally to that part of the population which supports the government) and **propaganda** (message promoted to outside world and segments of society which do not support the government). The key belief holding the USSR together was the **struggle of the proletariat** against the upper classes whereas Nazi Germany was focused on a **racial struggle** based on the German Aryan ideal.

The Third Chapter is about WW2 including the defeat of France and paths of **Collaboration** and **Resistance** with which the country was confronted, the impact of the war of the **US homefront** (e.g. internment of Japanese Americans) and the violence and crimes against humanity perpetrated by the Nazis in Eastern Europe and decision to use **nuclear bombs** in Japan. Make sure you thoroughly review these ideas!

## Revision Prompt Sheet for Essay, AMG, DBQ or Oral Exam Questions

### History Theme 2: The Post War Bi-Polar World and Challenges

The first chapter of this theme covers the **End of WW2 and Emergence of the Cold War, 1944 – 50**. As essential background you need to have an understanding of **Bretton Woods** (which agreed post war economic architecture such as World Bank and IMF), how Europe was **divided** by the two superpowers after WW2 (Germany and the case of Berlin in particular), **Yalta** (Feb 1945 which split Germany into 4 parts and envisioned free elections in East Europe) and **Potsdam** (July 1945 by which time Truman was President, there were disagreements over the issue of reparations from Germany and Truman kept news of the A Bomb from Stalin) plus the creation of the UN (from **1942 declaration** to its launch in Oct 45 and subsequently marked by tensions between the USSR and USA which made repeated use of **veto power** on the **Security Council** thus hampering the organization's effectiveness) .

Make sure you understand how the USA desired to counter the spread of Communism through funding the presence of British troops in Greece who had restored a monarchy that was now under threat from Communists to announcing the **Truman Doctrine** driven by the belief in the **Domino Theory**. In practical terms this was accomplished through the **Marshall Plan** (countries were given financial aid which could be used to buy US products – thus boosting the US economy in classical **Keynesian** style). The importance of Churchill's **Iron Curtain** speech 'The Sinews of Peace' (made in March 1946 when he was Leader of the Opposition, having lost the 1945 UK General Election to Labour under Clement Atlee) is also of critical importance to this period which was punctuated by the **Berlin Blockade** of 1948-49 (prompted by the Allies decision to implement currency reform in their three zones) and the creation of **NATO** in 1949.

The Second Chapter is entitled **A New Geopolitical Order and Emergence of the Developing World, 1948-1970s**. Make sure you understand clearly the concept of a new geopolitical order. It encapsulates the ongoing Cold War **plus** the process of decolonization of the Third World which challenged the earlier bi-polar world order.

Pages 87-93 in Vadney 'The World Since 1945' given a useful illustration of the **Role of the Third World** in this new order – a summary follows:

*Third world decolonization came about rapidly after WW2 – industrialized West still in a position to influence Third World due to their economic power – most Third World states remained within global capitalist system but some revolutionaries and nationalists turned to the Soviet Bloc – 'First World' meant the West, 'Second World' Russia and Eastern Europe – Western countries conducted most of their trade and investments with each other leaving their colonies impoverished - after 1945 western **foreign aid strategies** were geared towards developing infrastructure in the 3<sup>rd</sup> World (e.g. transport links, hydroelectric projects, health facilities, harbours) so the West could conduct business with the Third World and keep it tied to the First World.*

It also incorporate the **causes and development of the Vietnam War** and **Mao's China 1949-72** and how it challenged the bi-polar world order.

## Revision Prompt Sheet for Essay, AMG, DBQ or Oral Exam Questions

### History Theme 3: Economic, Political and Social Challenges (1950-91)

The first chapter concerns major political and economic changes in respect of the **Iranian Revolution**, **Neoliberalism** in the USA, **Market Socialism** in China, **collapse of the USSR** and the transformation of the **EEC into the EU** (*remember this sheet does not cover everything*).

| US Presidents                    | Leaders of People's Republic of China | Leaders of the USSR           |
|----------------------------------|---------------------------------------|-------------------------------|
| Harry Truman: 1945-53            | Mao Zedong: 1949-76                   | Joseph Stalin: 1924-53        |
| Dwight Eisenhower: 1953-61       |                                       | Nikita Khrushchev: 1953-64    |
| John Fitzgerald Kennedy: 1961-63 |                                       |                               |
| Lyndon Baines Johnson: 1963-69   |                                       | Leonid Brezhnev: 1964-82      |
| Richard Nixon: 1969-74           |                                       |                               |
| Gerald Ford: 1974-77             | Hua Guofeng: 1976-78                  |                               |
| Jimmy Carter: 1977-81            | Deng Xiaoping: 1978-89                |                               |
| Ronald Regan: 1981-89            |                                       | Yuri Andropov: 1982-84        |
| George H.W. Bush: 1989-93        | Jian Zemin: 1989-2002                 | Konstantin Chernenko: 1984-85 |
|                                  |                                       | Mikhail Gorbachev: 1985-91    |

#### **China and Regan** (*links to rise of conservatism movement in 1960s below*)

In 1970, Nixon relaxed restrictions on trade with China, in '71 the Chinese invited the American table tennis team to China. This led to Nixon visiting in '72 and an improvement of relations between the two sides. In 1978 Xiaoping announced **market socialism**, China joined the World Bank and IMF. Regan lifted further trade restrictions in 1981 as China set up Special Economic Zones leading to a massive increase in US-China trade.

Regan came to the Presidency in 1981 and implemented free market policies which advocated **small** government thus reversing the trend established by the **New Deal** by limiting the role of the federal government. **Reganomics** termed 'trickle down policies' was implemented via **deregulation** of the economy as taxes were cut to stimulate economic activity.

#### **Rise of EU** (*links to EU case studies in Geography Theme 3*)

The Single European Act, 1986, was an EEC agreement committing countries to a timetable for their economic merger and establishment of a single currency. It was an attempt at a Europe without frontiers and formalized by the Maastricht Treaty (1993) which transformed the EEC into the EU and a **three-pillar structure** (European Communities, Common Foreign and Security Policy and Cooperation in Justice and Home affairs).

#### **... and Fall of USSR**

A **Second Cold War** developed in 1980s due to an arms build-up as USA and USSR sought influence in the Third World (e.g. USA had 20 aircraft carriers compared to USSR's 6). SALT 2 negotiations started in June 1979 (aimed at reducing nuclear missile launchers) but the treaty fell apart when a Soviet combat brigade was discovered in Cuba (although the USA had agreed to the presence of a small soviet force at the end of the Cuban Missile Crisis). Regan came to power with a pledge to re-establish US power and increased military expenditure by 13% in 1982 and 8% in each subsequent year. He also deployed quicker and harder to detect nuclear weapons – **Pershing 2** and **Cruise missiles** in Europe - + launched



the Strategic Defense Initiative (**Star Wars Project**) in 1983 which was designed to destroy any incoming nuclear missiles launched by the USSR.

The Soviet economy was experiencing lots of problems as the **technological gap** between East and West widened due to too much bureaucratic and central control and massive military spending in an attempt to keep up with the USA.

The new Soviet leader initiated various reforms – **Glasnost** and **Perestroika** – in addition to abandoning the **Brezhnev doctrine**. Together this undermined the USSR and led to its collapse in 1991.

---

The Second chapter is about Domestic Challenges in the USA and France, 1950-91. The **first pillar** focuses exclusively on the USA: **impact of the Vietnam War on US society and politics**, the Civil Rights Movement and the **Rise of the conservatism** as a backlash to the Democrats **Great Society**.

By reading the chapter on Vietnam you can also gain an understanding of the reasons the USA got involved in Vietnam in the 50s and 60s (LINK TO HISTORY THEME 2). The concept of the **Domino Theory** is vital in explaining why the US supported **Diem's** unpopular government of South Vietnam and got involved in Vietnam to prevent the spread of **Communism** in SE Asia. Following the Gulf of Tonkin incident Johnson launched **Operation Rolling Thunder** which led to atrocities committed by US soldiers (e.g. My Lai massacre, March 16<sup>th</sup> 1968).

Huge protests and an anti-war movement culminated in **sit-ins** in **1968** and the rise of the **counter-culture movement** (New Left) to the dismay of the **conservatives** who constituted what Nixon described as the **silent majority** and supported the war (leading to Nixon's victory in the 1968 election based on the **Southern strategy** bid to win back support in the traditionally Democrat voting South, following Goldwater's defeat in the 1964 election).

A study of **Black Civil Rights** is treated by the PowerPoint (please refer to this).

The **second pillar** is about protest and government responses in France and the USA: 1968, rise of feminism: Betty Friedan's book '**The Feminine Mystique**' 1963 shone a light on female frustrations and sexism, there were improvements -institutions such as Yale and Princeton began to admit female students in 1969. A major goal for women was control over their sex lives (contraceptives and birth control information became more widespread in the 70s) and the 1973 Supreme Court decision, **Roe v Wade** invalidated all laws prohibiting abortion in the 1<sup>st</sup> trimester. See handout for **Simone Veil** and the situation in France and LGBTQ rights (particularly Stonewall Riots).

## Revision Prompt Sheet for Essay, AMG, DBQ or Oral Exam Questions

### Geography Theme 1: Seas and Ocean at the core of globalization

This chapter highlights the importance of seas and oceans in the process of globalization today. 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. The strategic places where these passages intersect are known as **choke-points** (e.g. straits of Malacca, Gibraltar, Ormuz, the Channel and the Suez and Panama Canals).

*Review the South China Sea case study by re-reading the article distributed on it.*

- **Containerization** was one of the biggest innovations in global maritime exchanges during the 20th century.
- These **intermodal containers** can be loaded, unloaded, stacked and transported efficiently between different modes of transport. Capacity is expressed as twenty-foot equivalent units (**TEU**) which is the minimum container size: 20 feet (6.1 m) by 8 feet (2.44m). The largest container ships have a capacity of 20 000 TEU.
- The domination of maritime flows in global commerce has been characterized as the **blue economy**. It is dominated by several transnational firms such as Maersk (Denmark) and CMA CGM (France).

The exploitation of the oceans is governed by UNCLOS (1982), the **United Nations Convention on the Law of the Sea Treaty** aka the Montego Bay agreement which created the concept of the **EEZ**.

This theme concluded with a comparison of US and France as maritime powers. Remember that France has the largest EEZ, **11.7 million km<sup>2</sup>** against that of the USA at **11.3 million km<sup>2</sup>**, though there are vast differences in their naval power.

You need to review the port of **Marseille-Fos case study for France** and the **Port of Los Angeles and Long Beach for the US West Coast**.

**Update: study the recent UN High Seas Treaty, agreed in March 2023: see articles on blog.**

## Revision Prompt Sheet for Essay, AMG, DBQ or Oral Exam Questions

### Geography Theme 2: Cooperation and tensions in globalization

Define globalization + concept of **actors as fundamental to cooperation** and show an awareness of unequal access to globalization across **different scales** e.g. at a **local scale** BOSNYWASH megalopolis and London are highly integrated into global flows (remember to define this – can include finance, trade, migration etc). At a **regional scale** the EU has a clear core-periphery and obvious North-South disparities (ties into Geography Theme 3) and at a **global scale** the **WTO** and **World Bank** and **IMF** seek to promote cooperation along with trade blocks such as Mercosur, ASEAN, EU + agreements such as USMCA (ties to Geography Theme 2 USA case study).

For tensions, you could point out:

Bi-lateral agreements often preferred in place of multi-lateral agreements (e.g. USA negotiations with UK and Japan prioritized under Trump administration (2017-2021) to detriment of multinational agreements such as the Paris Climate Change Accords (2015) + USMCA promotes return of manufacturing to USA...

Some examples of tensions which you could cite:

**CETA** treaty between FR and CAN: **very contested vote in FR**, no massive increased in trade and CAN farmers livelihoods restricted, CAN govt restricted from 'buying local' which has led to job losses

Latin America: **Mercosur** (created 1991 between Argentina, Brazil, Paraguay, Uruguay and Venezuela with a combined GDP of \$3.4 trillion in 2020) has experienced **internal tensions** – Venezuela was suspended in 2016 due to human rights concerns and in 2019 the proposed **Mercosur-EU trade deal was cancelled** when France and Austria refused to sign it off because of Brazil's environmental policies.

Pacific Alliance (combined GDP of around \$2 trillion in 2020) is exploring an EU-Pacific Alliance trade deal – there have been no objections from any EU state to this proposal.

Russia expelled from G8 after invasion of the Crimea in 2014 is a further example of tensions. Russia is also very dependent on fuel exports for its economic growth (this is a structural weakness) since they accounted for 63% of its exports in 2020.

**Update: study recent Aukus deal between US, UK and Australia: see articles on blog.**

## Revision Prompt Sheet for Essay, AMG, DBQ or Oral Exam Questions

### Geography Theme 3 Complex Dynamics: The European Union and Globalization France and the United States – Transborder Territories

Remember to *use this sheet in conjunction with the Geography 3 ChapterOne booklet* and PowerPoint to have sufficient depth of knowledge about all the concepts in **bold** type.

The opening chapter of Theme 3 explores the **dynamics** (forces, properties) that act upon and stimulate development & change in the **European Union**, particularly in regards to globalization. This includes how the European Union has enabled the south of Europe to “catch up” considerably and quickly with to the north but inter-regional gaps persist. To this end **structural funds** and policies such as the **CAP**, the creation of Euro-regions and European Transport policies have been deployed.

It is essential you review the concept of the European core (aka the **Megapole**) and periphery in order to understand why **STRUCTURAL FUNDS** (such as the **European Regional and Development Fund**) have been deployed to help economically stagnant regions (often in the South and East of the EU plus more rural areas such as in central France). For example from 2021-27 the ERDF is spending €190 752 million euros on investment for jobs and growth.

The Common Agricultural Policy has and continues to have a massive impact on EU territory to ensure a stable food supply and promote sustainable management of rural environments (CAP accounts for approximately 33% of the EU 2021 budget). It has promoted the creation of openfield landscapes across EU (and been criticized for encouraging overproduction and big farms run by agribusiness to the detriment of smaller farms).

The European Transport network is another tool that can be used to promote EU wide development in conjunction with the existence of the **Schengen Space**. The road and rail network discriminates in favour of the megapole and large cities thus projects are being / have been carried out to improve the links between regions.

---

The theme concludes with case studies of the differing dynamics operating within **French** and **USA** cross border territories. ***You should use this sheet in conjunction with the Geography 3 Chapter Two booklet.***

- French borders have been profoundly affected by the 1985 **Schengen Agreement** which today means 26 countries in Europe (but not all part of the EU) share open borders.
- The USA's borders also been affected by two other agreements: the **North American Free Trade Agreement (NAFTA)** signed in 1994 and its successor the **United States Mexico Canada Agreement (USMCA)** signed in 2018.

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

Cross-border regions receive financial support from the European Commission via the **Interreg** programmes designed to **stimulate cooperation** between regions in and outside the EU and in so doing **reduce the influence of national borders** on EU territory

French territory incorporates 4 176 km of land borders with 11 other countries both in Europe and South America. The **Euroregions** (revise the Nouvelle-Aquitain, Euskadi, Navarra Euroregion) are at the heart of the European political project of cohesion. They enable local actors to develop cross border projects and cooperation. This has led to the creation of genuinely cross border regions where French inhabitants frequently, often on a daily basis, cross the border – the most obvious example being the Grand Region (**see case study in booklet**). 400 000 cross border workers live in France and work in another country. Large flows of people and goods necessitate the creation of cross border infrastructure, such as the tunnel under Mount Blanc and the Channel Tunnel.

**Transborder regions** in North America are **not** under a continental scale of governance, such as in the EU, thus border issues between the USA with Canada and Mexico are approached differently with immigration a major issue

- There are numerous transborder agglomerations on the US borders. **El Paso–Juárez**, or **Paso del Norte**, is one such transborder agglomeration, on the border between Mexico and the United States. The region is centered on two large cities: Ciudad Juárez, Chihuahua, in Mexico and El Paso, Texas, in the U.S.
- **San Diego–Tijuana** is an international transborder agglomeration, straddling the border of the adjacent North American coastal cities of San Diego, California, United States and Tijuana, Baja California, Mexico. Make sure you understand the concept of a **smart border** and how it aims to speed up border crossings with the aim of boosting the economy.