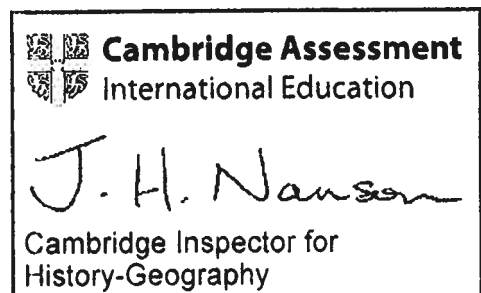


OIB British Section History Programme



9th October 2018

Theme 1: Collective Memory

The study of collective memory is an exploration of the many ways in which societies engage in remembering the past. Through reference to a specific case study, students should consider the ideas and values, which underpin the construction of a collective memory and explore the purposes which it serves. Professor Jay Winter reminds us that 'Memory is unstable, plastic and repeatedly re-shaped.' As such, it is essential that students examine the ways in which collective memories have evolved over time, by considering the influence of cultural, social and political change within society, alongside historiographical developments. This will enable students to appreciate the contested nature of collective memories and the tension which invariably exists between popular ideas about the past and the perspective of professional historians.

This theme is to be taught using **one** of the following case studies:

- the First World War in either the UK or France.
- the Second World War in either the UK or France.

Key Issues	Key Terms
<p>Assess how either WWI or WWII has been remembered in either France or Britain</p> <p>'Memory is plastic, unstable and repeatedly re-shaped.' Discuss the validity of this statement with reference to how either WWI or WWII has been remembered in either France or Britain.</p>	<p>Collective Memory</p> <p>War and Memory</p>

Theme 2: Media and Public Opinion in the Context of one Political Crisis

This theme is an exploration of the complex inter-relationship between media, public opinion and the state in the context of **one** chosen political crisis. The term 'mass media' refers to the forms through which news-worthy events are communicated to a mass audience. These forms will vary according to the historical era of the chosen political crisis, but may include newspapers, magazines, books, propaganda posters, film, radio and television.

Approaches to this theme may vary according to the chosen case study. In some cases, students will examine the policies employed by the state to exert control over the media. One such example is the Falklands War case study. **However, this approach will not be relevant to all case studies.** In others such as the Dreyfus Affair, the absence of governmental control over the mass media will be of significance. **In all case studies,** students should explore the range of political views which existed within the media and the methods they employed to maintain their influence over the public. Finally, it is critical that students consider why their chosen political crisis may have created political divisions within society and carefully evaluate the influence of public opinion over both the state and the media.

This theme can be taught using **one** of the suggested case studies below. The list is not exhaustive; teachers may choose alternative case studies from the twentieth century.

- The Dreyfus Affair
- The Vietnam War
- May 1968 (France)
- The Falklands War
- The Miners' Strike

Key Issues	Key Terms
<p>Examine the role of the media and public opinion in one political crisis of your choice.</p> <p>The role of public opinion is very significant in periods of political crisis. Discuss the validity of this statement by referring to one political crisis.</p> <p>In times of crisis the media often plays a decisive role in shaping the course of events. Discuss this statement with reference to one political crisis of your choice.</p>	<p>Mass Media (in the context of one political crisis)</p> <p>Public Opinion (in the context of one political crisis)</p>

Theme 3

Great Powers and World Tensions: China and the world from 1949 to the end of the twentieth century

This theme explores the evolution of China's role in the world from the formation of the People's Republic of China in 1949 to the end of the twentieth-century. **There is no requirement to study China's domestic history.** Students may approach this theme by firstly considering how the legacy of colonialism and international humiliation shaped the desire to restore China's power and prestige after 1949. They should likewise examine Mao's own ideological beliefs: an exploration of Mao's theory of 'Continuous Revolution' and his belief in the mutual interest which lay between China and poor, underdeveloped countries in African and Asia will help students to understand the long-term strategy behind his foreign policy.

An understanding of the complex inter-relationship of China with both the USSR and USA during the Cold War is a critical element of this theme. When considering Sino-Soviet relations, students should examine the changing nature of the relationship by exploring the underlying tensions which would lead to the Sino-Soviet Split and the abandonment of the 'Lean to One Side' strategy. Students should likewise evaluate the nature of Sino-American relations in the 1950s and 1960s before assessing why and with what consequences Mao accepted a rapprochement with the USA in the early 1970s.

The initial steps in China's transformation from an isolated 'pariah state' in the later 1960s to that of a global power at the end of the twentieth century, began in the 1970s. Historians view the death of Mao in 1976 as a pivotal moment in this long term process. Students should therefore assess the significance of the drive towards economic reform in post-Maoist China (Deng argued that 'Reform is China's second revolution.') and evaluate how this shaped its foreign policy. Here, reference should be made to the policy of 'opening up to the world' as well as the formulation and practice of the 'One China, Two Systems' theory.

Key Issues	Key Terms
'A decisive turning point in post-war international relations' Assess this view of the victory of the CCP in the civil war in 1949.	The People's Republic of China (China and the World)
How important was the Korean war in China's relations with the rest of the world?	The Sino-Soviet Treaty
Discuss the changing nature of Sino-Soviet relations in the period after 1949.	Continuous Revolution (China)
'On balance, China's attempt to assert itself as an international power met with more failures than successes.' Assess the validity of this view of China's foreign policy between 1949 and 1976.	The Sino-Soviet Split
	Sino-US Rapprochement

'China played only a minor role in international relations during the Cold War' Assess the validity of this statement.

China's Peaceful
Development Strategy

China's foreign policy from 1980-2002 can be seen as a radical departure from the direction established under the leadership of Mao.' Assess the accuracy of this statement.

Theme Three

Great Powers and World Tensions: the USA and the World since the 14 Points of President Wilson (1918) to the Second Gulf War (2003)

This theme explores the evolution of the United States' role in international relations from the end of World War One to the end of the Second Gulf War in 2003. An exploration of U.S foreign policy in the inter-war years should begin with an evaluation of the successes and failures of Wilson's policies at Versailles. Students should then explore how, why and with what consequences the US veered between Isolationism and Independent Internationalism at various points in the 1919-39 period. Here, the focus will be on U.S relations with European powers and Japan in the period. **There is no requirement to study U.S. policy in Central and South America.**

When studying World War Two, students should examine the nature of U.S neutrality in the 1939-41 period and consider why this came to an end. They should also assess the ways in which the global role of the US had changed by 1945. In studying foreign policy during the Cold War period, students should explore the changing nature of relations between the United States, the USSR and China, through reference to the policies of Containment and Détente. Students should likewise be able explain why and with what consequences Détente had come to an end by 1980. In order to examine why the Cold War itself ended in 1990, students will need to evaluate the impact of the foreign policy pursued by the USA in the 1980s under Ronald Reagan.

The end of the Cold War witnessed the collapse of a bipolar world and the emergence of a new world order, with the United States as the sole superpower. Students should examine why and with what consequences the USA attempted to shape the new world order through reference to ideas of Neo-Conservatism, the Bush Doctrine and the War against Terror. **There is no requirement to study U.S policy in the former Yugoslavia.**

Key Issues	Key Terms
How valid is the view that the USA rejected the responsibilities of her status as a world power during the inter-war years?	The 14 Points
Assess the impact of WWII on the USA as a world power.	Wilsonianism
'On balance, the US policy of Containment between 1947 and the Election of Nixon in 1969 should be considered as a success.' Assess the validity of this statement.	Isolationism
To what extent did US foreign relations change in the period known as détente?	Arsenal of democracy
	Superpower

<p>Evaluate the significance of Ronald Reagan's role in changing international relations in the 1980s.</p>	<p>Containment</p>
<p>Examine the changing role of the United States in international relations from the end of the Cold War to 2003</p>	<p>Détente</p> <p>Bush Doctrine</p>

Theme 3

Great powers and world tensions: a Century of Tensions in the Near and Middle East (1918-1993)

Focusing upon the Near and Middle East from the aftermath of World War One to the signing of the Oslo Accords in 1993, this theme is an examination of both the causes and global consequences of regional instability. The tensions which developed in the region had various dimensions. Religion, ethnicity, nation-state rivalry, the struggle for resources and territorial disputes all played a role in exacerbating instability. Students should explore their complex inter-relationship and evaluate their significance in regional and international relations.

Students should approach this theme by firstly exploring the initial causes of tension in the region: the nature and impact of inter-war Zionism and Arab Nationalism. They should likewise assess the role played by European powers (Britain and France) in fueling regional tensions in the inter-war years. When studying the post-World War Two period, students should assess both the regional impact of the declaration of the state of Israel in 1948 and the key aims of Arab Nationalism, before exploring both the nature and consequences of the Arab-Israeli Conflict. Students should consider why Palestine became the focal point of tension and assess its impact on the instability of the region.

In the aftermath of the Suez Crisis of 1956, the region emerged as a theatre of the Cold War. Students therefore need to consider why and with what consequences both the USA and USSR intervened in the Near and Middle East.

The Islamic Revolution in Iran in 1979 is considered by historians to be a key turning point in both regional and international relations. Students should briefly explore the origins and nature of Islamic Fundamentalism, before assessing the impact of the creation of the Iranian Islamic Republic.

The end of the Cold War, the First Gulf War in 1991 and the Oslo Peace Accords of 1993 were three events with a significant impact upon the Near and Middle East. Students should evaluate how they affected the region's stability.

Key Issues	Key Terms
Assess the impact of the Cold War on the Near and Middle East	Zionism
Evaluate the significance of the Arab-Israeli Conflict on the stability of the Near and Middle East	Arab Nationalism
How far do you agree that nationalist tension was the main cause of instability in the Near and Middle East in the period you have studied.	Iranian Revolution 1979
	Arab-Israeli Conflict

Theme 4:
Levels of government:
Governing France since 1946: State, government and administration from 1946 to the end of the twentieth century

Governing France since 1946 is an examination of the ways in which the French state evolved in the face of the many challenges posed by the post-war period. Students should begin by exploring the political and social problems France faced after 1945 in order to assess why a strong, centralized state emerged between 1946 and the resignation of de Gaulle in 1969. Here, particular focus will fall upon the programme of economic reconstruction after 1945, which was at the forefront of a drive towards modernization. Students should explore the nature of these policies and how they in turn impacted upon the nature of governance in France. Concurrent to this is a study of the ways in which the French state strove to achieve national solidarity. Here, students should examine the nature of the welfare state model which emerged in the period and assess how this changed the nature of governance in France.

The Resignation of Charles de Gaulle in 1969 is often viewed as a watershed in the post-war history of France. Students should assess its long-term significance by analyzing the extent to which a different model of governance emerged in the period between 1970 and the end of the twentieth-century. Here reference should be made to the challenge of globalization and why the emergence of social and economic problems from the 1970s promoted a different role for the French state in the economy. Interlinked with this is the process of administrative decentralization. Understanding why this took place and the extent to which it represents a rejection of the centralised model of governance is therefore important.

Key Issues	Key Terms
Examine the growth of the role of the state in France between 1946 and the end of the 1970s.	The Welfare State (France)
'Globalisation has had a major impact upon the role of the state in France'. Discuss.	Modernisation (France)
'A diminishment of power, prestige and authority'. How valid is this view of the changes in the role of the centralised state in France between the 1970s and the end of the century?	Gaullism
"Economic change since 1946 has been the main reason for changes in the role of the state in France." Examine the validity of this view.	Centralised State (France)

Theme 4 Levels of government

Continental Level: European Integration from 1948 to 2007

European integration is a study of two closely-linked process: the broadening of integration through extended membership and the deepening of integration through the development of institutions. The topic begins with the Hague Conference in 1948 and ends with the Lisbon Treaty in 2007. Students should approach this theme by exploring the underlying reason behind integration and how this shaped the nature of the initial model of political and economic cooperation, the European Coal and Steel Community.

With reference to key political landmarks in the development of the European model (the creation of the 1951 Coal and Steel Community; the 1957 Treaty of Rome; the 1986 Single European Act; the 1993 Maastricht Treaty; the creation of the Eurozone in 2002; the Enlargement of the EU in 2004; the 2007 Lisbon Treaty) students will explore the reasons for Europe's evolution, before considering how the political, social and economic development of European governance has impacted upon the cohesion of the Union itself.

The Second part of this theme focusses upon the changing nature of Britain's relationship with Europe. Students should firstly examine why Britain refused to join the European Coal and Steel Community in 1951. With reference to the period between 1951 and 1973, students should evaluate the role played by a range of political and economic factors in leading to Britain's applications to join the EEC.

Between 1973 and 2007, the European model of governance underwent a period of significant change. In order to assess the impact of these developments upon Britain, students should examine shifting attitudes towards Europe within both the Labour and Conservative parties, and evaluate the significance of Euroscepticism in British political life.

Key Issues	Key Terms.
'Economics has been the motor of European integration since 1948.' Examine the validity of this view.	European Integration
How successful was the European Union in achieving integration between 1973 and 2007?	Supranationalism
'Britain has always been a reluctant member of the European Union.' Examine the validity of this view of Britain in Europe from 1973 to 2007.	Euroscepticism

Theme 4 : Levels of government from 1945 to the present

World Level: World Economic Governance from 1945 to the end of the twentieth century

In this theme, students will explore the evolution of institutions of global economic governance from their creation at the Bretton Woods Conference in 1944, to the end of the twentieth century. Students should examine the context of the period by considering the factors, which necessitated the conference. They should assess the over-arching aims of the system of currency control (the Bretton Woods System) and the functions of each of the Bretton Woods institutions (the IMF, the World Bank) and GATT. They should likewise evaluate the successes and failures of global economic governance in the period from 1945 until the collapse of the Bretton Woods System in 1971.

The collapse of the Bretton Woods System in 1971 is a key focal point of the theme. Students should consider the consequences of the collapse on the global economy in the 1970s and the nature of new forms of economic governance, which have since emerged. Here, students should consider the significance of the emergence of the G-7 and the drive towards monetary union within the EU. The 1980s and 1990s witnessed an era in which Neo-Liberal policies acquired increasing significance in global economic governance. Students should understand the key features of Neo-Liberalism and examine why some consider them to be damaging to global development.

Key Issues	Key Terms
'International economic organisations like the IMF are only camouflage for US control.' Evaluate the validity of this statement.	Bretton Woods Agreement
'On balance, the successes of the institutions of world economic governance outweigh the failures.' Assess the validity of this view of world economic governance since 1945	International Monetary Fund (IMF)
'A key turning point in World Economic Governance' Assess the validity of this view of the collapse of the Bretton Woods System in the 1970s.	Neo-Liberalism

Theme 5: Study of Britain (1945-1990)


In this theme, students will explore political and social change in Britain from the election of the Labour government in 1945 to the resignation of Margaret Thatcher in 1990. Students should begin by examining the reasons behind the landslide Labour victory in 1945, by considering both the social and economic conditions of the period and the vision of a modern post-war society, which Labour presented through its policies. When examining Labour's period in government (1945-51), students should evaluate the successes and failures of its policies as well as considering their long-term impact upon British politics, economy and society.

Between 1951 and 1979, both the Labour and Conservative parties based their core policies upon the principle of state intervention in both social and economic life. Students need to examine the key features of what some historians have called the period of Consensus and use this to evaluate the extent to which a consensus existed. They should likewise consider the long and short-term factors which led to the breakdown of the Consensus in the 1970s. According to some historians, the period was one of economic, social and moral decline. Students need to assess the validity of this viewpoint. This requires an over-arching approach to the period. **Students are not required to have a detailed knowledge of each political administration in the 1951-1979 period.**

The election victory of Margaret Thatcher in 1979 is often seen as a key turning point in post-war British history. Thatcher viewed the late 1960s and 1970s as a period of 'social breakdown' and pledged to transform British society by instilling a new spirit of entrepreneurialism and individualism, which she defined as a return to 'Victorian values.' Through reference to the social and economic problems of the 1970s, students should examine why Thatcher rejected the ideals of the Consensus and evaluate the reasons behind her victory in 1979. Turning attention to Thatcher's policies, students should examine the key elements of Thatcherism and evaluate the extent to which it is appropriate to label her period as Prime minister as 'the Thatcher Revolution.' They should also examine the factors, which led to her resignation in 1990 and evaluate the successes and failures of the Thatcher years.

Key Issues	Key Terms
To what extent did the Labour governments of 1945–51 change Britain?	Welfare State (Britain)
'The period from 1951-1979 was an era of political consensus.' To what extent do you agree with this statement?	Nationalisation
How successfully did the British governments deal with the domestic problems facing them in the period 1951 to 1979?.	Consensus politics
Was there a 'Thatcher revolution', 1979–90?	Monetarism

<p>A radical and successful break with the past.' Assess the validity of this view of Thatcherism.</p>	<p>Winter of Discontent</p>
<p>'A nation in decline' How valid is this view of Britain in the 1960s and 1970s?</p>	<p>Thatcherism</p>

 <p>Cambridge Assessment International Education</p> <p><i>J. H. Nanson</i></p> <p>Cambridge Inspector for History-Geography</p>
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