

# The Terminale OIB History Programme

- Sent to you by ASIIBA in July 2020
- 7 months of work (reading, drafting, re-drafting, submitting, arguing, moaning (on the phone to Alan), re-drafting, submitting, discussing etc.etc.etc.etc.etc.etc. etc.)
- Geary, Jackson, Nanson, Wagentrutz, Olivier Delmas & DGESCO
- ...But I'm the one who is to blame for the terminale programme, so I'm going to talk to you about it.

# What is the purpose of the Terminale Programme?

July 2019....



**Tomlinson's thought-bubble in July 2019:**

- ***The new *programme nationale* is FAR TOO BIG for a 48 hour history course***
- ***We will end up force-feeding our students content rather than thinking skills***
- ***Our big-picture thinking skills in the OIB are tailored around a thematic approach to history, rather than a chronological approach***
- ***The breadth of the programme could throw up any number of exam questions. Our students are going to get caught out.***



# My over-arching aim with the history programme (in a nutshell)

- To give it a clear sense of intellectual direction from start to finish. In other words to avoid this scenario...

« History is Just one F\*\*\*\*\*g thing after another... » Alan Bennett *The History Boys*

# Aims of the History Programme

- To make explicit the thinking skills which are required
- **Example: As such, we will be exploring how the complex interplay of politics, economics and ideology...**
- **Example: To achieve this, students will need to explore the interlocking factors which drove change**
- To create an intellectual context to each chapter in which we can develop our students' thinking skills

# Aims of the History Programme

- To clearly define the direction of our enquiry-led lessons
- This will buy us precious time in the school year and enable us to focus on thinking skills
- **Example: theme one, chapter one: *A key aim of theme one is to assess the underlying causes of World War Two***

Aims of the History Programme: to make us happier than we ever imagined was possible



Theme 4 is NOT a written exam topic. It is key issue only!!!

# Aims of the History Programme (yet more happiness)



A number of the chapters in the new programme are very similar to the old programme. This will lighten our workload throughout the year.

# How to use the programme...

- The Teachers' Guide **IS the OIB Programme**. This is your go-to document.
- **The Teachers' Guide IS NOT top secret. Give it to your students.**
- **Employ the language and concepts of the teachers' guide in your lessons in order to help your students to embed the OIB thinking skills**
- **Example: (theme two, chapter one) What the OIB programme says: **World War Two was in many ways a revolutionary War**. Though 1945 witnessed the end of hostilities, one of its principal legacies was the intensification of ideological struggle as a key dynamic of international relations. Historians have observed that this would give rise to an epoch in which history was 'welded in to a single pattern' of confrontation between two superpowers . **In studying theme two, students will therefore be exploring the power of ideology in shaping the politics of the post-war world.****

# How to use the programme

- Having embedded the language and concepts in to your lessons, refer **VERY CLOSELY** to the language and concepts when writing your exam papers. The ultimate aim of the programme is to create a coherent, common framework. This will help us to avoid any nasty surprises on exam day.



# The OIB History Programme: chapter-by chapter

- Theme One: the intellectual context
- A key aim of theme one is to assess the **underlying causes** of World War Two. This issue has given rise to intense debate amongst historians. Exploring the **interlocking factors** which propelled nation states from from one total war to another within a time span of just twenty-one years, **some have contended that the 1914-45 period should be viewed as the 'Thirty-One Years World War.'** This notion of **twentieth century history being shaped by an uncontrollable dynamic** is but one of many approaches to the origins of World War Two. The historiography of the inter-war years history will thus provide us with a critical point of reference for chapters one and two.

## Theme one chapter one: The Wall Street Crash and its Impact

- In order to study the slide towards World War Two, we are required to consider the role of economic factors in the 1929-39 period. The Wall Street Crash of 1929 has been described by historians as the most traumatic episode in the history of capitalism ; an event whose consequences amounted to ‘something close to the collapse of the capitalist world economy.’ **This necessitates an examination of why the the Crash developed in to a world-wide economic depression and how the crisis shaped international relations in the 1930s. To achieve this, students must explore how the international climate of economic**

**Economic Nationalism: policies of protectionism (tariff barriers) and currency devaluation pursued by great economic powers such as USA & Britain after the Wall Street Crash (leading to a collapse of global trade)  
Reluctance of the great democratic powers (USA, Britain and France) to defend the liberal order they had created at Versailles = Isolationism and Appeasement**



# Theme one chapter two: Totalitarianism in the 1930s.

- The world crisis of the 1930s was simultaneously a crisis of democracy in retreat, wrought by the steady advance of totalitarianism. Totalitarian regimes offered radically different World Order philosophies to that which had been established by the peace makers in 1919 and had a critical impact on the fragile stability of global politics. In this chapter, students will need to engage with two critical issues. **Firstly, through reference to the Soviet Union, Nazi Germany and Fascist Italy they will examine the nature of totalitarianism. Secondly, they will consider the role of totalitarian ideology as an underlying cause of World War Two through reference to the three aggressor states (Fascist Italy, Nazi Germany and Imperial Japan).** Here students will examine why the recourse to war was so fundamental to their beliefs and to the fulfillment of their hegemonic ambitions.
- It is far beyond the scope of theme one to study any totalitarian regimes in depth. Therefore, any written exam questions will focus on the nature of totalitarianism and its role in the slide towards World War Two, rather than the specific characteristics of any one regime.

Theme one, chapter three:

« History is Just one F\*\*\*\*\*g thing after another... »



© The Scream 1895/Edvard Munch

4 hours  
ducing it to a  
of the Brevet for 18-  
year olds?

- **The Second World War was the ideological crucible of the twentieth century.** For the Nazis, war and territorial conquest provided the opportunity to construct a grandiose political and economic apparatus which would entrench their hegemonic status in Europe. It is this aspect of the 1939-45 war which we will focus upon in chapter three.
- Described as the **New European Order**, Nazi rule over the continent was proclaimed by its supporters as an act of saving European civilisation from collapse. The aim here is to assess the nature of the New European Order and the purposes it served. This will be achieved by exploring the driving forces which shaped it :the vision of Europe as a 'racial entity' and the pursuit of racial purification through genocide; the quest for lebensraum in Eastern Europe ; the crusade against Communism ; the vision of Grossraum- a single European economic unit ; the imperative of supplying Germany with the human, material and financial resources it needed to sustain total war.
- **This chapter provides a critical context for the rest of the terminale programme but will not be the subject of any oral or written examination questions. The chapter can be studied through reference to an over-arching view of Nazi Occupied Europe and the more specific case study of France between 1940-44.**

# What I wanted to avoid...At all costs

We seem to have got a big bogged down ,haven't we sir?



## Theme Two: Hard and Bitter Peace : Bipolarity and Multipolarity 1945-1971

- **The Intellectual Context: World War Two was in many ways a **revolutionary War**. Though 1945 witnessed the end of hostilities, one of its principal legacies was the intensification of ideological struggle as a key dynamic of international relations. Historians have observed that this would give rise to an epoch in which history was ‘welded in to a single pattern’ of confrontation between two superpowers . In studying theme two, students will therefore be exploring the **power of ideology** in shaping the politics of the post-war world.**

## Theme two, Chapter One

### The End of World War Two and the Beginning of the Cold War, 1945-1949

- In chapter one, the over-arching aim is to examine the origins of the Cold War. In order to understand the international context from which Cold War hostilities emerged, **students should firstly consider the material and moral costs of World War Two. It is clear that the confrontation with the dark reality of Hitler's New European Order had a profound impact upon the politics of the post-war era. In the liberal democratic world, it acted as a political and ideological catalyst, mobilising visions of a new world order in which the global role of the**

- How do we define the moral cost of WWII? This could be a fascinating critical thinking skills exercise, which gets students to synthesise their knowledge and understanding from theme one (I'm going to touch on this in the History resources workshop)
- Having studied why and with what consequences the great democratic powers were reluctant to defend the liberal order established at Versailles AND the nature of the New European Order, students will have a firm intellectual context in which they can assess the key aims of the B/Woods institutions + GATT. Here, we will be able to draw on some of resources from WEG in the old programme.

# Theme Two Chapter One:

- **For the United States, it is clear that the transition to peace in 1945 necessitated a radical re-shape of the world role it had held in the 1930s. Now, national self-interest and the global interest of democracy became inextricably tied. With this in mind, students will need to consider both the aims and the consequences of US foreign policy decisions upon international relations in the 1945-49 period. They will use this to assess the extent to which the US was responsible for generating bipolar hostility and confrontation.**
- **Students will now turn their attention to the USSR. Like the USA, the USSR was the undisputed global representative of an ideology ; here too, policies of national self-interest and the act of promoting the cause of international Communism had become indivisible. Referring to both the aims and the consequences of Soviet foreign policy in this period, students will be able to evaluate the underlying causes of the Cold War.**

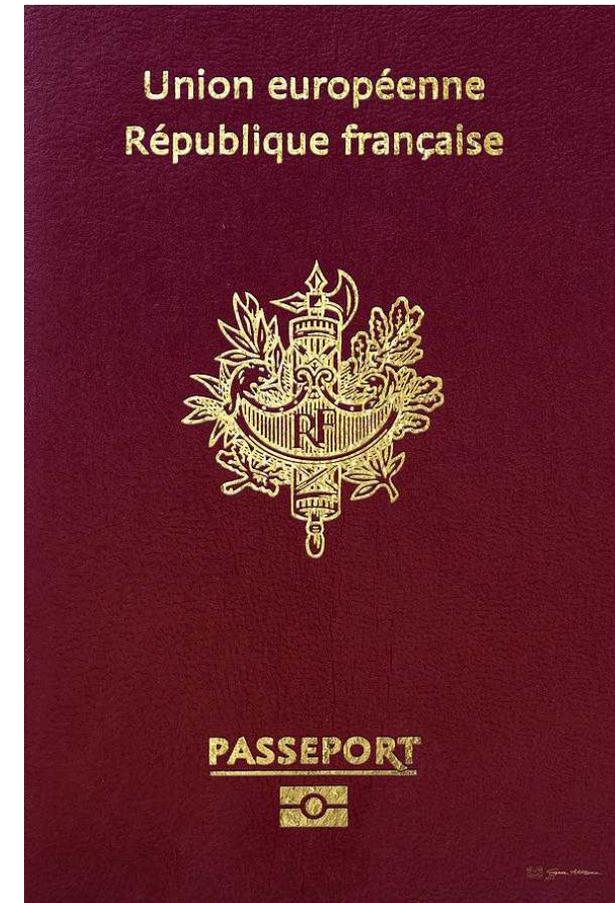
Theme two chapter two: The Globalization of the Cold War: China and the impact of multipolarity on International Relations, 1949-1971.



## Theme two chapter two: The Globalization of the Cold War: China and the impact of multipolarity on International Relations, 1949-1971.

- The intellectual context: The dynamics of the Cold War were intrinsically tied to the period of **post-war decolonization and the subsequent challenge of the Third World to the bi-polar order.** In this context, it is clear that the formation of the People's Republic of China had a profound and transformative impact on international relations.
- **Students should approach this chapter by firstly examining Mao's own ideological beliefs. Mao's theory of 'Continuous Revolution' and his belief in the mutual interest which lay between China and poor, underdeveloped countries in Africa and Asia, developed in a political context which was profoundly marked by the rapid collapse of European Empires.**

Theme two, Chapter Three  
Nation-Building after 1945: a Case Study of either Britain or France



- Here, the intellectual context offers students to revise their knowledge and understanding of theme one (rise of totalitarianism/ failure of democratic powers to defend the liberal order/ Hitler's New European Order) + theme two chapter one (material + moral costs of WW2 acting as a catalyst for liberal visions of a new world order) in order to understand the underlying aim 'of re-stating the democratic idea' in post-war politics.
- This chapter has a clear conceptual dimension. It requires students to see patterns in history by referring to a 'cyclical battle' between collectivism and free market capitalism (this is intellectual terrain they have touched upon in the première theme four programme when studying the role of the state in total war)
- This notion of a cyclical battle between collectivism and free market capitalism provides an intellectual context for theme three chapter one.

**society and the position which the two post-war nation states were to hold in the international order. Historian Richard Cockett has identified this period as a key turning point in a 'cyclical' battle between those who championed the idea of a collectivist state as a bastion of social justice and those who considered democratic values to be intrinsically tied to free market capitalism and liberal economics. Choosing either Britain or France as a case study, students will be exploring the nature of political change after 1945 and assessing its successes and failures.**

Please note: it is imperative that any written exam questions for this chapter are phrased in a way which allows for an answer which is derived from either the British or French case study.

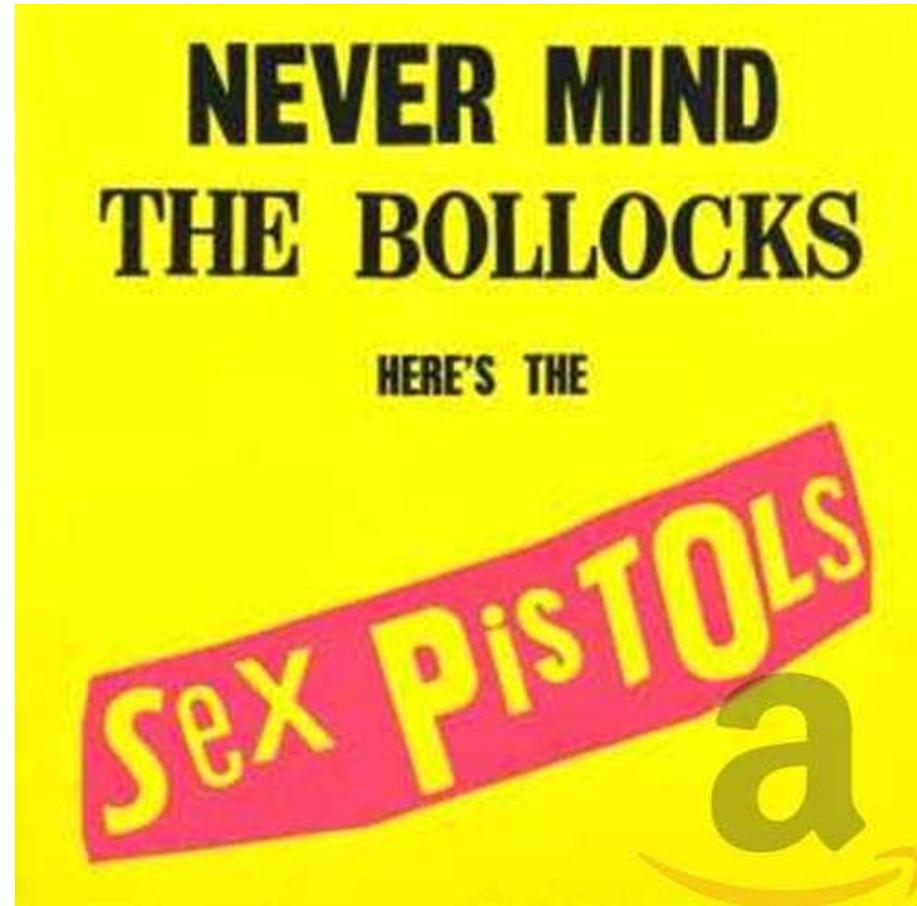


## Theme Three

### Politics, Economics and Ideology from the 1970s to the end of the Cold War

- The intellectual context:
- **Covering a time-span of just twenty years, theme three focusses upon a period of **decisive ideological change** in both the western and eastern blocs. From this emerged a fundamental transformation in the dynamics of the world order. Students will be required to **develop their understanding of the inter-relationship between social, political and economic factors** in order to assess both the nature of change and why it came about.**

# Theme chapter one: why are we re-visiting Britain in the 1970s?



- In the 1970s, the collapse of the Bretton Woods System and the oil crisis of 1973 created an economic crisis which beset the entire western world. In so doing, **it reignited the 'cyclical' ideological debate between Collectivists and Economic Liberals.** Through the election of Margaret Thatcher in the UK and Ronald Reagan in the United States at the end of the decade, **a radical shift away from the social democratic model of governance ensued.** The consequent emergence of Neoliberalism as the dominant socio-economic model of the western world has since left a profound legacy, one which continues to shape the nature and course of international relations today.

# So what do I have to do?

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Trade Union leader Tom Jackson likened the Social Contract to 'finding a gigantic Las Vegas slot machine that got stuck in favour of the customer.'

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# So what (else) do I have to do?

- Explore why Britain's problems generated criticisms of the welfare state, state interventionism & Keynesianism
- **Examine the key ideas which underpinned the alternative model, that of Neoliberalism. Here, particular focus should be paid to why its supporters believed this model to be essential to the social, political and economic health of a democratic society.**

## From Détente to the Velvet Revolution: The collapse of Eastern Bloc Communism and the Triumph of the Western Idea.

- The end of the Cold War stands out as one of the great turning points in human history. When in 1988, President Gorbachev told the UN General Assembly that ‘freedom of choice was a universal principle to which there should be no exception’, he was openly and unilaterally dismantling the mental apparatus, which had underpinned the Cold War for almost half a century. The over-arching aim of this chapter is to assess why this seismic shift in world history came about.
- To achieve this, students will need to explore the interlocking factors which drove change. First and foremost, they will turn their attention to the period of Détente in the 1970s. Here, they should assess the nature and long term significance of **Triangular Diplomacy and *Ostpolitik* upon the dynamics of Cold War politics.**

- **The election of Ronald Reagan as 40<sup>th</sup> President of the United States heralded a key change in Bi-polar relations with the Soviet Union. Massive armament spending and the aggressive pursuit of Containment through the Reagan Doctrine were hallmarks of his foreign policy. So too was a ‘soft power’ offensive, which would lead to a significant diplomatic breakthrough with the Soviet Union. Students thus need to assess the role of Reagan in bringing Cold War hostilities to an end.**
- **Finally, students will turn to the Soviet Union itself. Indivisible from Cold War politics in the 1970s and 1980s were the economic problems within the USSR, wrought as they were by the strains of leading the Communist bloc and the systemic failure of state socialism itself. In assessing the nature of these problems, students need to consider their role as a catalyst to the ideological collapse of Soviet Communism and as a factor in the end of the Cold War.**
- **(see Mark Mazower, Dark Continent)**

# Chapter two

## Britain and France in the 1980s

- The intellectual context:
- In both Britain and France, the advent of the 1980s brought with it a profound break with the past, following the election victories of Margaret Thatcher in 1979 and François Mitterrand in 1981. Both leaders took office with the conviction that **radical social transformation** was a political imperative and would therefore be the enduring legacy of their mandate. **For Thatcher, this meant 'changing everything' by ending the Social Democratic model of governance, which had been the guiding principle of 'Consensus' politics since 1945. Thus, in the words of Mark Mazower Britain was 'the scene of the most radical experiment in Neo-Liberalism anywhere in Europe.'** In France, François Mitterrand viewed the significance of his presidency in equally radical terms, but here the similarity ends. **For the first time in the history of the V Republic, power now lay in the hands of a Socialist President. The incumbent spoke of 1981 as 'a glorious fracture', stating 'we have started the rupture with capitalism. Class struggle is not dead. It is going to have a second youth.'**

# Thatcher's Britain: similar to the old programme, but shorter

- **Having studied both the nature of Britain's socio-economic problems in the 1970s and the key ideas of Neo-Liberalism in chapter one of theme three, students will now turn their attention to the nature of change in Britain between 1979-1990. Here, it is essential that they examine what is meant by the term 'Thatcherism' by exploring the ideological inter-relationship between the core policies of her government with regards to the economy, the trade unions and the welfare state. Students will then examine the impact of Thatcherism upon Britain by assessing the effect of her government's policies upon different social classes. By so doing, they will be able to deliver an over-arching analysis of the successes and failures of her time in office.**

- The most prominent feature of Mitterrand's presidency in the 1980s is the sharp contrast between the programme he delivered in the first two years of office, derived as it was from the **'110 Propositions'** and the policies he pursued thereafter. **Here, the rhetoric of 'rupture' and class struggle ultimately gave way to policies of austerity, monetarism and privatisation as Mitterrand shifted towards an increasingly enthusiastic embrace of economic liberalism.** By 1987 when Mitterrand penned his 'letter to all the French,' Socialism was no longer part of his political vocabulary as he sought instead to occupy the centre-ground. Students need to assess why this political metamorphosis took place. They will achieve this in two ways. **Firstly by exploring the economic context of the first half of the 1980s and considering its impact upon Mitterrand's ability to deliver his programme. Secondly they should consider the significance of the 1986 Legislative elections. Here too, France entered uncharted political territory, when a left wing president was forced into 'co-habitation' with a right wing Prime Minister. Mitterrand himself described the evolution in his approach as an act of 'ouverture', arguing that the principal objective of any president, that of 'bringing together, uniting and reconciling' the entire French nation, overrode any personal ideological preferences.** Thus, historians have noted that **'Social Justice, not socialism was his guiding star.'** With this in mind, students should examine the impact of Mitterrand upon France. By so doing they will be able to deliver an over-arching analysis of the successes and failures of his time in office.



If you close your eyes when she speaks French, you can imagine she is Jane Birkin

# Theme Four...

- It will not appear on a written exam
- It is an oral key issue only
- It will only appear on ONE oral exam list

# A final word on Points de Passage (Discussion Points)

- As the programme now states: **Please note: Discussions points are compulsory case studies for teachers to use in their lessons.**
- How long do I have to spend on them?
- Jérôme Grondeux (Doyen de l'Inspection Générale) has stated that teachers are at liberty to choose at what depth discussion points can be used
- Spend as much or as little time on them –as you see fit.
- What role do they play in oral or written exams?
- The programme states: Discussion points must not be used to create specific written or oral exam questions.'