 Option D – the changing world order 1945-2011

Change in the modern world

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Outcomes

A student:

* accounts for the nature of continuity and change in the modern world – MH12-1
* proposes arguments about the varying causes and effects of events and developments – MH12-2
* evaluates the role of historical features, individuals, groups and ideas in shaping the past – MH12-3
* analyses the different perspectives of individuals and groups in their historical context – MH12-4
* assesses the significance of historical features, people, ideas, movements, events and developments of the modern world – MH12-5
* analyses and interprets different types of sources for evidence to support an historical account or argument – MH12-6
* discusses and evaluates differing interpretations and representations of the past – MH12-7
* plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources – MH12-8
* communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms – MH12-9

Related Life Skills outcomes – MHLS6-1, MHLS6-2, MHLS6-3, MHLS6-4, MHLS6-5, MHLS6-6, MHLS6-7, MHLS6-8, MHLS6-9, MHLS6-10, MHLS6-11

Duration – 30 indicative hours

Key historical concepts and skills

* Causation
* Continuity and change
* Perspectives
* Significance
* Contestability
* Analysis and use of sources
* Historical interpretation
* Historical investigation and research
* Explanation and communication

Content focus

Students investigate key features of the changing world order 1945–2011. The Historical concepts and skills content is to be integrated as appropriate.

The topic ‘Changing World Order’ focuses on shifting world power structures throughout the mid-late 21st century. Central to this study is the emergence of the United States as the world’s primary superpower, in addition to the role of the United Nations and the implications of the collapse of the USSR. Study also focuses on the more recent emergence of new global powers, including the role of non-government agents (terrorist organisations), BRIC and the European Union and how these have in many ways diminished the influence of the United States of America in the later 21st century.

Key features

* the ‘American Century’
* collapse of the USSR and its impact on Russia and Eastern Europe
* nature of post-Soviet Russia and Eastern Europe
* role of the United States in post-Cold War global history
* challenges for US foreign policy
* role of the United Nations

Content

Students investigate:

Survey

* World order 1945–1989, including:
* an overview of the Cold War world and superpower rivalry (ACHMH187)
* challenges of the United Nations during the Cold War 1946–1991 (ACHMH186, ACHMH223)
* the emergence of the ‘American Century’ (ACHMH191)
* the fall of the Berlin Wall

Focus of study

The collapse of the USSR and the nature of post-Soviet societies, including:

* reasons for the collapse of the Soviet Union and the role of Mikhail Gorbachev (ACHMH190, ACHMH192)
* political, social and cultural impacts of the dissolution of the USSR in Russia and Eastern Europe (ACHMH190)
* nature and role of the Russian Federation under Vladimir Putin to 2011

The influence of the USA internationally 1991–2011, including:

* the nature of US foreign policy in the post-Cold War world, including the use of ‘hard’ and ‘soft’ power (ACHMH191)
* supporters and opponents of American foreign policy, focusing on Europe, Asia and the Middle East

New centres of global power 1989–2011, including:

* the emergence, growth and influence of the European Union (ACHMH190)
* the rise and influence of BRIC – Brazil, Russia, India and China (ACHMH190)
* resurgence of modern nationalisms and the influence of non-state actors (ACHMH190, ACHMH227)

The United Nations in post-Cold War history 1991–2011, including:

* international challenges to peace and security in the post-Cold War world and debate over the role and influence of the United Nations (ACHMH190, ACHMH228)
* assessment of the role and impact of the United Nations as international peacekeeper in ONE of the following – the former Yugoslavia 1991–1992; Cambodia 1992–1993; Somalia 1993; Rwanda 1993–1996; Timor-Leste 1999–2001 (ACHMH225)

Teaching and learning activities

For each teaching and learning activity, teachers are encouraged to differentiate their learning sequences to cater to the particular needs of all students within their classes. The following learning sequences are to be used as a guide only.

Survey (estimated teaching time – 3 hours)

Key inquiry question:

* How did the Cold War influence world order to 1989?
	+ World order 1945-1989, including:
	+ An overview of the Cold War and superpower rivalry
	+ Challenges of the United Nations during the Cold War 1946-1991
	+ The emergence of the ‘American Century’
	+ The fall of the Berlin Wall

The purpose of the survey is to provide context to the topic ‘Change in the Modern World’. As the syllabus indicates, this component of the syllabus should take approximately 3 hours to complete.

Syllabus

An overview of the Cold War and superpower rivalry

Option A

* Teacher to provide students with a background of world events to 1945.
* Students define the term ‘Cold War’ and write definition in books.
* Timeline activity – students are given jumbled events (and associated summary paragraph) of main events of the Cold War. Class to organize events chronologically and complete summary worksheet to identify main events that are incorporated under the Cold War Umbrella.
* Teacher led explanation of superpower rivalry. Students to construct a paragraph response to the following question – describe the superpower rivalry that existed throughout the Cold War.

Option B

* Class to create a timeline of major Cold War events (visual image and accompanying short paragraph of information) to be placed around the room.
* Teacher led explanation of superpower rivalry. Students to construct a paragraph response to the following question – describe the superpower rivalry that existed throughout the Cold War.

Option C

* Students provided with a jumbled timeline of main Cold War events and a blank timeline. Students use blank timeline to put events in chronological order.
* Teacher led explanation of superpower rivalry. Students to construct a paragraph response to the following question – describe the superpower rivalry that existed throughout the Cold War.

Challenges of the United Nations during the Cold War 1946-1991

Option A

* Students research the United Nations and construct a 1 page summary/overview of its development from the League of Nations (1920-1946) and its basic function and/or purpose. Alternately, teachers could provide students with a summary overview to read and discuss as a class.
* PowerPoint presentation/overview of main UN peacekeeping missions during the period 1946-1991 including (but not exclusive to) the following: Berlin Blockade (1948-1949); Korea (1950-1953); Suez Crisis (1956); UN Operation in the Congo (1960-1964); Cuba Crisis (1962); Arab-Israeli crisis (ongoing); Iran-Iraq ceasefire (1988-1991).
* Teacher to conclude peacekeeping PPT with slides on other challenges faced by the United Nations during the Cold War – for example; preventative diplomacy, peace enforcement, humanitarian assistance, problems with Eastern and Western blocs (East-West division), proxy wars. Class discussion of seriousness and possible implications of the challenges faced during this period.

Option B

* Teacher to provide students provided with 1 page overview of the United Nations and its basic functions and purpose. Students complete associated comprehension questions to check understanding.
* Teacher organises students into small groups – each group allocated a UN ‘challenge’ (for example; preventative diplomacy, peace-keeping, peace enforcement, humanitarian assistance). Students prepare a 1 page report on their assigned ‘challenge’ that is to be presented and distributed to the rest of the class.

The emergence of the “American Century”

* Students discuss in pairs what they believe the term ‘American Century’ means. Share ideas with another pair and come to a consensus – each group to provide their definition to the class. Students then individually research and write definition of the term in their books.

Option A

* Teacher led discussion/PPT of the key features and characteristics of the ‘American Century’ using the following headings – origins of the phase; early characteristics; Post 1945 characteristics.

Option B

* Teacher to provide students with article/research/information on the American Century. Students to read information and summarise key points (using ‘Origins’ and ‘Characteristics’) as headings.

Option C

* Teacher provides students with a range of primary sources focused on aspects of the American Century (for example; American political, cultural and economic world dominance). Students to examine and discuss sources and collectively (as a class) construct a definition of the term ‘American Century’ as well as a list of characteristics and features

The fall of the Berlin Wall

* Students to view clips on fall of Berlin Wall such as those provided by the History Channel
* Students provided with summary handout on the fall of the Berlin Wall which they are to complete while viewing appropriate documentary clips. Headings could include – background (political pressure); destruction of wall; implications of destruction.

Focus of study

* The collapse of the USSR and the nature of post-Soviet societies, including:
	+ Reasons for the collapse of the Soviet Union and the role of Mikhail Gorbachev
	+ Political, social and cultural impacts of the dissolution of the USSR in Russia and Eastern Europe
	+ Nature and role of the Russian Federation under Vladimir Putin to 2011

The collapse of the USSR on Christmas day 1991 was monumental; America’s main superpower rival had collapsed, the Cold War ended and new powers, both government and non-government, had emerged. The failure of the ‘Soviet experiment’ meant that while smaller Eastern European nations, many of which had already declared their independence, could now navigate their own futures, but they did face significant political, economic and social challenges. Russia itself underwent significant transformation; now under the stewardship of Vladimir Putin, it experienced significant economic, social and political restructuring and after a period of isolationism, re-emerged as a major world power. Russian foreign policy throughout this period is often characterized by an opposition to western hegemony, with many concluding that it acts as a balance to the military and political dominance of the US in world events.

Key inquiry questions

* How did the collapse of the USSR impact the nature of post-Soviet societies?
* Did the collapse of the USSR result in a unipolar world to 1989?

Teaching and learning sequence

Reasons for the collapse of the Soviet Union and the role of Mikhail Gorbachev

* Students to read a range of articles and primary sources detailing the reasons for the collapse of the Soviet Union. Teacher can collate articles or allow individual internet research to take place.
* Students then brainstorm as a class and create collective mind-map identifying the main events and reasons for the collapse of the Soviet Union. Information could include:

| Major events | Reasons for collapse |
| --- | --- |
| * Socialist bloc crisis
* Fall of Berlin Wall
* Political and economic reforms
* Coup in Russia (1991)
* Shifting power centres (from Soviet centre to Republics)
* Crisis began in the peripheries of the empire (for example; Baltic region)
* Nationalist uprisings
* Creation of the ‘Commonwealth of Independent Republics’
 | * Stagnation in 1970’s (and associated economic and political problems)
* Inability to maintain a centralised, socialist state
* Western engagement with USSR
* Gorbachev’s reforms
* Limited democratization
* Loss of Eastern Europe
* Dissolution of Soviet Union
 |

Option A

* As a class, students divide reasons for the collapse equally – in groups, pairs or individually, students research each reason for collapse in detail and produce a 1 page report to be shared with the rest of class.

Option B

* Individual or class essay – account for the collapse of the Soviet Union. In your response, make particular reference to the role of Mikhail Gorbachev.

Sample paragraph structure scaffold:

| Topic | Content | Judgement (analysis and evaluation) | Historian’s quotes |
| --- | --- | --- | --- |
|       |       |       |       |

Political, social and cultural impacts of the dissolution of the USSR in Russia and Eastern Europe

* + Revision/Recap – students to collectively revise key events in dissolution of USSR. For each main event, students to consider the impact this event could have on Russia and Eastern Europe.

Option A

* Class investigation into the political, social and cultural impacts of dissolution of USSR on post-Soviet states (Armenia, Azerbaijan, Belarus, Estonia, Georgia, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Moldova, Russia, Taijkistan, Turkmenistan, Ukraine, and Uzbekistan). Students are allocated post-Soviet state to construct fact sheet that provides overview of the impact Soviet dissolution has on each particular country.

| Questions | Response |
| --- | --- |
| Country |       |
| Flag |       |
| Key facts:* Population
* GDP
* Government system and name of leader (1991)
* Religion
* Relationship with Russia (pre-dissolution)
 |       |
| Political impact – what political impact did the dissolution of the USSR have on your chosen country? |       |
| Social impact – what political impact did the dissolution of the USSR have on your chosen country? |       |
| Cultural impact – what political impact did the dissolution of the USSR have on your chosen country? |       |
| Other impacts |       |
| Overall assessment (evaluation) of the impact Soviet dissolution had on chosen country/state |       |

* Teacher to collate fact sheets and distribute to all students in class. To finalise activity, teacher to lead class evaluation on collective impact of the dissolution of the USSR on Russia and Eastern Europe.

Option B

* As a class, construct a summary table or series of summary tables to outline the impacts of the dissolution of the USSR lass construction of table to outline impacts and dissolution of the USSR

| Impacts | Political impacts | Social impacts | Cultural impacts | Other impacts |
| --- | --- | --- | --- | --- |
| USSR |       |       |       |       |
| Eastern Europe |       |       |       |       |

Alternately, the table could be set out individually

| Political impacts | Description | Judgement |
| --- | --- | --- |
| USSR |       |       |
| Eastern Europe |       |       |

| Social impacts | Description | Judgement |
| --- | --- | --- |
| USSR |       |       |
| Eastern Europe |       |       |

| Cultural impacts | Description | Judgement |
| --- | --- | --- |
| USSR |       |       |
| Eastern Europe |       |       |

| Other impacts | Description | Judgement |
| --- | --- | --- |
| USSR |       |       |
| Eastern Europe |       |       |

Extension activity

* Once summary table has been completed, class can construct essay response under examination conditions to the following question – evaluate the political, social and cultural impacts of the dissolution of the USSR in Russia and Eastern Europe.
* Planning scaffold can be provided and could include provisions for students to construct an introduction and conclusion and identify a thesis to be carried throughout the response.

Nature and role of the Russian Federation under Vladimir Putin to 2011

Part A

* Spotlight on Putin – students to create a biography/profile on Vladimir Putin which includes specific information on his leadership of the Russian Federation to 2011. The purpose is to facilitate students’ deep knowledge of Putin in order to better understand his policies and actions during this period and how these policies have impacted on Russia’s influence and dominance in world affairs.
* Biography/profile could include the following:
	+ Early life and role in KGB
	+ Early political career (1990-1999)
	+ Presidencies (1st and 2nd Presidential terms)
	+ Domestic policies
	+ Major foreign policy initiatives/directions
	+ Public image of Vladimir Putin (including ‘Putinisms’ and PR initiatives)
	+ Assessments of Putin (Russian, Eastern European and western historians)
	+ Time person of the year – profile (2007) and what the article tells us about the power and importance of Russia
	+ Role and creation of BRICS

Note – where appropriate, it is encouraged that students make a clear judgement on the impact of Putin’s leadership on Russia’s world position and influence.

Part B

Russian Resurgence

Central to the role of the Russian Federation under Vladimir Putin is the historical debate surrounding the supposed resurgence of Russian dominance and influence, particularly in Europe and Asia. As such, teachers can engage students in a debate, discussion or investigation into this possibility of a Russian resurgence and the implications this has for the Russian Federation and global stability and spheres of influence.

Option A

* Teacher exposition and presentation of Russian resurgence and the role of Russia in the world under Putin’s leadership. Presentation should include an examination and analysis of a range of historical viewpoints/statements and should utilise existing student notes constructed as part of previous biography activity.

Option B

* Teacher to stage a class debate whereby students either agree or challenge the notion of Russian resurgence. It is suggested that students are placed in teams and given sufficient time to investigate the nature and role of the Russian Federation under Putin and form an appropriate argument.
* Possible lines of argument:
	+ Russia is again promoting itself as an important regional global power
	+ Russia is focused on undermining the foundations of US leadership and world order
	+ Russia aims to undo the results of the Cold War
	+ The growing power and influence of NATO in Eastern Europe has actually diminished Russia’s sphere of influence

The influence of the USA internationally 1991-2011, including;

Main Briefing for syllabus dot point: This dot point lends itself to establishing the notion of influence and the different types of influence whether positive or negative. The focus is on the USA in the period between 1991-2011 where areas such as the Middle East, Asia and Europe are a focus.

* Perhaps start by having fun and designing a visual collage of American culture such as TV, music, movies, clothing, and so on. 1991-2011 has seen the rise of the Simpsons, Eminem, South Park, Seinfeld, Friends, Sex and the City, Paris Hilton, 50 Cent, skater culture, social media with Myspace and Facebook, CGI films, Reality TV.

Focus questions to guide students’ perceptions and also provide context

* Define influence. Are there negative and positive influences? Teachers get students to discuss the importance of world powers and whether or not they are necessary. Note – that there may be an opportunity for a cross-curricular option with the Legal Studies topic of World Order.
* Why is America in a position to influence the international world? Look at America’s R2P commitments and commitments to the UN?
* Brainstorm what are the types of influence America had on an international scale during this period. (Economic, trade, culture, war).
* Timeline of American involvement internationally from 1991-2011. Below is a basic example. The strategy may be to create the timeline as a class highlighting major US international involvement.
* [Unit States profile – Timeline](http://www.bbc.com/news/world-us-canada-16759233)

1991 – US forces play dominant role in war against Iraq, which was triggered by Iraq's invasion of Kuwait and ended with the expulsion of Iraqi troops from that country.

The Clinton years

1992 – Democratic Party candidate Bill Clinton elected president.

1992 – Congress passes North American Free Trade Agreement, or Nafta, intended to create free-trade bloc among US, Canada and Mexico

1999 March-June – US plays leading role in Nato bombardment of Yugoslavia in response to Serb violence against ethnic Albanians in the province of Kosovo.

Democrats lose

2001 July – US tests its controversial missile defence shield, or "Son of Star Wars".

11 September attacks

2001 11 September – Co-ordinated suicide attacks on various high-profile targets, prompting the US to embark on a ''war on terror'' which includes the invasion of Afghanistan and Iraq.

2001 October – US leads massive campaign of air strikes against Afghanistan and helps opposition forces defeat the Taleban regime and find Saudi-born dissident Osama Bin Laden, who is suspected of masterminding the 11 September attacks.

2001 October – USA Patriot Act approved by the Senate, giving the government greater powers to detain suspected terrorists, eavesdrop on communications and counter money-laundering. In November, President Bush signs a directive to try suspected terrorists in military tribunals rather than the courts.

2001 December – Energy giant Enron declared bankrupt after massive false-accounting comes to light.

* From the creation of the timeline get students to start looking at influences that might not be so obvious. Influences that are not based on direct American intervention. Begin to explore the notion of the ‘western world’ as a concept. Look at the fact US influence actually begins to divide the world into sectors like the West and the East. What happens when nations take sides?

The nature of US foreign policy in the post-Cold War world, including the use of ‘hard’ and ‘soft’ power.

Main briefing for syllabus dot point – An outline of US foreign policy may have already been established but at this point it is important to identify what their specific policies are and categorise them as ‘hard’ or ‘soft’.

* Teacher needs to provide context for US foreign policy in the post-Cold War policy through a number of readings (yet to meet copyright). This can include mapping areas of concern on a blank map and the types of policies that apply to each area of the world.
* Identify and define a number of key terms here including:
	+ Terms and definitions can come from the various articles that exist from universities where the two terms were coined. Finding two definitions would be the starting point. The definitions could be created by the class as a group after initial research.

Soft power – students and teachers discuss that the notion of soft power was develop the ability to attract support for certain causes. When has the USA done this in the period studied? Treaties and examples. US as a mediator within the Middle East. Culture as well and maybe do a trivia exercise on how the US attracted supporters.

Hard power – wars, threats, development of nuclear bomb. Essentially discussion surrounds the notion of using force of giving money to persuade support or deter enemies. Look at a case study of America defying UN orders to go to war after 9/11.

* + Case Studies – Gulf War and Afghanistan as well as US backing of Middle East Interests. Look at the Middle East as a resurgence of a mini cold war. Teacher may ask students to provide a research paper on the Gulf War and Afghanistan.
	+ Students can fill in a blank map and add a key as to where the US has used Hard and Soft power and in what ways:



Supporters and opponents of American foreign policy, focusing on Europe, Asia and the Middle East.

Main Briefing for syllabus dot point – once foreign policies of the USA have been established it is important to look at who supports them and who opposes them. Most importantly why is this the case?

Resources – VR Goggles to show other cultures and powers. Simply visualise other cultures that are different to US culture. This would simply act as a visual introductory task to widen students understanding of cultures and ideas. Obviously as the program develops then specific applications can be implemented.

* The next activity is meant to compare the opponents and supporters of American foreign policy by focusing on the key areas of Europe Asia and the Middle East. The tables ask for significant information regarding all sorts of international co-players in comparison to the USA. It may be done as a joint task with the teacher or a research task that students are able to undertake themselves.
	+ Identify supporters of foreign policy (Australia, Britain, Israel and so on). Design a table similar to the one below:

| Supporter | Major personalities | Treaties/Agreements | Benefits | Shared ideologies | Shared view on foreign policy with a particular focus on Europe, Asia and the Middle east | Assessment of relationship | Major case study |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Australia |       |       |       |       |       |       |       |

| Opponents | Major personalities | Treaties/Agreements/Embargoes | Major tensions | Opposing ideologies | Opposing view on foreign policy with a particular focus on Europe, Asia and the Middle east | Assessment of relationship | Major case study |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Russia |       |       |       |       |       |       |       |

Identify opponents of American foreign policy (North Korea, Russia, China)

New centres for global power 1989-2011, including

* The emergence, growth and influence of the European Union
* The rise and influence of BRIC – Brazil, Russia, India, China
* Resurgence of modern nationalisms and the influence of non-state actors

Main idea/teachers briefing

The rise of America as the hegemonic (dominant) power from 1945-2011 has led to some people viewing is as the ‘American Century.’ Indeed, after the collapse of the Soviet Union from 1989-1991, America is the only country in the world with the military, economic and cultural assets to be a decisive player in any part of the world it chooses, thus it is able to act unilaterally or on its own without the agreement of others.

However, recently new centres of global power have emerged that threaten the dominance of America and challenge the future of international relations. The rise and expansion of the EU has successfully enabled the European countries to be a regional superpower and regain some of their lost international clout. Additionally, the rise of the BRICS countries (Brazil, Russia, India and most particularly China) is rapidly placing limits on American domination, particularly as they demand more prominence in global governance. This is particularly true in the global economy as the rising economic strength of the BRIC’s countries and subsequent lack of voice in the international order have led to challenges to the US dominated financial institutions of the IMF and World Bank in the form of the New Development Bank (set up 2014).

Additionally, the resurgence of modern nationalisms and the growing influence of non-state actors that operate beyond the realm of the state leave powerful groups that cannot be easily controlled by the state centred international system. Indeed, groups such as Al-Qaeda, Boko Haram, ISIS have arisen at least in part as a challenge to the dominance of the West in foreign relations and the lack of voice for the developing world, posing a new threat to global well-being. Events like 9/11 show that terrorists are readily able to transcend national borders and demonstrate that even enormous military power can now not protect a state from outside threats.

Thus, political theorists suggest we are moving away from a unipolar world where America is the single dominant power to a multipolar world where a ‘shift in economic and political power (to BRICS and to a lesser extent the EU) has important implications for world order (Drezner, Rachman and Kagan, 2012). This section of the syllabus looks at these challenges to US Foreign Policy and provides an area of critique to the idea of the ‘American Century.’

General discussion based on the above ideas – what do students think? Show students current military spending and economic power charts to foster discussion.

Watch – [An introduction to Kenneth Waltz’s theory of international politics](https://www.youtube.com/watch?v=NwC4XziSvrA)

An Introduction to Kenneth Waltz’s Theory of International Politics – a Macat Politics video that tries to encourage critical thinking. The Video explains the difference between multipolar and unipolar would through an analogy of a billiard table. Discuss the implications of the view and what student’s thoughts are on foreign affairs.

Learning sequence

The emergence, growth and influence of the European Union

Key inquiry questions

* How has the EU developed?
* How did Europe transition from a period of conflict to a period of sustained peace?

Teaching sequence 1

* Class conducts think-pair-share activity on the EU. Discussion what students know about the EU and how they think it fits into the topic. Possibility to analyse the results as to what students know – Degree of objectivity, positive versus negative associations, accuracy and extent of information student know.
* Either have student led research or a teacher exposition on the emergence and growth of the European Union. A PowerPoint can be found at the links below. Encourage students to take study notes as follows:
* Alternatively, a [student friendly outline can be found at this website](http://www.activecitizensfe.org.uk/uploads/2/2/9/1/22910514/eu_booklet.pdf)
	+ Students are to use the resource to create a timeline of events from page 5-6 of the booklet
	+ They are then to complete a map of Europe activity demonstrating European enlargement. Teacher prints a map of Europe and students, using the [BBC News page on European Union maps](http://www.bbc.com/news/world-middle-east-24367705) and a colour coded legend, track the enlargement of the EU through the original countries in 1952, the first enlargement in 1973, then the 1981,1986, 1990, 1995, 2004, 2007, 2013 and current candidate countries (different colour for each year)
	+ Students are then to use the information on page 6-7 of the booklet to construct a diagram of the format of the EU.

Dot point – The emergence, growth and influence of the European Union

| Questions | Notes | Significance – include how it shows a challenge to the ‘American Century’ and challenges to US foreign policy where possible |
| --- | --- | --- |
| Emergence of EU |       |       |
| Growth of the EU |       |       |
| Influence of the EU – politics and soft power (cultural) |       | Perhaps overall more of a support to US foreign policy. |
| Economic |       |       |
| Military |       |       |
| Challenges to the EU | * Brexit (past scope of the course but super interesting)
* Refugee crisis
* Power imbalance and economic imbalance
 |       |

Key inquiry question:

* To what extent is the EU a ‘Global Power’ and does it challenge US hegemony (dominance)?

Teaching sequence 2

[Europe is still a superpower](http://foreignpolicy.com/2017/04/13/europe-is-still-a-superpower/)

* As a class, read the introduction to the article at the link above. Split the class into groups and assign them sections of the article to dissect for the class. Encourage students to conduct a close reading of their section, demonstrating how to have a ‘dialogue’ with the text as they are reading through the introduction. This can be done as follows:
	+ Circle or underline key words
	+ Put question marks next to anything confusing or that you do not understanding – to look up or ask the teacher later
	+ Write things at the side of the text that highlight your interpretations/how it fits into the larger topic/how it shows the author’s purpose
	+ Summarise what the text is saying
* Groups are as follows:
	+ Treating Europe as a single actor
	+ military influence and hard power [also encourage to check out this infographic](https://www.businessinsider.com.au/35-most-powerful-militaries-in-the-world-2014-7?r=US&IR=T,%203)
	+ economic power
	+ cultural/soft power
	+ will it last?
* Remind students to try and create links: how does this show the influence of the EU? How does this link to the rise of BRIC countries (bring up the idea that perhaps their role in the new world order is overstated)? Does this information provide a challenge to US foreign policy or support it?
* This activity may be completed as a Jigsaw activity or as short presentations to the class.
* Optional case study – 2003 war in Iraq – example of an issues that divided the USA and the EU

Useful links:

* [The Guardian article – 'How to teach... the EU'](https://www.theguardian.com/teacher-network/2015/jan/19/how-to-teach-eu-european-union) – This website has links to numerous teaching ideas based on the EU
* [Active citizen safe](http://www.activecitizensfe.org.uk/uploads/2/2/9/1/22910514/eu_booklet.pdf) – This booklet is the one referred to the most in this learning sequence

Learning sequence

The rise and influence of BRIC – Brazil, Russia, India, China

Key inquiry question

* Is China a serious challenge to US hegemony?
* How does the potential of having world powers who are anti-democracy and human rights such as freedom of speech affect world order?
* To what extent does a resurgent Russia cause an issue to US foreign affairs?

Teaching sequence 3

Flipped classroom – [Intro activity: Global power shifts TED video](https://www.ted.com/talks/joseph_nye_on_global_power_shifts/transcript)

* Get students to watch the TED talk above on global power shifts and discuss in the classroom the next lesson.
* Discussion prompts/questions for students to answer:
	+ What were the two main things according to Joseph Nye that were changing politics in the 21st century? (0:11)
	+ How does the speaker define ‘power?’ (4:42)
	+ What does the speaker have to say about narrative of US decline and the rise of nations? Why does he claim this narrative is misleading? (6:19 – 10:53)
	+ What does he claim are the dangers of believing this narrative? (11:44)
	+ Why does he claim about the nature of power in modern politics? (13:07-16:03)
* Discuss implications of the video as a class.
* Note – This is formative practice for the assessment task where students have to create their own TED talk

Teacher exposition – Jim O’Neill who was then Goldman Sachs (A multinational finance company) chief economist, came up with the term ‘BRIC’ (referring to Brazil, Russia, India, and China) in 2001. He used it to explain the importance of these countries to the global economy and their subsequent increase in global power through trade.

* [Article discusses O’Neill’s thoughts on his original BRIC predictions](http://www.bbc.com/news/business-37655987)
* [BRIC report](http://pro790512df.pic10.websiteonline.cn/upload/building-better-pdf_geEM.pdf)

Analysis of sources – teacher to find appropriate political cartoons that deal with the EU and the rise of BRICS. Discuss general benefits and drawbacks to the political cartoon as a source. For example:

* Usefulness – Shows opinion of creator – insight into feeling – general public opinion
* Reliability – Bias, one sided, unbalanced, message could be misinterpreted due to humour – unhidden bias, not factually reliable but can be reliable as evidence
* Perspective – intended for an audience, opinion. Primary, immediacy – subjective.

Follow an appropriate source analysis acronym such as TOMACPRU.

* Students can either be given a scaffold to be completed individually or teachers can run in in groups as follows:
	+ Print 5 or so political cartoons (or other sources if you want to practice analysis of a variety of types of sources) that discuss foreign affairs and the relationship between states. Paste them on an A3 paper or put them in Google drive to be worked on collaboratively. Give students 3-5 minutes for each stage
	+ Step 1 – give one cartoon to each group or hang up around the classroom. Have students first simply identify what is in the cartoon – underline words, circle images and identify who they are supposed to be and so on.
	+ Step 2 – have students swap and attempt to add anything that the previous group may have missed. Then ask them to add details such as the Type, Origin, Motive, Audience and Content of the source (first 5 of TOMACPRU)
	+ Step 3 – have students swap and attempt to add anything that the previous group may have missed. Then ask them to add details such as the perspective/reliability of the source
	+ Step 4 – have students swap and attempt to add anything that the previous group may have missed. Then ask them to add make an overall assessment of the source (IE its usefulness) encourage them to make links to the syllabus/key features of the topic.
	+ Step 5 – have students swap and attempt to add anything that the previous group may have missed until they get their original source back.
	+ Step 6 – class discussion on which source they felt was most useful to the topic and why, as well as which they felt were more or less reliable and general discussion on the usefulness of the Political Cartoon to a historian

Teaching sequence 4

* Optional extension ‘[understanding the rise of China](https://www.ted.com/talks/martin_jacques_understanding_the_rise_of_china/transcript#t-116850)’ – this TED talk outlines the impact of China as a superpower
* Create an infographic detailing the rise of BRIC countries and why they could become superpowers in the future. Can be done by hand or digitally. Alternatively, teacher could assign one of the 4 countries to pairs of students. Software [found at Piktochart is easy to use](https://piktochart.com/). An [example of Piktochart can be found here](http://colresearch.typepad.com/.a/6a017ee8edff9b970d019aff3877e9970b-pi).

The infographic should include the following:

* Type of government
* Percentage of the world’s population in BRIC countries
* Military power of the BRIC countries
* Economic statistics for the BRIC economies such as – GDP per capita, GDP growth rate foreign direct investment, purchasing power parity, exports and imports
* Culture/society
* Concluding question – how does this information show the potential influence of BRIC countries?

Some [information on the BRICS economies can be found here](https://www.weforum.org/agenda/2016/04/what-is-the-state-of-the-brics-economies/)

Teaching sequence 5

BRIC as a challenge to Western foreign policy

* Read the joint statement of the BRIC countries leaders as a class
	+ Explain and annotate key points – for example; the role of the 2008 financial crisis leading to the development of the BRIC summit, the G20, desire to reform international financial institutions (3), importance of BRIC on the issue of Global food security (10), desire for a more ‘just multi-polar world’ (12)
	+ Discuss and get students to link to the main concepts of the topic – gaining global power through more influence financially and through ‘soft-power’ tactics such as aid and so on, and link to how this may be a threat to American dominance/existing world order
	+ Discuss Challenges BRIC is facing – slowing economies, inability to agree based on fundamentally differing ideologies
	+ Students write a paragraph write up on how the 1st BRIC summit shows the goals of the country’s and their desire to expand their role in global government.

Optional activity – round table discussion – rising influence of BRIC countries

* Assign students to look up a variety of articles that deal with the rise of BRICS countries. Tell them to try and focus on articles that are within the frame of the course (up to 2011) Good areas include:
	+ Soft power through sporting events – the Olympics (Beijing 2008, Rio 2016, Beijing 2022), World Cup (South Africa 2010, Brazil 2014, Russia 2018) – focusing on those within the scope of our course
	+ Economic influence, particularly in the developing world – IMF, World Bank and BRIC – New Development Bank – Student research what the International Monetary Fund and the World Bank are and how they have been dominated by the West
	+ Chinese asserting itself on the world stage – for example; [leader on fight versus Climate change](http://theconversation.com/why-china-is-serious-about-becoming-the-global-leader-on-climate-change-75762)
	+ [Rise of Chinese Exceptionalism](https://www.wsj.com/articles/new-challenge-to-u-s-power-chinese-exceptionalism-1500993643)
	+ Challenges to BRIC – recent articles on slowing economic growth, ideological differences
	+ Students are to read their chosen article, link it to key features of the topic and bring it to class
	+ They then complete a [‘fishbowl’ discussion](https://www.facinghistory.org/resource-library/teaching-strategies/fishbowl) where they work in small groups and discuss the following idea – what influence do BRIC countries have and to what extent are they a challenge to US dominance? Using information in their article to support their ideas.
	+ Teachers may require students to take notes

Summary guide for students to form study notes

Dot point – The rise and influence of BRIC – Brazil, Russia, India, China

| Questions | Notes | Significance – include how it shows a challenge to the ‘American Century’ and challenges to US foreign policy where possible |
| --- | --- | --- |
| Rise of Brazil and India |       |       |
| Rise/re-emergence of Russia | Note – already mostly covered in section on the nature and role of the Russian Federation under Vladimir Putin – get students to refer back to these ideas |       |
| Rise of China |       |       |
| Influence of BRIC |       |       |

Useful links

* [An interactive website that highlights the rise of China and includes politics, economy and society](http://www.nytimes.com/packages/html/specials/chinarises/intro/OPEN_FEATURE/alt_00.html)
* [An extension level article that explores whether China’s rise is peaceful or a threat to America and Global security](http://www.businessinsider.com/rising-challenge-to-us-dominance-2013-4/?r=AU&IR=T)

Learning sequence

Resurgence of modern nationalisms and the influence of non-state actors

Key inquiry question:

* What is modern nationalism?
* How do non-state actors challenge the existing world order?

Teaching sequence 6

* Teacher exposition on what modern nationalism and non-state actors are:
	+ Include – definition of modern nationalism (nationalism based on ethnicity and culture rather than where you live) and what non-state actors are (see below)
	+ Various non-state actors such as – non-governmental organisations (NGO’s such as Oxfam), Intergovernmental organisations (IGO’s such as the EU), non-state nations such as indigenous groups and transnational religious movements such as Islam, Christianity and Judaism, Multinational corporations (MNCs – playing a larger role in world politics
	+ We are going to focus on non-state actors that threaten global security – transnational terrorist organisations and Transnational crime organisations – focusing on the role of corporations and states in the global arms trade

Non-State Actors and the weakening of the Nation-State – case studies of the role of non-state actors in foreign affairs

Case study 1 – the arms trade

* Students study the [map from the UNODC – UN office of drugs and crime](https://www.oas.org/dsp/documentos/Crimen/Globalization_Crime_UNODC.pdf)
* Ask students to use the map to identify trends in global crime (main origin countries and main destination countries) and write a short response on the trends they noticed and areas of interest to the students.
* 137-146 page of the UNODC document deal with the global firearms trade. Read the 141-146 on Eastern European arms smuggling, nature of the market, the two case studies on MV FAina (2008-2009) and on Leonid Minin and Demitri Streshinsky (1999-2000) how it is conducted and implications (fuelling tensions and instability)
* Add to chart

Dot point – resurgence of modern nationalisms and the influence of non-state actors

| Questions | Notes | Significance – include how it shows a challenge to existing global order and security |
| --- | --- | --- |
| What is modern nationalism |       |       |
| What are non-state actors |       |       |
| Case study 1 – organised crime and the global arms trade* Nature of issue
* Specific example
* Influence on Global order
 |       |       |
| Case study 2 – terrorism* Nature of issue
* Specific examples
	+ Al Qaeda and 9/11
	+ other groups such as Hamas and Hezbollah
* Influence on global order
 |       |       |

Film – The Arms trade

* Watch sections of ‘Lord of War’ (whose main character is based on the real life amalgamation of 5 separate people involved in the global arms trade) or the documentary the Shadow World or any other film that deals with the illegal trade of arms (note – a note may need to be sent home for parental permission)
	+ Discuss the implications of the film/documentary and how it demonstrates the issues associated with non-state actors and how they undermine international relations
	+ Discuss the quote from the film – “While private gunrunners continue to thrive, the world’s biggest arms suppliers are the U.S., the U.K., Russia, France, and China…they are also the five permanent members of the United Nations Security Council.” – what implications does this have for global security?
* For interest – [Christopher Pyne: Australia should move into the arms trade](o%09https%3A/www.theguardian.com/australia-news/2017/jul/17/pyne-wants-australia-to-be-major-arms-dealer-but-vows-not-to-export-weapons-willy-nilly)
	+ Discussion – should states pursue arms trading as a legitimate economic policy?
* [Optional case study on Rosoboronexport](https://www.dni.gov/files/documents/nonstate_actors_2007.pdf) (Russian company) and their ability/influence in thwarting American attempts to put down Iran’s nuclear program
* Teacher could also instigate an optional case study on the Influence of the Dark Web – focusing on black market websites such as the Silk Road which was closed in 2013 and link to technology enabling non-state actors to more easily trade in illegal arms, thus undermining the ability of nation – states to regulate the arms trade. [This site by RAND – a research and development organisation, details the impact of the dark web on the illegal arms trade](https://www.rand.org/pubs/research_reports/RR2091.html). It covers the following questions that relate well to the unit:
	+ What is the size and scope of the trade in firearms and related products on the dark web?
	+ What is the potential impact of dark web enabled arms trafficking on the overall arms black market?
	+ What are the potential implications of dark web enabled arms trafficking for law enforcement agencies and policy makers, at both national and international levels?

Case study 2 – terrorism – impact of 9/11

Is one man’s terrorist another’s freedom fighter? Do the ends justify the means? Discuss

[Most interesting is the timelapse of the terror attacks 2000-2015](https://www.vox.com/2015/12/15/10133138/terrorism-maps)

* Discuss areas that have been most affected by terrorist attacks in this time-period. Did students find it surprising?
	+ Alternatively using a world map and a pin board students can construct a map of terrorist activities, using different coloured pins per year from 2000-2011 (or to the present)
	+ Have students look at the areas most affected and ask them to link it to how this would affect global world order. Why is this type of activity hard to for nation-states to contain?
	+ Students may also wish to explore the [Global Peace Index](http://visionofhumanity.org/indexes/global-peace-index/) and look at the most and least peaceful countries in the world
* Terrorist organisation case study 1 – Al-Qaeda
	+ Like previous European and other terror organisation, Al-Qaeda (and indeed most terrorist groups) see terrorism as a means to achieve their political aims. Link to modern Nationalism.
	+ Teacher exposition on the early history of Al-Qaeda and why it is anti-American (link to previous dot points on US foreign policy)
* Impact of 9/11 – student to research the events of 9/11 and the impact it had on world politics. The Guardian Newspaper has a good article which looks at the events impact 10 years later – fill in above chart

Schools may wish to purchase the Choices Program from Brown University – challenges to democracy – responding to terrorism. It includes excellent student handouts, activities and a simulation activity on American policy options after 9/11.

* Assign students a militant non-state actor to research and create a PowerPoint presentation to be delivered to the class. Students are to include – origins, goals/purpose, how they can be considered a modern nationalist non-state actor (how they fit into the dot point), impact on world order. They then present their group to the class and fill in chart. Students then write a one page response to – ‘How do various militant non-state actors undermine the international system?’ Teacher to provide scaffolding as needed.

| Militant non-state actor | Origins and where they operate | Goals/purpose | How they can be considered a modern nationalist non – state actor (how they fit into the dot point) | How their actions impact on World order and provide a problem to US foreign policy |
| --- | --- | --- | --- | --- |
| ISIS – Islamic State of Iraq and al-Sham |       |       |       |       |
| Hamas |       |       |       |       |
| Hezbollah |       |       |       |       |
| IRA – Irish Republican army |       |       |       |       |
| ETA – Basque Homeland and Freedom |       |       |       |       |
| Boko Haram |       |       |       |       |
| FARC – Revolutionary Armed Forces of Colombia |       |       |       |       |
| PKK – Kurdistan Worker’s Party |       |       |       |       |
| LRA – Lord’s Resistance Army |       |       |       |       |

Teaching sequence 7 – putting it all together

* Debate 1 – we are in the American Century
* Debate 2 – the future of global politics will be vastly different than today.
* Debate 3 – it is imperative that the USA continues to play a central role in international politics
	+ Conduct a formal debate on the statement above. Assign students to a side – affirmative or negative. Give students a 40min-1 hour to prepare for the debate. [Debate guidelines can be found via Monash Debaters](http://www.monashdebaters.com/downloads/Schools%20Training%20Guide.pdf)
	+ Informal assessment – classroom debate rubrics can be readily found online, [such as the one via niu.edu](http://www.niu.edu/facdev/_pdf/guide/strategies/classroom_debate_rubric.pdf)

The United Nations in post-Cold War history 1991-2011, including

International challenges to peace and security in the post-Cold War and debate over the role and influence of the United Nations.

Main Briefing for syllabus dot point – the UN obviously provides an outline as the world's largest IGO but its power often comes under question. The class must explore the challenges faced by the UN in the modern world particularly with the emergence of new players that aren’t necessarily bound by borders.

* Overview of post-cold war context. What role does the UN play and can such power be effective in the modern world. Discuss the notion of ideologies versus boundaries. Go back over structure of the UN nations and the roles of each branch such as the Security Council.
* Case study on past leaders of the UN – profiles and contributions to the UN and the international community. Students present a PPT on a chosen figure to the rest of the class
* Provide a timeline for students to fill in regarding UN involvement in the post-cold war period from 1991 – 2011:



* State sovereignty – teacher defines state sovereignty and its importance as an obstacle and challenge to international peace and security. Research task of where sovereignty has been an issue, for example; war crimes and so on. Perhaps look at the ICJ and the ICC and the issues they face when prosecuting international criminal.
* Growth of North Korea and rebel states. How are these nations and groups able to not exist but also thrive and threaten much more traditionally powerful nations? Where does the UN lie in relation to dealing with rogue nations and rebel states?
* Terrorism and non-state actors – continuing on from the previous point how are the UN and world leaders expected to deal with non-state actors that don’t play by a set of rules?
* UN is it a toothless tiger? Mock UN session using google docs and attempt a conflict resolution. This was done at Keira High with the Un Youth Team Perhaps even entry into the MUNA competition which is outlined in the MUNA blurb below:

“MUNA was introduced to Australia in 1980 when Rotary clubs in NSW were invited to sponsor a team of two students to represent a nominated country at an assembly modelled on the format and function of the United Nations. By 1995 five Australian students were sponsored to participate in the MUNA conducted by the Rotary Club of San Francisco as part of the Rotary/United Nations Presidential Conference to celebrate the 50th anniversary of the United Nations. The purpose of MUNA is to encourage young people to learn about other nations and to understand and appreciate the workings of the United Nations while they develop debating skills and gain self confidence in public speaking. The resolutions to be debated are based on some actually debated by the UN as well as some proposed by the teams. The debates reproduce genuine UN debates often with a fine flow of rhetoric, points of order, motions of dissent and bloc walkouts! MUNA is actually a United Nations initiative and there are a variety of MUNAs held throughout the world. A search of the United Nations website has links to a number of MUNA sites and it would be of particular interest to any participating students.”

Assessment of the role and impact of the United Nations as international peacekeeper in one of the following

* The former Yugoslavia 1991 – 1992
* Cambodia 1992-1993
* Somalia 1993
* Rwanda 1993-1996
* Timor Leste 1999-2001

Main Briefing for syllabus dot point – assessing the UN’s role and impact internationally in best done by looking at specific case studies. The dot point calls for one but a comparison also provides students with the opportunity to develop a more informed opinion on the role and impact of the UN.

* We have chosen to provide two case studies to ensure diversity, access and differentiation of curriculum. Students can also begin to identify themes in the way the United Nations acts and the limitations and strengths.
* Case study 1 – Rwandan genocide and the complete failure of the UN to assist in avoiding the subsequent massacre. This example completely encompasses the notion of R2P and State Sovereignty. An absolutely harrowing example that once again provides for assessment of the role and impact of the UN as an international peacekeeper.
* Students are provided with a background and context to the Tutsi and Hutu conflict. They can collect a number of media articles and build a media file on the Rwandan Genocide and engage with various forms of media. This will no doubt increase the students’ ability to assess the reliability and usefulness of sources.
	+ [Resource: BBC 100 days of slaughter](http://www.bbc.com/news/world-africa-26875506)
	+ Teaching strategy may include a class debate that asks students to presents an oral task and power point presentation either advocating for or against the involvement of the UN and other state players.

Resources

Students may have the opportunity to study the film ‘Hotel Rwanda’

Students/teachers may also choose to engage with the novel ‘Pure Massacre’ by Kevin O’Halloran.

* Case study 2 – Timor Leste 1999-2001. Another debatable case study that asks questions of the UN acting too late but also highlights Australia’s role and the fact it isn’t necessary an entirely positive one. There is ongoing media debate over Australia’s negative legacy after the vote for independence.
* Character studies on General Peter Cosgrove and Alexander Downer would also benefit students understanding of motives involved in international intervention.
* Identify issues regarding Indonesian occupation, gas reserves, Australian interests in the region and the eventual consequences of the INTERFET UN Force led by Australia.

Assessment task notification

Faculty – HSIE

Course – HSC modern history

Task – TED Talk – Changing World Order

Task Number –

Weighting – 20%

Outcomes to be assessed

* MH12-2 – Proposes arguments about the varying causes and effects of events and developments
* MH12-5 – Assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
* MH12-8 – Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
* MH12-9 – Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Task description

You are a leading expert on international relations and US foreign policy. You have had the privilege of being asked to present a TED style talk on one of the following topics:

* ‘Are we in the ‘American Century’?’
* ‘To what extent is the Cold War still going on?’
* ‘Is the twenty-first century going to be dominated by the ‘rise of the rest?’ (Zakaria, 2009)
* ‘Has the bubble of American supremacy burst?’ (Sanger, 2005)

Conditions

* You must present this task as a TED style talk. A scaffold is provided and examples of TED talks are in the links below:
	+ [Speaker guide](http://storage.ted.com/tedx/manuals/tedxspeakerguide.pdf)
	+ [Structure of great talks](https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks)
* You must have a written-out script and a bibliography to be handed in on the due date.
* You may either present this task live or submit a video of your talk.
* You must incorporate at least 5 sources/pieces of historiography to support your argument.
* Length – 8-10 minutes.

Assessment criteria

In your answers you will be assessed on how well you:

* Respond to the question you have chosen in a sustained and detailed manner
* Argue varying causes and effects of challenges to US Foreign Policy and World Order
* Assess (Make a judgement of value, quality, outcomes, results or size) the significance of various historical events to the question
* Identify any areas of controversy/debate about the topic
* Communicate clearly with the audience in oral and perhaps graphic form

Marking guidelines

| Criteria | Marks |
| --- | --- |
| * Proposes a sustained and sophisticated line of argument that consistently engages with the question
* Effectively argues and assesses the significance of the varying causes and effects of foreign policy developments
* Clearly and effectively communicates historical understanding in a well-structured oral form
* Meets time requirements and includes an accurate alphabetical bibliography of at least 5 sources demonstrating extensive research into the topic
 | 17-20 |
| * Proposes a line of argument that engages with the question
* Argues and assesses the significance of the varying causes and effects of foreign policy developments
* Communicates thorough historical understanding in a structured oral form
* Meets time requirements and includes a mostly accurate alphabetical bibliography of at least 5 sources demonstrating thorough research into the topic
 | 13-16 |
| * Attempts to propose a line of argument that tries to engage with the question but may be mostly descriptive in nature
* Explores some of the varying causes and effects of foreign policy developments
* Communicates sound historical understanding in a mostly structured oral form
* Meets time requirements and includes a bibliography of sources demonstrating sound research into the topic
 | 9-12 |
| * Provides a general description of the chosen topic
* Has difficulty communicating information, ideas and issues clearly using appropriate written, oral and graphic forms
* Time requirements not met, may or may not provide a bibliography of sources
 | 5-8 |
| * Lists some features of the chosen topic
* Has difficulty communicating complex information, ideas and issues clearly using appropriate written, oral and graphic forms
* Time requirements not met. May not include a bibliography of sources
 | 1-4 |

Teacher comment: