

## Teacher Resource Bank

GCE History

Scheme of Work

HIS3N: Aspects of International Relations,  
1945–2004



Topic	Teaching Suggestions	Outcomes: Skills and Concepts	Relevant Support Material
<p><b>Yalta and Potsdam; the collapse of the Grand Alliance</b></p>	<p>Provide a range of material, both primary and secondary, on the events and outcomes of the two conferences.                      Also material that covers key events through 1946. These could include Churchill's Iron Curtain speech, Kennan's Long Telegram and events in Poland and Germany.                       Divide the students into groups. Some develop an argument which places responsibility for the collapse of relations on the US, while others argue in favour of Soviet responsibility. This may help to inform other studies in this section.</p>	<p>Aims:</p> <ol style="list-style-type: none"> <li>knowledge base</li> <li>develop analytical skills</li> </ol> <p>Understanding the key concepts relevant at this stage:</p> <ul style="list-style-type: none"> <li>Grand Alliance</li> <li>Superpower</li> <li>Bi-polar relations</li> <li>Power vacuum</li> <li>Ideology</li> <li>Iron Curtain</li> <li>Atomic monopoly</li> </ul> <p>Analysis of primary and secondary evidence that leads to balanced conclusions and judgements.</p> <p><b>Learning Trouble Spot:</b>  <b>Students sometimes develop only a descriptive knowledge of Cold War historiography based on the orthodox and revisionist interpretations and fail to think through issues for themselves.</b></p>	<p>Plenty of references for both primary and secondary source material, e.g. Edwards, Williamson, Hanhimaki and Westad (see Resources List).                       Also helpful to provide maps of central Europe in 1946 showing boundary shifts.</p>
<p><b>Soviet expansionism in Eastern Europe, 1945–1949; the Warsaw Pact</b></p>	<p>Establish an analysis of Stalin's aims for post-War Europe, especially Germany and the eastern European states. Students could assess the options and develop an evidence base to support their conclusions.</p>	<p>Understanding some key ideas:</p> <ul style="list-style-type: none"> <li>Satellite states</li> <li>Economic imperialism</li> <li>Buffer zone</li> <li>Atomic diplomacy</li> </ul>	<p>A chronology of key events might be a useful reference guide.                       Crockatt (<i>The Fifty Years War</i>) has some useful analysis of Soviet motives.</p>

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<p><b>US relations with Europe: containment; the Marshall Plan ; Germany and NATO; the 'special relationship' with Britain and the USA's status as an economic and military superpower</b></p>	<p>Students may produce assessments in the form of reports written as official Soviet assessments of what Soviet policy in Eastern Europe should be in response to US and Western actions during the period 1945–1949.</p> <p>Students may assess the motives underpinning the creation of the Warsaw Pact and whether these focused entirely on a reaction to West Germany's entry into NATO.</p>	<p>The ability to analyse the importance of key events, e.g. US foreign policy based on containment, the creation of Bizonia, the creation of NATO, the Berlin Blockade, the creation of the Warsaw Pact.</p> <p>Soviet methodology in successfully establishing Soviet style regimes in Eastern Europe and the nature of the consolidation of the Eastern Bloc.</p>	<p>Examples of Soviet propaganda material would be useful in understanding Soviet thinking.</p> <p>Studies which contain details of individual states in Eastern Europe.</p>
<p><b>US relations with Europe: containment; the Marshall Plan ; Germany and NATO; the 'special relationship' with Britain and the USA's status as an economic and military superpower</b></p>	<p>Students could examine the historiography of the Cold War and establish their own conclusions on the aims and motives which underpinned containment and its components. This analysis and its supporting evidence base could be presented via power point. Students may be divided into groups and given a brief to support one analysis rather than another.</p> <p>Anglo-US relations may be examined with particular emphasis on the nature of the USA's economic and military strength and its significance for British interests. Students may begin to establish an understanding of the ties which held this 'special relationship' together and how they benefited both the USA and Britain and how this relationship impacted on wider international relations.</p>	<p>Understanding the idea of US vital interests.</p> <p>An awareness of the link between this and economic and strategic planning in Europe.</p> <p>An understanding of the link between economic and military strength and superpower status.</p> <p>What made a state a superpower in the post-war world and how this links to the USA's relationship with Europe in the late 1940s and throughout the 1950s.</p>	<p>Students would benefit from having primary sources based on the Truman Doctrine and the Marshall Plan.</p> <p>Statistics illustrating the USA's economic and military strengths would also be useful here.</p> <p>Examples of the historiography would help in fulfilling the suggested methodology.</p>

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<p><b>The role of Khrushchev and peaceful co-existence; the Geneva Summit, 1955; the problems over Berlin and Germany, 1958–1961</b></p>	<p>Students could examine the state of east-west relations by the outcomes of the Geneva Summit. They could revisit this when the nuclear arms race is covered as the next topic.</p> <p>Students could assess the motives underpinning the development of peaceful co-existence and measure these in terms of the Soviet policies towards eastern Europe, China and Germany.</p> <p>Students could develop presentations on the importance of Germany and Berlin between 1958 and 1961 in terms of Cold War relations. They could consider the links between this and the subsequent developments towards détente.</p>	<p>Useful concepts include:</p> <ul style="list-style-type: none"> <li>• Peaceful co-existence</li> <li>• The Second Cold War</li> <li>• Destalinisation</li> <li>• Post-war status quo and East Germany</li> </ul> <p>An analysis of cause and consequence is central to this unit as is a critical appreciation of the wider contextual issues.</p>	<p>American and Soviet foreign policy may be put into perspective through reference to Stephen Ambrose's <i>Rise to Globalism</i> and Robert Donaldson's <i>Soviet Foreign Policy since World War II</i>. There are numerous texts to refer to for material on this.</p> <p>Some readable commentary and details in Williamson's <i>Europe and the Cold War, 1945–1991</i>.</p> <p>Most of the textbooks on this period of the Cold War cover this topic.</p> <p>There is a wealth of primary source material, both written and pictorial on this area.</p>
<p><b>The 'bomb' and the nuclear arms race up to 1962</b></p>	<p>Students could produce a chart illustrating the development of nuclear technology and delivery systems controlled by both the USA and the USSR from 1949.</p>		

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	<p>This would show the shifting balance of each side's capability.                      Students could be split into two groups. One could develop analysis of US strategic thinking in the period while the other analyses the USSR's.                      Key events already studied, could be examined in terms of the influence of nuclear capability, e.g. events in Germany.</p> <p>End of section essay question.</p>	<p>Understanding some key terms and their application:</p> <ul style="list-style-type: none"> <li>• Deterrence</li> <li>• Atomic capability</li> <li>• Retaliation</li> <li>• ICBM</li> </ul> <p>Students need to develop an analytical understanding of the link between nuclear weapons and political, economic and ideological factors in Cold War international relations.</p>	<p>There is a section in Crockatt's work, <i>The 50 Years War</i>.</p> <p>Useful map in Murphy and Morris.</p> <p>Examples of US and Soviet nuclear propaganda material would help students understand the depth of the arms struggle.</p>
<b>From Cold War to Détente, 1962–1981 (approx. 15 hours)</b>			
<p><b>The Cuban Missile crisis and its impact</b></p>	<p>Students could develop a timeline focused on the events leading up to, and during the missile crisis.</p> <p>A key focus would be to have students developing an analysis of the motives of the USSR and Khrushchev.</p> <p>An analysis of the wider impact of the crisis on international relations is central to this unit.</p> <p>Students could research the roles of key players, especially Khrushchev and Kennedy.</p>	<p>Some key concepts include:</p> <ul style="list-style-type: none"> <li>• Brinkmanship</li> <li>• Mutually Assured Destruction</li> <li>• Strategic balance</li> </ul> <p>Analysis of causation is central to this unit, as is analysis of consequences. Students need to place these in a wider contextual framework in order to understand the nature of international relations at this point in the Cold War and the significance of this specific crisis.</p>	<p>Plenty of useful websites can be explored through putting <i>The Cuban Missile Crisis</i> through Google.</p> <p>More advanced material can be accessed through Crockatt's summary of the theoretical elements of international relations in terms of the Missile Crisis.</p> <p>Most of the textbooks have detailed references to the Missile Crisis.</p>

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		<p>Here is an opportunity for students to consider the idea of turning points. Was this crisis a turning point in international relations? If so, why and how? What if not? If not, why not?</p>	
<p><b>Sino-American relations up to 1972</b></p>	<p>Students could develop some contextual detail on the Sino-Soviet split and the effective ending of a purely bi-polar international relations structure.</p> <p>The significance of the conflict in Vietnam could be explored.</p> <p>An examination of US motives, especially those of Nixon, could be usefully developed to explain the shifting nature of Sino-US relations during the late 1960s.</p> <p>The significance of China as a growing nuclear and regional power could be analysed by students.</p>	<p>National self-interest is basic to this relationship. Students need to understand the changed nature of Cold War relations and the shifting interpretation of national interests and how they may be fulfilled.</p>	<p>Many sources deal with the development of détente and these could be referred to.</p> <p>It is worth looking at references to Vietnam and US-Soviet relations in order to develop an understanding of Sino-US relations.</p>
<p><b>Ostpolitik and the development of European détente; the Basic Treaty; the Helsinki Accords</b></p>	<p>Students could review the build up to détente during the 1960s.</p> <p>An assessment of the three elements of this unit could be undertaken by individual groups of students – each group taking one of the elements.</p>	<p>A critical appraisal of key individuals could be developed.</p> <p>National self-interest and the links with policy could be explored.</p> <p>Students need to understand the impact of the moves and the differing historiography on this.</p>	<p>Good section in Williamson's <i>Europe and the Cold War, 1945–1991</i>. Some very useful references in this.</p>

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	<p>Students could assess the motive underpinning each element, the methodology and assess successes and failures.</p> <p>The limitations of the agreements and their vulnerability by the early 1980s could be assessed by students.</p>		
<p><b>SALT I and SALT II and strategic arms limitation in the 1970s</b></p>	<p>Students could produce an overview of the context and state of international relations in these relatively early stages of détente.</p> <p>An assessment of the motives of each power could be developed by one group dealing with the USA and another with the USSR. What agenda did each power have?</p> <p>Further analysis could be done on the effectiveness of the talks and the extent to which they achieved their objectives and what the limitations on success were.</p>	<p>Understanding US and USSR motives in both rounds of talks would be useful. These need to be analysed in the wider Cold War context.</p> <p>Students should be able to make links with issues already covered in this section.</p> <p>Understanding the idea of mutual self interest in the context of international relations.</p> <p>Linkage is a useful concept to understand in terms of these developments.</p>	<p>Almost every textbook dealing with the Cold War during this period has references to these talks as part of nuclear strategy and the process of détente.</p>
<p><b>Détente under pressure; the Arab-Israeli conflict in the 1970s; Angola; Afghanistan, 1979</b></p>	<p>Students could produce outlines of the events in the Middle East, Angola and the Soviet invasion of Afghanistan in 1979.</p> <p>Each group could then present an analysis of the contribution of their study topic towards the collapse of détente and compare their relative significance against the three interventions focused in this unit.</p>	<p>Students need to understand the motives behind superpower interventions in these three areas.</p>	<p>Some useful source material in Hanhimaki and Westad.</p> <p>Most of the main textbooks have detailed sections on the fall of détente and the links with the Middle East and developing states.</p>

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	End of section essay question.	An understanding of the significance of Soviet and American activism in the new theatres of Cold War confrontation and the impact of these on the survival of détente as the basis of superpower international relations during the 1970s.	
<b><i>The Final Years of the Cold War, 1981–1991 (approx. 15 hours)</i></b>			
<b>The condition of the Soviet economy and its impact on the Cold War</b>	<p>Students could present an analysis of the condition of the Soviet economy during the 1980s. Links may be made with the overall condition of the economies of Eastern Europe and those states within the Soviet sphere of influence.</p> <p>The next step could be to review Soviet foreign policy and establish an assessment of the links between economic power and international status.</p> <p>References may also be made to the economic power of the USA and the more robust anti-Soviet stance adopted by the western powers in the post-détente world. This could be a useful lead into the next topic.</p>	<p>Some useful concepts include:</p> <ul style="list-style-type: none"> <li>• Perestroika</li> <li>• Economic mechanisms</li> <li>• Strategic planning</li> <li>• Central planning</li> <li>• The Five Year Plan</li> </ul> <p>Students should be able to assess the economic condition of the USSR and make analytical links between it and the developments in Soviet foreign policy and international relations during the period.</p> <p>An analysis of the significance of key figures would be useful, e.g. Brezhnev, Andropov, Chernenko and Gorbachev.</p>	<p>John Laver's work, <i>Stagnation and Reform: The USSR, 1964–1991</i> is a sound A level text which covers this topic well. There is a useful reading list in this textbook.</p> <p>Statistical data illustrating the condition of the Soviet economy in the period and prior to it would aid understanding.</p>
<b>Reagan and US militarism during the 1980s</b>	Students could assess the links between the ending of détente and the emergence of Reagan.	Students should have an understanding of the role of an individual in shaping international relations.	Some very useful material may be found in Crockatt.

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	<p>They could log the development of US militarism: its nature, purpose and as part of a response to Soviet actions and the rise of China. A chronology of the 1980s could be adapted to this approach.</p> <p>A contextual analysis could be set up i.e. the role of Reagan and US militarism in the wider context of international relations.</p>	<p>The idea of 'Star Wars' is useful in this unit as is the link between ideology and foreign policy.</p> <p>Militarism and the emergence of a 'New Cold War' are useful concepts here.</p> <p>The ability to show causal linkage and evaluate the importance of relevant factors is important.</p>	<p>He also has a good bibliographical note which refers to sources such as Dumbrell's <i>The Making of US Foreign Policy</i> (1990).</p> <p>There are numerous articles which also describe Reagan's militarism and as part of a new process in international relations.</p>
<p><b>Europe's relationship with the USA</b></p>	<p>Students could present an overview of US-European relations up to 1981. This could form the basis of an understanding of changes during the Reagan era and the degree of continuity in the relationship.</p> <p>Students could examine the special relationship with Britain and the differing responses between Europe and the USA towards key events, e.g. the Soviet invasion of Afghanistan, the Iranian revolution and the Polish crisis 1980–1981.</p> <p>Reference may also be made to US policy towards Libya.</p>	<p>Some understanding of the nature of rivalry and dependency would be relevant as would unilateralism.</p> <p>The significance of the Strategic Defence Initiative (SDI) is also relevant here.</p> <p>Students should be able to assess the tensions and strengths in the Atlantic Alliance.</p>	<p>There is some very useful detail and references in Crockatt.</p> <p>There is some useful contextual material and further references in Morris and Murphy's <i>Europe, 1870–1991</i> and Murphy (Ed.) <i>Britain 1914–2000</i>.</p> <p>Most textbooks that reach 1991 on the Cold War include sections on Reagan and his relations with Europe.</p>
<p><b>The impact of Gorbachev and the collapse of communism in the USSR and Eastern Europe</b></p>	<p>Students could take individual European states and examine the factors which led to the collapse of communism in one or more.</p>	<p>There is a clear link between this and the first and last parts of this section.</p>	<p>Reference may be made to sources already referred to in the first and last parts of this section.</p>

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	<p>The findings could then be compared to establish the importance of the collapse of communism in the USSR and what similarities and differences exist in terms of changes in political control in Eastern European states.</p> <p>The impact of these changes in terms of the Cold War will already have been addressed earlier in this section.</p>	<p>An understanding of the nature of the relationship between the USSR and its satellite states in Eastern Europe would be helpful as would an understanding of the political and economic condition of Eastern European states by the 1980s.</p> <p>An understanding of the role of a key individual – Gorbachev.</p> <p>The nature and strength of communist regimes in Eastern Europe.</p>	
<p><b>The end of the Cold War</b></p>	<p>Students need to understand the state of international relations in the period 1989–1991 in terms of the impact of the ending of the Cold War.</p> <p>Students may undertake assessments of the international positions of individual states and regions, e.g. USSR, USA and NATO and western Europe.</p> <p>End of section essay question.</p>	<p>Students should appreciate an overview of the Cold War and its overall impact on the development and nature of international relations.</p>	<p>There is a useful collection of essays to be found in <i>The End of the Cold War: Its Meaning and Implications</i> edited by Michael Hogan. There is also a readable section in Joseph Smith's <i>The Cold War, 1945–1991</i>. Bideaux and Jeffries' work, <i>A History of Eastern Europe</i> has some developed analysis on the state of Eastern Europe by 1991.</p>

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<b>Post-Cold War Relations, 1991–2004</b>			
<p><b>The collapse of Yugoslavia and growing Eastern European nationalism</b></p>	<p>Students could develop a timeline of the key events in the collapse of Yugoslavia. A list of biographies of the roles of key players would also aid understanding. It would be helpful to develop research on the rise of nationalism in Yugoslavia during the 1980s and the impact of this. Students could assess the role of international organisations, particularly the UN and NATO as well as the positions taken by the USA and key European states. This would reinforce an understanding of the impact of the collapse of international relations. Balkan nationalism in a post-Cold War post-Communist Eastern Europe.</p>	<p>Some useful concepts include:</p> <ul style="list-style-type: none"> <li>• Federation</li> <li>• Nationalism</li> <li>• Insurrection</li> <li>• Fragmentation</li> <li>• National Liberation</li> </ul> <p>Understanding the roles of significant individuals, e.g. Milosevic, Karadzic.</p> <p>Students should have a knowledge an understanding of the changes in Eastern Europe from 1991 in terms of economic structures, political democracy and moves towards EC membership (this will reinforce detail on EU membership, enlargement, and political and economic integration).</p>	<p>A useful basic outline of the collapse of Yugoslavia can be found in Finlan. A more developed analysis is available through Pavkovic's work. A detailed series of essays focused on Kosovo is available in Weymouth and Henig and there is a good essay on the role of the UN. This could be used equally well when addressing the final unit on the UN in the specification.</p> <p>Bideux and Jeffries' work <i>A History of Eastern Europe</i> has some very analytical detail on the developments in Eastern Europe as a whole from 1991.</p>
<p><b>Superpower responses to international aggression; Kuwait; the USA and Britain in Iraq and Afghanistan</b></p>	<p>Students could develop detailed timelines of each of the interventions. They could be grouped and a group then undertakes a detailed analysis of their intervention: Kuwait, Iraq, Afghanistan.</p>	<p>Students could be aware of international terrorism and its impact on US and GB foreign policy. The idea of reprisal; war is also important in this context.</p>	<p>Some useful material may be found in Raphael Israel's work <i>The Iraq War</i> and <i>Unholy Wars</i> by John Cooley.</p>

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	<p>Part of this brief would be to explore the state of USA-GB relations and the perceived role of superpowers in a post-Cold War environment.</p> <p>The regional geopolitical and economic significance of the three states could also be explored.</p>	<p>An understanding of the links between superpower intervention and the role of international peacekeeping agencies especially the UN would be useful.</p>	<p>There is much newspaper material on all three interventions which could be collated to offer students a wide range of contemporary assessments of superpower motivation.</p>
<p><b>The further enlargement of the EU and political and economic integration and its impact on international relations</b></p>	<p>Students could examine the 'Agenda 200' proposals for EU enlargement eastwards. Students may also examine the significance of the introduction and expansion of the Euro and the implications of economic integration.</p> <p>In terms of international relations, students could undertake a detailed analysis of the impact of the ending of the Cold War which removed the need for EU unity against a common enemy. Students may analyse important developments that impacted on international relations, e.g. Partnership for Peace (1993) and Euro-Atlantic Partnership Council (1998).</p>	<p>Understanding the role and nature of regional organisations is central to this unit.</p> <p>The idea of a 'United State of Europe' is useful in helping students to understand the closer cooperation on foreign and national security policy.</p> <p>The strengths and limitations of enlargement and its impact on international relations will assist students in assessing the significance of this development in terms of international relations.</p>	<p>Maps showing the territorial development of the EU since its foundation might be helpful.</p> <p>Brimmer and Frohlich offer some useful material on this.</p> <p>Google is also a good source of reference for extensive websites.</p>
<p><b>The role of the UN in a post-Cold War environment</b></p>	<p>Students could examine the level and nature of UN involvement in the post-1991 international conflict. This may be applied to the fragmentation of Yugoslavia, particularly over Slovenia and Croatia. Similar analyses may be applied to the Middle East.</p>	<p>Understanding the significance of changes in the dynamics driving international relations.</p> <p>Understanding what is meant by peacekeeping and diplomacy.</p>	<p>Textbooks already referred to on the Middle East and Afghanistan have some useful references.</p> <p>A good overview of the revised role of the UN can be found in Kegley and Wittkopf's <i>World Politics</i>.</p>

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	<p>Students may examine alternative peacekeeping and diplomatic organisations such as the EU and NATO and their impact on the UN's post-Cold War role.</p> <p>An assessment of UN effectiveness could be presented.</p> <p>End of section essay questions with one addressing a broad overview of 1945–2004.</p>	<p>Understanding the role of the UN during the Cold War on the UN's effectiveness and the extent to which this has remained unchanged.</p>	<p>References from newspaper reports on UN interventions (attempted and actual) could be researched and collated.</p>