



MARKSCHEME

May 2013

HISTORY

Route 2

Higher Level

**Paper 3 – Aspects of the history
of the Americas**

24 pages

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*Paper 3 markbands: The following bands provide a précis of the full markbands for paper 3 published in the History guide (2008) on pages 77–81. They are intended to assist marking, but must be used in conjunction with the full markbands found in the guide. **For the attention of all examiners: if you are uncertain about the content/accuracy of a candidate’s work please contact your team leader.***

0:	Answers not meeting the requirements of descriptors should be awarded no marks.
1–2:	Answers do not meet the demands of the question and show little or no evidence of appropriate structure. There is little more than unsupported generalization.
3–4:	There is little understanding of the question. Historical knowledge is present but the detail is insufficient. Historical context or processes are barely understood and there are little more than poorly substantiated assertions.
5–6:	Answers indicate some understanding of the question, but historical knowledge is limited in quality and quantity. Understanding of historical processes may be present but underdeveloped. The question is only partially addressed.
7–8:	The demands of the question are generally understood. Relevant, historical knowledge is present but is unevenly applied. Knowledge is narrative or descriptive in nature. There may be limited argument that requires further substantiation. Critical commentary may be present. An attempt to place events in historical context and show an understanding of historical processes. An attempt at a structured approach, either chronological or thematic has been made.
9–11:	Answers indicate that the question is understood, but not all implications considered. Knowledge is largely accurate. Critical commentary may be present. Events are generally placed in context, and historical processes, such as comparison and contrast, are understood. There is a clear attempt at a structured approach. Focus on AO1, AO2 and AO4. Responses that simply summarize the views of historians cannot reach the top of this markband.
12–14:	Answers are clearly focused on the demands of the question. Relevant in-depth knowledge is applied as evidence, and analysis or critical commentary is used to indicate some in-depth understanding, but is not consistent throughout. Events are placed in context and there is sound understanding of historical processes and comparison and contrast. Evaluation of different approaches may be used to substantiate arguments presented. Synthesis is present, but not always consistently integrated. Focus on AO3 and AO4.
15–17:	Answers are clearly structured and focused, have full awareness of the demands of the question, and if appropriate may challenge it. Accurate and detailed historical knowledge is used convincingly to support critical commentary. Historical processes such as comparison and contrast, placing events in context and evaluating different interpretations are used appropriately and effectively. Answers are well-structured and balanced and synthesis is well-developed and supported with knowledge and critical commentary.
18–20:	Answers are clearly focused with a high degree of the awareness of the question and may challenge it successfully. Knowledge is extensive, accurately applied and there may be a high level of conceptual ability. Evaluation of different approaches may be present as may be understanding of historical processes as well as comparison and contrast where relevant. Evaluation is integrated into the answer. The answer is well-structured and well-focused. Synthesis is highly developed.

Independence movements

1. To what extent was hostility between Spain and Britain the main cause for at least *one* war of independence in the Americas?

Candidates may take different positions on the relative importance of antagonism/hostility between Spain and Britain, in comparison to other factors, as the main cause for wars of independence in the Americas. Examiners should remain open to alternative positions that are well-supported with knowledge and analysis. Any wars of independence in the Americas should be accepted. If candidates discuss multiple wars of independence make allowance for less depth of coverage.

Candidates in agreement will probably emphasize the following as causes of hostility: impact of the Spanish colonial monopoly on English overseas expansion and Britain's desire to advance economic interests in the Americas; formal restrictions and legal impediments, imposed by Spain, that hindered the ability of Britain to invest in different areas and activities in the Americas; rivalry over the expansion of commerce between the local elites in Spanish and Portuguese colonies and British representatives; Spanish resentment over Creole elites having been inspired by ideas of freedom and autonomy from British Enlightenment philosophers; the impact of the British Navigation acts.

Candidates in disagreement will probably focus on: sentiments of independence which had already developed in many Latin American colonies as a result of their own evolution and treatment by European colonizer; Bourbon reforms caused tension and dissatisfaction among local communities in Latin America and royal attempts to improve administrative efficiency in their colonies was only partially successful; new perspectives among the younger members of the colonial population resulted from both the Enlightenment and changes caused by the high cost of European wars; Britain and Spain were allies during the period of 1808–1814 in order to expel Napoleon and his family from Spain; Spanish empire weakness as a result of the Napoleonic invasion.

2. Compare and contrast the contribution of *two* of the following leaders to the process of independence in the Americas: Adams; Jefferson; San Martín; Bolivar.

Adams

From 1775–1776, Adams published a number of political essays in which he contended that Parliament had no authority to tax or regulate the colonies; he was an opponent of the Stamp Act; offered a plan for a representative government with a bicameral assembly as well as independent executive and judicial branches; represented Massachusetts in the second Continental Congress, was one of the strongest advocates of independence and was appointed to the committee to write the Declaration of Independence; was principal in writing the treaty of peace (Peace of Paris) with England; became the second President of the United States.

Jefferson

Jefferson published “A Summary View of the Rights of British America”, an essay criticizing the English monarchy as a form of government; supported “natural rights theory”, claiming government allegiance to the King was voluntary; was a member of the committee appointed by the second Continental Congress to frame the justification of independence and was the principal author of the Declaration of Independence, adopted in 1776; his statement as to the “inalienable rights of life, liberty and the pursuit of happiness” would become the principal expression of the American mind and influence other independence movements in the Americas; became the third President of the United States.

San Martín

San Martín was educated in Spain where he became acquainted with the ideas of the Enlightenment with special reference to individual rights and the autonomy of nations, though he remained a moderate monarchist. In the Americas, he participated as a member of the Logia Lautaro, sharing Enlightenment ideas and their implications for the revolutionary movements that had already begun; conceived the idea of the revolutionary militia as a continental force in Chile and Peru; accepted a wide variety of societal members into the revolutionary militia; became the revolutionary authority of Peru and thus helped consolidate the success of the wars for independence in Latin America.

Bolivar

Bolivar spent part of his youth in Europe, where he learned the ideas of the Enlightenment; from a wealthy, aristocratic Caracas family, which allowed him to gain the support of the Creole elite in Venezuela; defended republican and authoritarian principles in the emerging Latin American nations; in order to achieve his aims, he marched his troops from Venezuela towards the south through Colombia, Ecuador and Peru; believed that all groups in society should participate in the independence movement, thus enjoying popular support, including that of the indigenous community. However, candidates may distinguish between different stages in his political thinking. At first he was less inclined to favour popular participation out of the fear of slave revolts.

For “compare”

Depending on choices, candidates may find similarity in the influences of Enlightenment philosophy; reaction to colonial mismanagement; concepts of republicanism, *etc.*

For “contrast”

Depending on choices, candidates may emphasize differences in the societal structure; political experience; nature of the conflict; military versus political leadership; elected versus non-elected positions, *etc.*

Reward candidates who support their analysis with relevant knowledge.

If only compare or contrast is addressed, mark out of a maximum of [7 marks].

Nation-building and challenges

3. How important was the Durham Report (1839) in the struggle by Canadians to achieve responsible government?

This is not a question about the causes of the 1837 Rebellions in what was then known as “The Canadas”. Reward candidates who situate the Durham Report in the context of these rebellions, though the causes of those rebellions should not become the focus of the candidate’s answer. Students should know the three-pronged content of the Durham Report, in particular its suggestions about “responsible government” (*eg* appointment of executive branch and cabinet ministers, support for bills, 5 year elections *etc*). Candidates could place these in the context of the previous “system of government”: the “Family Compact” (Upper Canada) and the Chateau Clique (Lower Canada).

Stronger candidates should refer to the role of other factors in the struggle to realize “responsible government” (*eg* the development of economic liberalism (free trade); the political success in Britain of the Reformers; the repeal of the Corn Laws; the actions of numerous Governor Generals, the Colonial Reformers and specific political actions by Robert Baldwin and Louis La Fontaine, *etc*). Higher marks will be achieved by those candidates who weigh the importance of the contribution of the Durham Report alongside the relative importance of the respective contributions of all the factors mentioned by the candidate.

Allow candidates to challenge, or define in a more specific sense, the terms “Canadians” and “responsible government” in considering arguments such as, for example, that Durham’s conception of “responsible government” was founded on a relatively biased attitude towards the “self-government” of French Canadians.

4. Analyse the effects of the Mexican–American War (1846–1848) on any *two* countries of the region.

The most obvious countries are the United States and Mexico. The most obvious consequence of the war was the geo-political transformation which occurred under the terms of the Treaty of Guadalupe Hidalgo which was approved by the US Senate on 10 March 1848, and ratified by the Mexican Congress on 25 May 1848.

United States

Geo-political consequences

In the Mexican Cession, the Mexican territories of Alta California and Santa Fé de Nuevo México were ceded to the United States; 1.2 million square miles (3.1 million km²) of territory added to the United States; Mexico recognized US sovereignty over all of Texas north of the Rio Grande; the Gadsden Purchase in 1853.

Political consequences

(Particularly in terms of the debate over expansion of slave territory in the United States); quarrels in the United States regarding the disposition of conquered Mexico; a strong “All-Mexico” movement urged annexation of the entire territory; abolitionists opposed that position and fought for the exclusion of slavery from any territory absorbed by the United States; the 1847 Wilmot Proviso; the 1850 Compromises.

Social consequences

Surge of patriotism, belief in “Manifest Destiny”; it helped train officers who later became the military leaders on both sides of the Civil War.

Mexico

Geo-political consequences

Mexico lost 55% of its national territory; the Rio Grande River became the boundary between Texas and Mexico, and Mexico never again claimed ownership of Texas.

Political consequences

Government tried to colonize its remaining northern territories as a hedge against further losses. Santa Anna was removed from power. The treaty had the effect of destabilizing Mexico for decades.

Financial consequences

United States agreed to pay \$15 million. Mexico’s potential for growth and development was forever limited by the loss of territory.

Social consequences

Vast majority of Mexicans remained in the United States though they faced substantial discrimination; relocation of some Mexicans further south in Mexico; Latin American fears of further US expansion.

Do not expect all of the above, and allow for some imbalance in terms of more consideration of one country than another.

If only one country is addressed, mark out of a maximum of [12 marks].

United States Civil War: causes, course and effects 1840–1877

5. In what ways, and to what extent, did the events of the 1850s contribute to the increase of sectionalism and the outbreak of the United States Civil War?

Sectionalism between the Northern and Southern sections in the United States had roots within the economic and social differences that evolved from the colonial period through the early 1800s. However, the decade of the 1850s exhibited a series of crisis events that greatly escalated tensions between the two regions and which contributed to a political and social climate that limited the potential for compromise. The result was Southern secession upon Lincoln’s election in 1860.

- 1850 Compromise – This legislation emerged from the acquisition of territory acquired in the Mexican–American War and the question of “free” or “slave” status for the territories and potential states. California was admitted as a free state and popular sovereignty was applied to New Mexico and Utah territories. It negated the long-standing Missouri Compromise (1820) that had maintained an uneasy political peace between the North and South. Particularly volatile was the inclusion of a new fugitive slave law that required Northern officials to assist in the capture and return of runaway slaves. The attempt of many Northern areas to nullify this clause through “personal liberty laws” led to the growth of the Underground Railroad, causing resentment in the South;
- Publication of *Uncle Tom’s Cabin* (1852) – The publication of Harriet Beecher Stowe’s novel portrayed the inhumane conditions of slavery, leading to the growth of abolitionists in the North and a vocal defence of slavery in the South;
- Kansas–Nebraska Act (1854) – The application of popular sovereignty to determine the “free” or “slave” status of Kansas led to “bleeding Kansas”, a lengthy period of lawlessness and violence in Kansas Territory that contributed to the emotional polarization of society;
- Dred Scott v Sandford (1857) – The Supreme Court ruled that slaves were not citizens and that owners could move slaves into the territories, in spite of Congress’s attempt to restrict this action. This enraged abolitionists and “free-soil” elements who had hoped to stop the expansion of slavery. It also caused the South to retain hope for the expansion of slavery in the territories;
- John Brown’s Raid (1859) – John Brown’s attempted take-over of the federal arsenal at Harper’s Ferry, Virginia, was for the purpose of initiating a slave rebellion that would spread throughout the South. His actions caused Southerners to perceive the North as increasingly radical in the support of extreme abolitionism and his capture and execution resulted in many Northerners viewing him as a martyr.

Accept other events of the 1850s that could be considered as representing or contributing to the growth of sectionalism.

Do not expect all of the above, but candidates should be **specific in their analysis** as to how each of the covered events led to more extreme sectionalism and the possibility of disunion.

6. Why, and with what results, was there political opposition to the plans for Reconstruction in the United States between 1863 and 1867?

Why

Southern politicians opposed the changes sought by the Republicans as too radical and sought to limit and obstruct their efforts. Congressional Republicans, both moderates and radicals, had a variety of motives, which ranged from idealistic, to political and economic.

- The attempt by Congress to restore its power over domestic affairs after the civil war;
- The attempt by Southern states to limit post-war reform by the passage of “black codes”, the election of ex-Confederates to Congress, implementation of contract-labour laws and the restriction of civil liberties for freedmen. This caused resentment by those who believed the Union victory must be accompanied by significant social reform;
- President Andrew Johnson’s veto of expanded funding for the Freedman’s Bureau and a civil rights bill for freedmen along with his campaign against Radical Republicans in the 1866 Congressional elections was seen as attempting to prevent reform;
- Concern that, with the elimination of the 3/5 compromise from the Constitution, the South would increase its representation in the House of Representatives and the Electoral College thus threatening the North for political supremacy;
- Altruistic desire for significant reform by some members of the Radical Republicans, (*ie* Charles Sumner and Thaddeus Stevens);
- Desire for economic dominance by the North, in its relationship with the South.

Results

President Lincoln’s plan was introduced in December of 1863 and asserted executive branch authority over the reconstruction process. States would be “re-admitted” once 10% of the voters of a state took a “loyalty oath” and accepted the emancipation of slaves. Congress first asserted its intentions by passage of the Wade–Davis bill in 1864, which the President pocket-vetoed. President Andrew Johnson modified the plan to disenfranchise more Southern aristocrats. He kept most of the other lenient elements.

- Republicans overrode Johnson’s veto to restore funding of the Freedman’s Bureau and gain passage of the Civil Rights Act of 1866, declaring African Americans citizens and attempting to shield them from the “black codes”;
- Congress passed, in 1866, the 14th Amendment to federally enforce African American citizenship and provide “equal-protection” and “due-process” guarantees. States would also have their proportional representation reduced if African American voting rights were denied;
- In 1867 Congress took full control and applied “Military Reconstruction” which divided the South into five military districts and required seceded states to ratify the 14th and 15th (universal male suffrage) Amendments in order to be restored to the Union. The army commanders of the five districts were placed under the control of Congress;
- Congressional Republicans attempted to counter President Andrew Johnson’s authority by impeachment, but failed to obtain a 2/3 vote in the Senate, necessary for the President’s removal.

Do not expect all of the above, but reward answers that address both demands of the question.

If only “why” or “results” are addressed, mark out of a maximum of [12 marks].

The development of modern nations 1865–1929

- 7. Examine the impact of immigration on *one* country of the region from the late nineteenth century to the early twentieth century.**

The broad timescale of the question is 1865–1929. While a small allowance must be made for references to movements just either side of these dates, do not accept more recent immigration patterns.

The probable examples could be: Argentina, Brazil, Chile, Peru, Canada and the United States, but any other country will do. Candidates should provide specific examples of immigrant nationalities, a clear idea about where they went, what they did and what impact they had on the society.

Answers will vary according to the selection of the country, but some of the general aspects to be discussed might include: rapid industrialization, urbanization, ghettoization; commercial development in specific areas (*eg* the role of Italian and Spanish settlers in Argentina in the expansion of the cattle industry and the development of the wheat and shoe industries; in Brazil, role of Swiss immigrants in the cheese industries, Italians in the coffee industry; Japanese in the cotton industry). Political representation; social tensions; issues of ethnic integration; manual labourers/rural workers and established elite; cultural developments may also have relevance.

Do not expect all of the above and allow others not included in this list.

- 8. With reference to at least *one* country of the region, to what extent were the aims of Progressivism achieved by 1929?**

While candidates may focus solely on the United States, any country where Progressivism existed is acceptable. Definitions of Progressivism and relevant examples will vary dependent upon the country selected.

Answers could include reference to some of the following: political aims – women’s suffrage, direct election of senators, curbing powers of political bosses, democratizing governing institutions; economic aims – progressive taxation, economic controls, corporate regulation; social aims – prohibition of drugs and alcohol, health and safety legislation.

Specific measures that could be discussed include: political reforms – women’s suffrage, referenda, direct primaries; social reforms – child-labour laws, consumer protection laws, labour laws affecting women and workers’ compensation laws.

Candidates choosing a Latin American country could associate Progressivism with “Order and Progress”. Reward answers that assess its achievements and make an evaluation of the attempts at reform (*eg*: the UCR in Argentina; “Batllismo” in Uruguay).

Emergence of the Americas in global affairs 1880–1929

9. “The United States’ policies of the Big Stick and Moral Diplomacy in Latin America had different motives but similar consequences.” To what extent do you agree with this statement?

Motives

- President T Roosevelt was an open advocate of imperialism and asserted the Roosevelt Corollary to the Monroe Doctrine, which sought to justify US intervention. President Wilson was initially a critic of imperialism and offered no policy statement in its support (even though he engaged in frequent interventions);
- Roosevelt and Wilson were similar in that both claimed altruistic motives, Roosevelt to protect Latin American republics from the debt-collecting and possible control by European powers and Wilson to support “moral diplomacy” and democratic principles and institutions;
- Both proclaimed “morality” as a basis to justify their actions, Roosevelt cited alleged “chronic wrong-doing” by Latin American countries as the necessity for debt-collecting interventions and Wilson withheld recognition of regimes that did not meet US proclaimed “standards of morality”.

Consequences

- Both engaged in multiple military interventions in Latin American nations. Roosevelt intervened in: Colombia’s province of Panama to secure canal rights (1903); Dominican Republic debt collecting (1905); Cuba under the Platt Amendment (1906). Wilson intervened through: the blockade and occupation of Vera Cruz (1914); the protection of US lives, property and financial interests in Haiti and Dominican Republic (1915 and 1916, respectively); General Pershing’s invasion of Mexico in pursuit of Pancho Villa (1916);
- The actions of both Roosevelt and Wilson contributed substantially to the growth of anti-American sentiment due to violations of the sovereign rights of Latin American nations;
- Roosevelt’s interventions led to the acquisition of territory in the form of the Panama Canal Zone. Wilson’s interventions did not lead to further acquisitions (though he did purchase the Virgin Islands from Denmark).
- Roosevelt’s most significant intervention (to secure canal building rights) resulted in the United States receiving preferential treatment in the use of the canal and led to Colombia’s loss of territory. Wilson secured the repeal of such advantages and initiated legislation for a \$25 million indemnity and an apology to Colombia (the apology was blocked by supporters of Roosevelt; the indemnity was paid during the Harding administration);
- Roosevelt intervened to establish and support a revolution (Panama to separate from Colombia); Wilson intervened to counter Huerta’s revolution and regime in Mexico.

Do not expect all of the above and remain open to the possibility that candidates may successfully challenge the statement.

If only one policy is addressed, mark out of a maximum of [12 marks].

10. Evaluate the arguments that took place in the United States over ratification of the Versailles Treaty following the First World War.

Arguments in Support of Ratification

Many of the arguments in support of ratification were based on the principles of the 14 Points, not all of which were fully incorporated into the Versailles Treaty.

- The war costs, in terms of lives and money, must be redeemed by the peaceful resolution of future conflicts, which required the establishment of a League of Nations;
- The League would provide an international forum which would serve to resolve the controversies and faults that emerged from the passage of the Versailles Treaty;
- The United States was the only nation with the moral authority and altruistic interest to advance peace and democracy in the world and therefore must ratify the Versailles Treaty and become a member of the League;
- Peace must be achieved without the typical division of spoils or dominance of the vanquished that followed the end of war;
- The reduction of armaments would deter war;
- Self-determination principles would aid in the growth of democracy and human freedom;
- The desire of Democrats to support Wilson’s peace initiatives.

Arguments in Opposition to Ratification

Of the issues and arguments against, some were based on the elements of the 14 Points. Others were based on the actual content of the Versailles Treaty; still others were based on political, ideological and social aspects of the post-war period.

- The League of Nations would interfere with US sovereignty (based on Article X);
- The League would constitute an “entangling alliance”, in violation of the traditional values of the United States;
- The treaty might cause European nations to interfere in the Western Hemisphere in violation of the Monroe Doctrine;
- Wilson’s “October Appeal” (1918), in support of a Congressional Democratic majority, violated the spirit of non-partisanship maintained during the war;
- Several key Senators (*ie* Lodge and Borah) were political and personal rivals of Wilson;
- The post-war growth of disillusionment, based on emerging knowledge as to the realities of First World War conditions, and awareness of the desire of the European victors for punishment of the defeated nations, caused a desire to withdraw from international commitments;
- “Irreconcilables”, led by LaFollette, were unalterably opposed to the treaty while “Reservationists” were willing to accept modifications;
- Wilson’s refusal to accept reservations to the Versailles Treaty.

Candidates should demonstrate knowledge of the arguments both in support of and in opposition to the Versailles Treaty. Accept some imbalance in emphasis based on a candidate’s individual knowledge and analysis.

The Mexican Revolution 1910–1940

11. “The Mexican Constitution of 1917 was more radical in theory than in practice.” To what extent do you agree with this statement?

In order to evaluate this statement candidates need to show a detailed knowledge of the content of the Mexican Constitution of 1917: how different its provisions were from, or similar to, what went on before in Mexico (*eg* Diaz’s dictatorial political system; haciendas and land distribution; foreign influence; influence of the Catholic Church; absence of workers’ rights; great social inequalities), as well as a sense of the extent to which its provisions were applied by the ensuing governments of Carranza, Obregon, Calles and the Maximato, Cardenas.

Aspects of the Constitution likely to be discussed could include: the federal system, separation of powers, no re-election, provision of individual rights; educational reforms (Article 3); labour protection and rights (Article 123); natural resources (soil and subsoil), land reform, and restrictions on economic growth (Article 27); restrictions on Church and clergy (Article 130). Arguments for the application of its theory might refer to Calles’s educational reforms, land and labour reform; Cardenas’s agrarian reform and rights of urban and industrial workers. Arguments for limited application could include details about Carranza’s refusal to implement the more radical provisions of the document; Calles’s failures to enforce the separation of Church and State in education (the War of the Cristeros); his failure to implement Article 27 (subsoil and oil leases). Due to US objections, the law was rewritten allowing some concessions to the US, but reaffirming national ownership of subsoil; the Constitution did not prevent Calles’s Maximato; Cardenas’s reshaping of the political system; *etc.*

Do not expect all of the above. Reward well-structured, clearly supported arguments.

12. Examine the impact of the Mexican Revolution on *two* of the following: the arts; education; music.

The Arts

Likely topics might be the muralist movement lead by Diego Rivera, José Orozco and David Siqueiros, who were commissioned to paint “revolutionary” *frescos* on the walls of ministries and public buildings depicting revolutionary and indigenous themes or images of the social and political situation of post-revolutionary Mexico; Frida Kahlo is also likely to be a popular choice. A main theme is the way in which the movement disseminated the notion of legitimizing the Revolution among the masses, and served to consolidate a state ideology of common citizenship and progressive nationalism.

Music

No doubt *Corridos* such as *La Cucaracha*, alongside Banda and Pancho Villa’s use of wind orchestras will be popular choices. But rather than a simple description of stylistic developments, the main emphasis should be placed on the way in which music in Mexico was used for political and social commentary, to celebrate, to express and to further the aims and ideals of the revolution.

Education

It was a broad “developmentalist” ideology and proved to be exceptionally powerful in the later stages of the revolution when it allied to anti-clericalism; the results were poor as education improvement was de-emphasized in favour of agrarian reform; some rural schools were established, but the general education budget was not dramatically increased; obvious topics might include Vasconcelos’ extensive campaigns in education and literacy between 1920 and 1924.

In addition to the above, other arts, such as literature and dance, are acceptable.

If only one area of impact is addressed, mark out of a maximum of [12 marks].

The Great Depression and the Americas 1929–1939

13. With reference to at least *one* country of the region, to what extent was the Wall Street Crash of 1929 a cause of the Great Depression?

This should be a popular question. Candidates with a more solid knowledge of the topic might argue that the Wall Street Crash was only to some extent a cause of the Depression in the United States. While the collapse of the stock market in 1929 may have triggered economic turmoil, it alone was not responsible for the Great Depression. The Depression throughout the United States and the world was the result of a combination of factors that matured in the 1920s. The crash took money out of the system and led, via a vicious circle, to the Depression. However, the United States actually did weather the crash. Business activity did not begin to decline significantly until the mid 1930s. Fewer than 5 % of people in the United States owned stock so most were not directly affected. By April 1930 share prices had actually regained a fifth of the losses of the previous autumn. The really disastrous fall came in 1931–1932. Allow for candidates who argue that the crash was more a symptom than a cause of the Depression. The economic crisis of 1929, however, had a profound impact on all of the countries of the region. In Canada, because of its close links with the United States, it caused economic upheaval. In Latin America, as measures were taken in the United States to balance the economy, the vulnerability of its economy was exposed: the area's foreign markets collapsed and the prices of its raw materials and foodstuffs fell much more sharply than those of the manufactured goods it had to import; difficulties in obtaining foreign credit/loans; *laissez-faire* policies initially contributed to deepening the crisis.

Answers could use any country as an example but the popular choice is likely to be the United States. Once candidates have taken a position about the role of the Wall Street stock market in the Depression, it is expected that other causes of the Depression would be discussed in order to support the argument.

14. How successfully did any *one* Latin American country deal with the challenges brought about by the Great Depression?

Candidates are required to identify the problems caused in any one Latin American country by the Great Depression and to assess the effectiveness of state policies to curb them. Answers should demonstrate detailed knowledge of the challenges and policies and may assess their immediate and/or long-term effects. Brazil, Mexico and Argentina will be popular choices, but allow any other relevant case study to be used as this is an opportunity for candidates to write about their own country.

Some of the challenges generally encountered as a result of the Great Depression could include: the decline of export prices and volumes, changes in the movement of international capital, inflation, social problems (land distribution, uneven distribution of income). Policies will often refer to state intervention and centralization, industrialization and import substitution. Assessment as to whether the policies were effective will vary according to the country of choice. Large countries like Argentina, Brazil and Mexico had internal markets of sufficient size to mitigate the effects of the decline of international trade. Smaller countries – such as the Central Americas – were simply unable to absorb local production. Better answers will probably show an awareness of long-term effects, such as the fact that the industrialization policies accentuated social and regional inequalities within many countries.

The Second World War and the Americas 1933–1945

15. Assess the social impact of the Second World War on women and ethnic minorities in any *one* country of the region.

It is expected that the majority of candidates will address both requirements from the same country. However, it is acceptable to approach separately the impact on women in one country and ethnic minorities in another. A comparative approach might be developed, but it is not a requirement.

The United States, Canada, Mexico, Brazil, Colombia, Venezuela, Peru, Chile and Argentina might be popular choices although any other case of the region should be accepted. As a general statement, the level of involvement in the Second World War was a key factor for its social impact on women and minorities.

Related to the impact on women, candidates will probably highlight: significant incorporation of women to the defence industries (especially in the United States and Canada) and workforce in general – sometimes covering the same responsibilities that were held by men but still earning lower salaries; some improvement in political participation as well as an increase in marriage and birth rates. Women also played important roles directly linked to the war front as nurses, assistants and members of entertainment groups for the troops.

Ethnic minorities such as Latin American, Japanese, Germans, African Americans and Native Americans could be addressed depending on the country selected and its level of involvement in the war.

The social impact on Latin Americans differed depending on their participation in the armed forces. In the United States they were incorporated as soldiers and members of white units. Later on, it resulted in the achievement of better social status for them and their families.

African Americans entered the Second World War still racially segregated and largely limited to support roles in the military, as they had been in the First World War. However, in 1941, the United States government began to establish a limited number of all-African American combat units and the events of the war sometimes resulted in temporary integration of African Americans into white units, as well as more frequent combat roles. As a result, social consciousness about discrimination expanded and the civil rights movement eventually became stronger. This would also contribute to President Truman's decision to begin official integration of the armed forces in 1948.

The language of Native Americans (*ie* Navajo “code-talkers”) was the most noted contribution of the ethnic minority to the war effort. Japanese people and those having Japanese ancestry – with the excuse of possible disloyalty and espionage – were relocated in internment camps in the interior of the United States and Canada. Countries – such as Peru – having significant Asiatic immigration received political pressure to apply similar domestic policies with little result.

Germans suffered comparatively less in the Americas, as they were part of big communities and, due to their European ancestry, even better integrated, though some were also placed in internment camps.

If only women or ethnic minorities are addressed, mark out of a maximum of [12 marks].

16. “The Second World War greatly transformed inter-American diplomacy and economic interaction in the years 1939–1945.” To what extent do you agree with this statement?

Candidates can agree or disagree with the statement, but in all cases they should focus on diplomatic and economic factors and the way in which they were affected during the war. Some references to pre- and post-war periods may be necessary in order to develop the arguments, but the focus should remain on the period 1939–1945.

Inter-American cooperation during the war set the stage for the post-war formation of the OAS. Two examples of this cooperation could be the 1939 Panama Declaration which created a Pan-American Security Zone and the 1940 Havana Conference which established an inter-American defense of Dutch and French colonies in the Americas and the promise of collective security. Diplomats were crucial for the increase of international trade and commerce – not only related to the acquisition of arms and military devices, as well as for the promotion of agreements and mutual cooperation. Some examples of that type of agreement were: (a) Inter-American Coffee agreement, (b) Inter-American Defense Board, (c) Summits of 1944, (d) Chapultepec Act, (e) Inter-American Treaty of Reciprocal Assistance (Río Treaty), *etc.*

Economic aspects which might be addressed include: transportation systems; electrification; expansion of local and national industries; increase of domestic market; relative post-war decline in the exports of crops; accumulation of finance and monetary resources; capital investment; labour markets. The war allowed rich countries to use their natural resources as an instrument for negotiation. Once the war was over, relations among some American countries were considerably changed.

Stronger answers will focus and analyse the way in which complexity in the relations evolved in the interaction during the war.

Political developments in the Americas after the Second World War 1945–1979

17. Compare and contrast the social policies of *two* leaders in the Americas from the mid 1940s to the 1970s.

Candidates can choose any two leaders in the region. If the leaders came to power before 1945 but their policies and influence in their respective countries continued after 1945, they should be accepted as valid cases. Stronger candidates will address political context as the framework of social policies.

Most of the countries had significantly transformed – in many cases improved – their social characteristics and structure after the Second World War, although with uneven results. Urban areas generally presented significant advantages over rural areas, with few exceptions. Access to employment, education, health services, transportation, housing and gender issues varied.

United States

The Second World War imposed changes to social domestic policies. Democrats and Republicans differed in their approaches, so depth and speed of change varied accordingly.

Civil rights, employment, inflation and wages, rights of labour and expansion of access to housing, were policies addressed by Truman as a sort of extension of the New Deal legislation.

Eisenhower: social security, formal integration of the armed forces (begun by Truman), questions of the federal role in education and health care, creation of an interstate highway system were all addressed with different degrees of effectiveness in the end.

The “New Frontier” was designed and partially developed by Kennedy. His social agenda was initially retaken and continued by Johnson under the title of the “Great Society”: civil rights, attack on poverty, access to health programs (Medicare and Medicaid), federal aid to education.

Nixon dedicated efforts to control the federal budget in relation to prices and wages, trying to reform the welfare system, shifting responsibility for some social programs to the state and local level (revenue-sharing), trying to guarantee minimum income, 18-year-olds got the right to vote and death penalty was revised.

Latin America

Perón, Vargas and Castro might be popular choices though any relevant Latin American leader should be accepted.

Formation and/or consolidation of unions; legislation in order to improve the rights of workers, general work conditions and wages as well as free expression and protest; improvement in gender issues addressing parity of women and native communities related to basic rights as individuals and as citizens; access to educational and health programs for poor people; expansion of the welfare state to aged and disabled; general social security legislation were considered by almost all social policies after the Second World War.

Ideological perspective and legality of the administration were determinant in shaping policies in Latin America. Thus, their acceptance, permanence and consolidation varied accordingly.

Canada

The time period of 1945 to the mid 1970s sees the development of the Canadian “welfare state”, especially under the liberal governments of St. Laurent, Pearson and Trudeau.

The Canada Pension Plan is established (1951 – St. Laurent); unemployment insurance program and rise of organized labour (1960s/70s – Pearson and Trudeau); Universal Health Care is established (1967–1972 – Trudeau); Canada becomes a bilingual nation (1963–1969 – Pearson and Trudeau). In contrast, under the Conservative government of Diefenbaker (1957–1963) the focus is on the development of transportation infrastructure (St. Lawrence Seaway and Trans-Canada Highway). Diefenbaker’s government also established the first Canadian Bill of Rights (1960).

If only compare or contrast is addressed, mark out of a maximum of [7 marks].

18. Why was there a Silent (or Quiet) Revolution in Canada in the 1960s?

This is a classic question about causality. The best answers will avoid a simple narrative of the variety of changes that took place in Canada throughout the 1960s which can be said to have constituted the “Revolution” as defined by the candidate. Higher marks will be scored where those elements are organized analytically and hierarchically, into immediate, short and long term political, economic and social causes. Allow the candidate to challenge the term “revolution” or even the phrase “Silent Revolution”, as long as the argument is supported by concrete evidence.

The phrase “Silent” or “Quiet Revolution” is normally applied to the province of Quebec, rather than the country as a whole. The “revolution” itself is usually seen as beginning with Lesage in 1960 and ending in the October Crisis of 1970, and is usually seen as involving such things as: the setting up of a welfare state; a public education system; secularization; federalization of politics; nationalization of electricity; rise of Quebec nationalism. With regard to causes, students might raise arguments about whether the trigger was Duplessis’ death in 1959 followed by that of his successor Sauvé; the unpopularity of the Catholic Church (due to its support for the United States in the 1949 Asbestos strike); corruption of Duplessis’ government; political reasons could include the rise of Quebec Liberalism; some argue the Quiet Revolution should be seen as part of a wider North American process already underway, and thus the logical evolution of a longer term process.

The Cold War and the Americas 1945–1981

19. Explain the changing nature of the United States’ involvement in Vietnam between 1963 and 1975.

President Kennedy (1963)

Kennedy, during the final year of his presidency, oversaw a substantial increase in the number of military advisors in Vietnam and allowed the CIA to participate in the overthrow of Diem as leader of SVN.

President Johnson (1963–1969)

President Johnson ordered US Navy operations off the coast of North Vietnam and used the alleged response to gain the Gulf of Tonkin Resolution (1964) from Congress, providing a “blank cheque” for further US economic and military commitments in Vietnam; following Viet Cong attacks at Pleiku, Johnson ordered bombing attacks against North Vietnam (operation Rolling Thunder) and vastly escalated the size and combat role of US troop strength (approximately 185 000 by end of 1965 increasing to 540 000 by 1968); “bombing halts” were announced in 1966 and 1967 but were temporary and had little effect; refused to support the Joint Chiefs of Staff request for 200 000 additional troops following the Tet Offensive; in March of 1968, Johnson announced a more substantial group of restrictions: freezing of troop levels, bombing limitations and shift of more responsibility to South Vietnam in order to encourage peace talks.

President Nixon (1969–1974)

President Nixon engaged in secret bombing of Cambodia, followed by US forces invading Cambodia in 1970; used massive bombing against North Vietnam in 1972 in attempt to force settlement; began policy of “Vietnamization” that led to reduction from 540 000 in 1969 to 30 000 troops by 1972; proclaimed the “Nixon Doctrine” that would limit US ground forces in future Southeast Asia conflicts; applied secret negotiations of Henry Kissinger to achieve Paris Accords of 1973, providing a framework for the end of the war.

President Ford (1974–1976)

Following Nixon’s resignation in August of 1974, Congress reduced financial aid to South Vietnam. The Congressional elections of 1974 led to the election of representatives that further restricted funding and military operations. In a speech in April 1975, Ford declared an end to US funding and the war. By April 1975, Saigon had fallen to the control of the combined Viet Cong and North Vietnamese forces.

Candidates are not required to structure their response by Presidential administration, but are expected to demonstrate a chronological progression as to the changing US role.

Do not expect candidates to include all of the above, but reward those who demonstrate the ability to reflect both escalation and limitation in respect to US policy toward the war.

20. Examine the effects of McCarthyism on society and culture in the United States from the late 1940s to the late 1950s.

Joseph McCarthy was elected to the US Senate in 1946 and made his initial reputation as an anti-Communist in a 1950 speech in which he accused the State Department of harbouring 205 Communists. While McCarthy did not initiate the “Second Red Scare”, his use of the McCarthy Hearings to search for alleged subversion and his reckless sensationalism greatly encouraged public sentiment in support of extreme actions that often abused the civil liberties of the accused. As a consequence, even those anti-Communist extremes that preceded his election have become known as a part of “McCarthyism”.

Major events of the period included, but were not limited to: the Alger Hiss case (1948) and the Rosenberg trial (1950) contributed to the perception of extensive communist infiltration of American society; the House Un-American Activities Committee blacklisted Hollywood directors, actors and screenwriters due to their alleged “subversive views”, making them unemployable; Congress passed, over President Truman’s veto, the McCarran Internal Security Act (1950) which required Communists to register and barred their entry into the United States.

Among the effects of McCarthyism were: loss of employment and destruction of careers; accusations and penalties not based on evidence causing the violation of civil liberties and the “rule of law” principle; the suppression of dissent against the assumptions of the Cold War; the submission of politicians to the public hysteria that supported the hunt for subversives along with political exploitation of the fear of communism; support for vast increases of the defence budget and the growth of power and influence by the military–industrial complex; suppression of opposition to the Korean War; support for local, state and national “loyalty oaths” and loyalty review boards to oversee hiring practices; free reign for J Edgar Hoover and the FBI to engage in illegal actions against suspected “subversives” – the suspects were barred from access to the “evidence” or to knowledge of the accusations that led to their being fired; opposition to the United Nations, social welfare programmes, union organization, civil rights programmes, vaccinations, fluoridation, *etc* all of which were seen as Communist conspiracies.

McCarthy’s efforts continued until public support declined after he accused the US Army (Army-McCarthy Hearings) of having come under Communist influence.

While marks may be earned by the accurate definition of McCarthyism and evidence of knowledge as to the events of the era, candidates should be rewarded for analysis of the effects these events had on the domestic culture of the United States.

Civil rights and social movements in the Americas

21. Evaluate the successes and failures of the feminist movement in *one* country of the region during the period 1945–1979.

While the most popular choice will likely be the US, accept examples from any country that assess the advancement of women’s rights.

Topics which have potential for evaluation include, but are not limited to:

- Political Leadership: the role of women in political activism; lobbying activities for issues of importance to women; leadership positions in political organizations; elected and appointed positions of leadership.
- Educational Opportunity: access to education (from elementary through post-secondary); percentage of women gaining degrees from secondary and university institutions; access to professional degree programs.
- Professional Careers: removal of exclusionary laws and customs for access to professions; percentage of women entering careers in law, medicine, engineering, *etc*; access to careers in the military.
- Protection of Women’s Civil Rights and Equality of Opportunity: gender-equality legislation; issues of equal pay; capacity to initiate anti-discrimination suits; judicial treatment of sexual harassment, sexual battery, rape, *etc*.
- Personal Freedom: access to contraception and abortion choices; mores regarding sexual “double-standard”.
- Portrayal of Women: how women are portrayed in print media, advertising, television and movies.
- Economic Status: percentage of women in work force, equality of compensation; access to credit and loans; women in entrepreneurial roles.

Do not expect coverage of all the listed topics, but reward application of specific knowledge and analysis as to the achievements and limitations or failures of the feminist movement.

22. How successful were United States governmental institutions in advancing civil rights for African Americans after 1945?

Remain open to the idea that some candidates may challenge whether government institutions were the most effective agents of change or whether substantial change took place. Do not expect all of the below, but in any case, the focus must remain on US government institutions and candidates should be rewarded for answers that apply specific knowledge and analysis towards the demands of the question.

Executive

- Truman: established a Civil Rights Commission that published a study (“To Secure These Rights”). In 1948, Truman issued Executive Order 9981 which began steps toward the integration of the armed forces.
- Eisenhower: appointed Earl Warren to position of Chief Justice of US Supreme Court (Warren would issue the historic Brown decision); use of federal troops to enforce federal court order integrating Little Rock, Arkansas Central High School.
- Kennedy: used of federal Marshalls and troops to enforce enrollment of James Meredith in University of Mississippi; Attorney General Robert Kennedy issued ruling requiring the Interstate Commerce Commission to end discrimination in interstate travel.
- Lyndon Johnson: support for 1964 Civil Rights Act which made segregation illegal in public facilities (“public accommodations law”) and additional federal enforcement of school desegregation; reaction to violence against peaceful Selma, Alabama marchers led to address to Congress in support of Voting Rights Act of 1965; publicly supported 24th Amendment abolishing the poll tax (voting tax); supported 1968 Civil Rights Act prohibiting discrimination in sale, rental and financing of housing.
- Nixon: applied the concept of “New Federalism”, Nixon’s administration helped to set up bi-racial state committees to aid in the implementation of school desegregation.

Judicial

- 1954 Brown v Board of Education: Chief Justice Warren and the Court unanimously held that the “separate but equal” doctrine in public education was unconstitutional.
- 1955 “Brown II”: The Court added that the dual public education system must be abolished, “with all deliberate speed”. Due to tactics of opposition, integration proceeded very slowly.
- 1956 Browder v Gayle: struck down Alabama law requiring segregation of buses (response to Montgomery bus boycott).

Legislative

- 1957 Civil Rights Act: established a permanent Civil Rights Commission; the Attorney General was authorized to seek injunctions against obstruction of voting rights by state officials.
- 1960 Civil Rights Act: expanded the enforcement powers of the 1957 act and provided criminal penalties for obstruction of court orders.
- 1962: Congress proposed legislation to outlaw the poll tax by constitutional amendment; the 24th Amendment was ratified by the states and became effective in 1964.
- 1964 Civil Rights Act: prohibited discrimination in public accommodations and schools; outlawed discrimination in federally funded projects; created the Equal Employment Opportunities Commission; provided additional enforcement powers on behalf of voting rights.
- 1965 Voting Rights Act: suspended use of literacy tests and other discriminatory devices; authorized federal examiners to supervise voting registration in states that had low voter registration; directed the Attorney General to institute proceedings against the use of the poll tax.
- Civil Rights Act of 1968

Into the twenty-first century — from the 1980s to 2000

- 23. “The presidency of Ronald Reagan marked a turning point in United States domestic affairs.” With reference to the period 1980–2000, to what extent do you agree with this statement?**

Much depends on what is meant by “turning point”, but answers should focus exclusively on Reagan’s domestic policies, the most likely of which are: supply-side economics; federal tax reduction; spending cuts; deregulation; his actions against labour unions. Possible “turning points” might be: the economic turn-around; the same economic recovery could be seen as a turning point in the income gap between rich and poor; his scaling back of affirmative action; restrictions on abortion; policies aimed at reducing the welfare state; his “revitalization” of the presidency after the Watergate problems and the tensions of the Ford and Carter years and the claim that he restored Americans’ self-confidence. The most popular “turning point” might be his neo-liberal “Reaganomics” – the reduction of restrictions on the free-market economy, in particular the stock market and corporate mergers. The huge federal deficits could be seen as fundamental in changing the context of future political debates about social programmes.

This might be a question that attracts much rhetoric. Only reward solid and specific arguments focused on the question and limited to the time period specified.

- 24. Analyse the reasons for the transition to democracy in *one* country of Latin America in the 1980s and 1990s.**

Answers will vary according to the particular conditions of the country. However, some issues that influenced the transition were: the deep economic crisis with which Latin America was confronted at the time; the coalitions supporting the military juntas turned out to be relatively fragile; local industries felt threatened by multinational corporations, and the military’s policies of annihilation of any opposition aroused protest from intellectuals, artists, and middle sector representatives. Other pressures came also from below. One conspicuous feature of Latin American politics throughout the 1980s was the rise of civil participation, as ordinary citizens began to insist on their rights and demanded accountability from governments. In part this resulted from the uniting of opposition forces produced by the brutality of military repression and reduced US support for such governments. In part, it was an increased commitment to the electoral process, as people demanded free and fair elections. In Argentina, the defeat in the Malvinas War could be a relevant reason for political change. Another factor is the demoralization and division of the left.

Note that the time period is the 1980s and 1990s.