

A LEVEL
Delivery Guide

GEOGRAPHY

H481
For first teaching in 2016

Global Governance: Option D – Power and borders

Version 1



A LEVEL GEOGRAPHY

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: A clear outline of the content covered by the delivery guide;
- Thinking Conceptually: Expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: A range of suggested teaching activities using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk

AS denotes AS Level content only

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2.2.4 Global Governance: Option D – Power and Borders

1. What is meant by sovereignty and territorial integrity?	
Key Ideas	Content
1.a. The world political map of sovereign nation-states is dynamic.	<ul style="list-style-type: none"> Definitions of state, nation, sovereignty and territorial integrity and how they are fundamental in understanding the world political map. Understand the terms of norms, intervention and geopolitics and how they are fundamental in appreciating that sovereignty and territorial integrity are complex issues.
2. What are the contemporary challenges to sovereign state authority?	
Key Ideas	Content
2.a. A multitude of factors pose challenges to sovereignty and territorial integrity.	<ul style="list-style-type: none"> Erosion of sovereignty and loss of territorial integrity are influenced by economic, political, social and environmental factors, including the challenges of: <ul style="list-style-type: none"> current political boundaries transnational corporations (TNCs) supranational institutions such as regional trading blocs political dominance of ethnic groups. Case study of one country in which sovereignty has been challenged, including: <ul style="list-style-type: none"> causes and challenges to the government impacts on people and places.

3. What is the role of global governance in conflict?	
Key Ideas	Content
3.a. Global governance provides a framework to regulate the challenge of conflict.	<ul style="list-style-type: none"> How challenges to sovereignty and territorial integrity can be a cause of conflict, such as access to natural resources. The role of institutions, treaties, laws and norms which are significant in regulating conflict and in reproducing the global system of sovereign nation-states. The role of flows of people, money, ideas and technology in geopolitical intervention.
3.b. Global governance involves cooperation between organisations at scales from global to local, often in partnership.	<ul style="list-style-type: none"> Case study of strategies for global governance in one area of conflict to illustrate: <ul style="list-style-type: none"> interventions and interactions of organisations at a range of scales, including the United Nations, a national government and an NGO consequences of global governance of the conflict for local communities.

4. How effective is global governance of sovereignty and territorial integrity?	
Key Ideas	Content
4.a. Global governance of sovereignty and territorial integrity has consequences for citizens and places.	<ul style="list-style-type: none"> How the global governance of sovereignty issues has consequences for citizens and places, including short term effects, such as humanitarian aid, and longer term effects, such as changes in political regime. How the global governance of territorial integrity issues has consequences for citizens and places, including short term effects, such as maintaining peace, and longer term effects, such as trade relationships. Case study of the impact of global governance of sovereignty or territorial integrity in one LIDC to illustrate and explain: <ul style="list-style-type: none"> the sovereignty or territorial integrity issue/issues the global governance strategy/strategies used opportunities for stability, growth and development challenges of inequality and injustice.

General approaches to teaching the content

Power and Borders is relevant and current. Therefore, throughout this topic students should be encouraged to actively follow current affairs and apply the terms and concepts they are learning to the issues they hear about in the news. To prevent case studies from becoming too descriptive students should be constantly applying these terms and concepts to the places being studied.

Common misconceptions or difficulties students may have

The Power and Borders topic has the potential to be a highly engaging and challenging topic.

The notion that the current world system is politically and socially constructed is an idea that will be challenging to many A Level Geographers. Power, borders and global governance are complex topics and require a certain amount of political and historical understanding. Care must be taken to provide students with this foundation of knowledge in order for the terms and concepts to be fully explored and developed. It is important too that students are able to see the geopolitics in each case study.

Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course

Power and Borders enables students to develop their knowledge and understanding of locations and interdependence at a global scale. The key ideas in Topic 2.1 – Changing Spaces; Making Places are continued in Power and Borders; nations and states are socially and politically constructed just as much as places at a local scale are. In addition, Power and Borders supports the ideas and complexities explored in Topic 2.2.1 (Trade in the Contemporary World) by presenting a system of states as the norm within which changing trade patterns and emerging supranational trading blocs are developing. Human rights and global migration are key global issues in the world today (Topic 2.2.2). Managing these issues requires an understanding of nations, states and sovereignty. Indeed at times territorial sovereignty may need to be compromised as evidenced by the debates around Responsibility to Protect (R2P). Power and Borders provides a framework within which some of these contemporary issues can be understood more deeply.

Approaches to teaching the content

Although complex the content lends itself to a variety of teaching styles. The suggested activities range from structured worksheet activities (Activity 4) and use of YouTube clips (Activity 5) to more extended research tasks (Activity 6). There are two suggested 'mysteries' (Activities 7 and 8) and these can be extended into further discussions. The 6 x 6 vocabulary grid (Activity 2) and case study grid (Activity 11) are engaging ways of covering and reinforcing terms and content. Case studies covered in this guide include: Europe, Ukraine, Darfur in Sudan, the Arctic and South Sudan.

Activity 1: Divide a continent! (2.2.4, 1a)

Students are required to divide an imaginary continent into countries. The activity should generate a discussion on how land is divided and how territories are defined, introducing some key terms e.g. state, nation, territory, borders, and geopolitics.

Students should study the physical and human geography maps carefully and discuss how they would divide the imaginary continent into two, three, four and then five different countries. On a blank outline of the continent they should draw their preferred final option for the continent. The following questions could be used to stimulate discussion:

- What other physical or human geography information would be helpful in this task (eg population distribution, mineral resources)?
- How might this additional information have impacted on your decision making?
- Were physical geography or human geography features more important in your decision making, (eg access to water, control of water)?
- Was it easier to divide the continent into more or fewer countries?
- What are the advantages / disadvantages facing larger / smaller countries?

Activity 2: Key terms (2.2.4, 1a)

Students could be encouraged to actively review the terms they cover in lessons and colour them in on the grid. At the same time as colouring in the words they could slowly build up a glossary or create definitions cards.

As a revision resource students could locate a word on the grid by throwing dice. Can they talk about this word for a minute? Throw the dice to locate a word and then find two words on the grid that link to the original word. Students could also use the terms to produce revision activities such as crossword puzzles or dominoes:

www.teachitgeography.co.uk/attachments/18948.pdf

www.puzzle-maker.com/CW

<http://worksheets.theteacherscorner.net/make-your-own/crossword/>

Activity 3: How have borders in Europe changed over time? (2.2.4, 1a)

<https://www.youtube.com/watch?v=c2LgiMMGf6Q>

<http://www.sparknotes.com/us-government-and-politics/political-science/nations-and-states/summary.html>

'Watch as 1000 years of European borders change', 3.24 mins. <https://www.youtube.com/watch?v=c2LgiMMGf6Q>

The changing map shows how sovereignty and territorial integrity are complex issues. Country boundaries are fluid and are politically constructed.

The supporting resource to this YouTube clip is a 'table scramble'. The table scramble encourages students to focus on some key events that have occurred in Europe over the last 1,000 years and the impact these have had on the continent. The Peace of Westphalia (1648) is often cited as the inception of the modern sovereign state and is therefore an important event to note. Each successive historical event has shaped the way governments have responded and reacted to current issues.

Students can find out more about the Westphalian Model, states and sovereignty by researching 'Nations and States' on the Sparknotes website.

Sparknotes Nations and States <http://www.sparknotes.com/us-government-and-politics/political-science/nations-and-states/summary.html>

Activity 4: Nation or state? (2.2.4, 1a)

This resource helps students consolidate their knowledge of the terms nation and state. It also enables students to reflect on how the state has become today's dominant 'world order'. The 'diamond nine' challenges students to think about the role and relevance of states today.

Activity 5: What are supranational organisations and how important are they? The EU et al (2.2.4, 2a)

EU YouTube clip 5.51 The European Union Explained <https://www.youtube.com/watch?v=O37yJBFrfq>

The EU demonstrates that governments 'pool sovereignty' with regard to areas of planning and policy. States are not the only actors in global governance; institutions, and treaties help reproduce the global system.

EU YouTube clip 5.51 The European Union Explained <https://www.youtube.com/watch?v=O37yJBFrfq>

Students should make notes from the YouTube clip under the following key headings: EU, EEA, Schengen Area, Eurozone and Empire. Students could discuss how they engage with global governance (voting and referendums). For this discussion the following website might be helpful: European Parliament: Information Office in the UK <http://www.europarl.org.uk/>

In addition, BBC News Europe pages hold information about the EU (eg EU for beginners, UK referendum, EU questions answered, free movement under Schengen)

Activity 6: What are supranational organisations and how important are they? The UN (2.2.4, 2a)

The UN is a key supranational organisation. The true/false activity (Learner Resource 6a) gets students to review what they already know about the UN and to establish a foundation of knowledge. The research tasks help students to evaluate some of the work done by different UN organisations.

Students select a UN organisation to research, evaluate and present to the class as a presentation. Suggested research areas could be: WHO, UNHCR, WFP, UNDP, UNEP. The criteria for the research tasks can be found within the peer assessment marking criteria (Learner Resource 6b). The UN's peacekeeping role is covered in later activities.

Activity 7: Darfur, intervention, peacekeeping and R2P (2.2.4, 2a)

'How are John and Yacoub connected?' By 'solving' the 'mystery' the students are introduced to some different groups involved in the Darfur crisis and they explore some of the complex causes behind the crisis.

The accompanying resource helps students to explore the concept of Responsibility to Protect.

Having solved the 'mystery' students reflect on the three guiding principles of R2P and decide whether intervention is necessary in Darfur and on what grounds. After further research on Darfur students should be able to substantiate and support their opinion on the Responsibility to Protect intervention more strongly.

In the supporting learning resource three website resources are given. However other useful information for a discussion on the crisis in Darfur and international peacekeeping can be found at:

- International Coalition for the RtoP - Q&A: The Responsibility to Protect and Darfur
[http://responsibilitytoprotect.org/FINAL%20At%20a%20Glance%20Darfur-UEG%20edits\(2\).pdf](http://responsibilitytoprotect.org/FINAL%20At%20a%20Glance%20Darfur-UEG%20edits(2).pdf)
- Lesson 2 of the United Nations Matters Teaching Pack
<http://www.una.org.uk/teach-un>
UNAMID operation in Darfur
<http://www.un.org/en/peacekeeping/missions/unamid/index.shtml>
Curriculum Guide: The conflict in Darfur and eastern Chad
Amnesty
https://www.amnestyusa.org/sites/default/files/pdfs/final_curriculum_draft.pdf
- 'Scorched', the article that inspired the mystery can be found at
<http://www.theguardian.com/environment/2007/apr/28/sudan.climatechange>

Activity 8: What is the future of the Arctic? How are Areas Beyond National Jurisdiction' (ABNJ) governed? (2.2.4, 3a and 3b)

The mystery 'Should Johann be worried?' introduces students to issues and conflicts in the Arctic; here sovereignty is contested and unresolved. Students develop this knowledge of the Arctic in a debate 'Should the Arctic be designated as a Sanctuary and Marine Reserve?'

Having solved the mystery students should be able to identify some of different viewpoints held by different Arctic stakeholders. Students could take on one of these stakeholder roles in a debate about whether the Arctic should be designated as a sanctuary and marine reserve. (An Arctic Sanctuary has been proposed by Greenpeace).

The Arctic provides an opportunity for students to appreciate the variety of 'voices' that impact on global governance including civil society, the UN (UNCLOS), the Arctic Council. The Arctic also provides an opportunity for students to explore how international law can regulate conflict over global commons or 'Areas Beyond National Jurisdiction' (ABNJ).

Additional resources:

Arctic Sanctuary: Global Commons, Environmental Protection, and Future-proofing, 2014 by Greenpeace can be found at <http://www.greenpeace.org/international/Global/international/publications/oceans/2014/Arctic%20Sanctuary.pdf>

Discovering the Arctic website <http://www.discoveringthearctic.org.uk/>

Activity 9: TNCs: heroes of villains? (2.2.4, 3a)

Students sort the information about TNCs into two columns; one for positive statements and one for negative statements. They then rank the statements with the top three most positive statements and the top three worst negative statements at the top of each list.

Activity 10: Engaging with case studies: South Sudan, Ukraine (2.2.4, 2a and 4a)

Students should research South Sudan and Ukraine and apply their learning from the whole of this topic to these case studies. By using the case study proforma and the case study fact grids it is possible to organise key ideas in an effective way.

After their research students may find that they have chosen different events, issues and points of view to include on their proforma sheets. This will create opportunities for discussion with regard to the significance of different events, issues and points of view. Selecting three key pieces of vocabulary for each case study will ensure that case studies do not become descriptive and that the case studies are linked explicitly to the big concepts and themes of this topic.

Students should use the blank proformas to record their research. In addition there is an exemplar of a completed proforma for South Sudan (with suggested answers).

The case study facts grid could be used as a revision game in the manner described in Activity 2 (above).



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