



University Council

August 20, 2021

UNIVERSITY CURRICULUM COMMITTEE – 2021-2022

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Undergraduate Student Representative – Matthew Jue

Graduate Student Representative – TBD

Dear Colleagues:

The attached proposal from the AP Council to revise the equivalencies for International Baccalaureate (IB) credit in History to award elective History credit will be an agenda item for the August 27, 2021, Full University Curriculum Committee meeting.

Sincerely,

Susan Sanchez, Chair

University Curriculum Committee

cc: Provost S. Jack Hu
Dr. Rahul Shrivastav



The University of Georgia

Franklin College of Arts and Sciences
Department of History

David Williams
Associate Provost and Director
UGA Honors Program

9 November 2020

Dear David,

The Department of History has voted in favor of revising the equivalencies for IB credit in history, to award an elective HIST credit automatically rather than assigning specific HIST credits on a case-by-case basis. As you will see in the attached report, this change would better reflect the content of students' IB courses in history, avoid potential violations of a legislative mandate, bring UGA more firmly in line with peer- and aspirational-peer universities, and help speed the time-to-completion of UGA undergraduates.

yrs.,

Jamie Kreiner
Head, Department of History

To: AP Council, University Curriculum Committee

From: Stephen Mihm, Director of Undergraduate Studies, Department of History

Re: Proposal to Reform IB Credits in History

Date: 4 November 2020

1. Overview

This proposal seeks to revise the equivalencies in HIST (History) credit for courses taken under the auspices of high schools accredited by the International Baccalaureate Program, better known as the “IB” program.

In the past, the Director of Undergraduate Studies in the Department of History has evaluated IB history courses on a case-by-case basis. But after conducting an in-depth review of current policies and procedures, the History Department proposes a new, more efficient method of evaluating these credits. Instead of assessing them on a case-by-case basis, we propose that students who score a “4” or higher automatically receive credit for a generic elective known simply as HIST 1TTS. Given the transnational content of all IB courses, this elective could count toward general-education requirements, specifically Area IV (World Languages and Global Culture).

There are several reasons to adopt this reform. In doing so, we will follow the lead of a growing number of our peer and aspirational institutions who have implemented comparable reforms. More important still, we will avoid potential violations of legislative mandates that govern the teaching of American history within the University System of Georgia. Finally, we will help speed the time-to-completion of undergraduates studying at the University of Georgia.

2. Background to the Problem

The International Baccalaureate Organization is a non-profit that promotes a model of K-12 education that seeks to educate students for life in a globalized world. It was founded in 1968 and is headquartered in Geneva, Switzerland. Public and private schools around the world who wish to secure IB accreditation must meet certain core requirements. These include offering classes in a second language and a program of study that is international in focus. More information can be found at <https://www.ibo.org>.

A growing number of schools have sought IB accreditation in the United States. Georgia has been among those states at the forefront of this movement, though most IB schools are located in Atlanta and the surrounding suburbs. Not coincidentally, these schools send a disproportionate number of students to the University of Georgia. Recent changes to state-wide K-12 public school policies will likely lead to an increase in the number of high schools seeking IB accreditation in the state of Georgia.

These trends are reflected in the number of students qualifying for IB course credit in a variety of fields, including history. According to Assistant Registrar Audrey Shinner, 116 students admitted to UGA in 2009 had IB history test scores of 4 or higher. In 2019, 526 students met that threshold – a nearly five-fold increase. As IB programs expand – and the academic rigor of the University of Georgia improves – these numbers will only grow.

Students who take IB history courses typically take two years' worth of courses. In Georgia, these courses often – but not always – begin with a first-year course called “History of the Americas.” (Some students instead take a regional study focused on other areas of the world). In the second year, all students typically take a course that can cover any number of topics in twentieth-century global history.

At that point, students take an exam that focuses on a specific geographic area: History of Africa; History of Southeast Asia and Oceania; History of Europe and the Islamic World; History of Europe and the Middle East; or History of the Americas. Students who score 4 or higher (on a seven-point scale) on the corresponding IB exams who attend the University of Georgia may petition the Department of History to grant the student credit for an equivalent three-hour course. This is in accordance with Board of Regents Policy 402.0105 ([Attachment A](#)), which stipulates that “determinations of course comparability will be made by the respective departments” at institutions within the USG system.

3. IB Courses and the University of Georgia Curriculum

When the IB programs first appeared, few university departments understood the curriculum. This was the case with our own department, where at some point in the distant past, whoever handled the first of these credits began giving students credit for existing courses that superficially resembled each IB course. For example, IB students who took “History of the Americas” were given credit for HIST 2112, the second half of the U.S. History survey. A search of the History Department’s administrative records has turned up no justification for this decision nor any evidence it was made in consultation with the larger department, the chair, or other members of the department’s leadership team.

This was unfortunate. Our recent review of the syllabi for IB history classes indicates that they are not remotely equivalent to our existing courses. There are two important differences. The first is that the IB courses are not surveys as our department (or any college or university history department) would define the term. These courses do not try to be comprehensive. Rather, they are resolutely comparative and highly selective. This marks them as distinctly different than a conventional history survey, which emphasizes breadth and comprehensiveness and necessarily focuses on one nation or region.

To understand the issue at hand, consider the fact that no faculty member in any history department who teaches first half of the U.S. history survey would fail to discuss the American Revolution and the Constitution; no one teaching the second half of the U.S. history survey would skip the Progressive Era, the Great Depression, or World War II. Nor, for that matter, would anyone teaching the second half of a Western Civilization class skip the Holocaust. But IB courses can –

and often do -- ignore these key eras and events because the IB curriculum is topical, not comprehensive.

Our most serious concern on this point relates to the “History of the Americas” course. This course is not a U.S. history survey course comparable to HIST 2112 or 2112). It is a comparative course that dedicates the first year to covering Mexico, Canada, the United States, and nations in Latin America in the first year. In the second year, students range even farther afield, considering select episodes of international diplomacy and warfare in the twentieth century in Africa and Asia. The choice of topics is up to the instructor and varies widely. There is nothing wrong with this approach from a pedagogical perspective. But it is not equivalent to our own U.S. history survey courses and does not consistently consider certain key issues in American history.

This poses a particular problem because the University System of Georgia is bound by a longstanding statutory requirement: “*All USG institutions shall give instruction in the history of the United States, in the history of Georgia, and in the essentials of the United States Constitution and the Constitution of Georgia. No undergraduate student shall receive a certificate of graduation or a degree without successfully completing coursework or passing a satisfactory examination on the history of the United States, the history of Georgia, and the provisions and principles of the United States Constitution and the Constitution of Georgia.*” ([Attachment B](#))

There is nothing in the IB curriculum that guarantees coverage of these topics; indeed, not a single IB course addresses Georgia history at all. A sampling of syllabi from different versions of the “History of the Americas” course offered in Georgia high schools ([Attachment C](#)) confirms this point. These courses generally do not comply with the statutory requirements that ordinary HIST 2111 and HIST 2112 classes must meet. If we continue to grant HIST 2112 credit for the IB “History of the Americas” course, then, we will knowingly violate state law. At the very least, we will invite legislative scrutiny.

3. Proposed Solution

The Director of Undergraduate Studies recently raised this issue with the Registrar’s Office. The Office recommended that the department petition the University’s Advanced Placement Council, requesting that students who score 4 or higher on the IB history test simply be given credit using a generic course number such as HIST 1TTS. This course would count as a single three-hour elective that would go toward overall graduation requirements. If the AP Council and the University Curriculum Committee wishes, it could allow this elective to fulfill gen-ed requirements, most obviously Area IV.

This approach is in keeping with policies recently adopted by a number of our peer and aspirational institutions. (See [Attachment D](#).) As other institutions have confronted a growing number of petitions for credit from IB students they have begun to scrutinize the underlying coursework and have reacted accordingly, creating generic equivalents in recognition that these are not conventional historical surveys but worth of college credit nonetheless. That is the same course of action proposed here.

This change will also benefit undergraduates at the University of Georgia. At the present time, the majority of students who are entitled to receive IB credit do not seek it, perhaps because the process for securing it is somewhat antiquated and time-consuming. For example, though 526 students who arrived at the University of Georgia qualified to receive credit for IB history courses, only 155 actually applied. This change, by contrast, will guarantee that students automatically receive credit for their IB history coursework, lessening the time it takes to complete their degrees.

This reform will lead to a slight increase in the number of students taking HIST 2111 or 2112. As a consequence, the Department of History will offer additional sections of these courses in order to accommodate increased demand. This is a burden the History Department can easily accommodate: we have more than enough upper-level course offerings relative to student demand. We will simply shift one instructor – two, if necessary – from upper-level courses to entry-level classes.

The Department of History took a formal vote on this proposed change on 19 November 2019; it was approved unanimously at that time and the Director of Undergraduate Studies was requested to submit a formal proposal to the AP Council and the University Curriculum Committee. This document is that proposal.

Attachment A

**POLICY MANUAL SECTION, 402.0105
COURSE CREDITS FOR INTERNATIONAL BACCALAUREATE DIPLOMA
COMPLETION**

A. System-wide Implementation Guidelines

In recognition of the fact that a strong predictor of college success is a rigorous high school curriculum, the institutions in the University System of Georgia will award academic credit for appropriate courses in the USG core curriculum for corresponding subject areas in a completed International Baccalaureate Diploma Program in which the student obtained designated end of course assessment scores. Both Standard Level (college preparatory) and Higher Level (college comparable) courses will be considered for credit in a completed Diploma Program, as the program does not allow students to take all Higher Level courses. Higher Level end of course assessment scores of four or more and Standard Level scores of five or better suggest that the IB Program work is comparable to a college course. The course credit schema in the table below will be used system-wide, with allowances made for variable credits in each category to account for labs, and on occasion, for depth of material covered in the IB Program subject area that may be comparable to more than one college level course.

Semester Credit Hours Granted		
<u>Score</u>	<u>Standard Level</u>	<u>Higher Level</u>
4	0	3 - 4
5	0 - 4	3 - 8
6 - 7	3 - 8	3 - 12

The particular courses for which students receive college credit may vary from institution to institution, depending on what courses the institution offers. Determinations of course comparability will be made by the respective departments. Institutions shall, however, attempt to have consistency across the system on common numbered core courses.

The total college course credits awarded for IB assessments may not exceed 24.

All institutions shall have a widely disseminated policy governing the award of course credits for IB assessments.

The policy will apply to both resident and non-resident students.

Institutions will collect data on IB students, analyze the data, and recommend revisions to the policy if warranted.

A student may opt not to accept credits if he or she sees that acceptance of credits may disadvantage him or her. Further, if a student believes that the assessment of his or her work from the IB Diploma Program and subsequent awarding of credits for such is in error, he or she may file an appeal with the appropriate department chair and request a re-

assessment. As with other academic matters, if the issue is not satisfactorily resolved at the department level, the student may then appeal to the dean of the respective college, with a final appeal to the vice president for academic affairs, whose decision in the matter will be final.

B. Individual Campus Implementation Guidelines

Along with the system-wide policy, individual campuses may choose to offer additional benefits. After the appropriate core courses are credited, if the student (diploma completer) has additional acceptable IB assessment scores (4 or better for HL, 5 or better for SL) that have not been awarded course credits, individual institutions may award credit for other lower-division courses outside of the core for up to a maximum of 24 credits (total). Institutions may choose to award other benefits to diploma completers as well (e.g. early registration, parking pass, etc). If that is the case, details will be available on the institution's website.

Institutions may choose to award credit to students who did not complete the diploma program but were awarded a certificate for completion of a specific subject area for Higher Level courses with an assessment score of 4 or better.

Attachment B



BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
Atlanta, Georgia 30303-3083

BOARD OF REGENTS' AGENDA
February 13, 2018

<u>Approximate Times</u>	<u>Tab</u>	<u>Agenda Item</u>	<u>Presenter</u>
9:00 AM Room 8135	1	Graduate Medical Education Committee	Regent Philip A. Wilheit
9:30 AM Room 8003	2	Call to Order	Chairman James M. Hull
	3	Invocation/Pledge of Allegiance	Lizzie Mathias, SGA President Middle Georgia State University
	4	Safety Briefing	Chief of Police Bruce Holmes
	5	Approval of January 11 th / February 5 th Minutes	Board Secretary Edward Tate
	6	Campus Spotlight - ABAC "Innovation in Academic Degrees"	Dr. David Bridges, President ABAC Faculty ABAC Students
	7	ALA Scholar Recognition	Interim VC for Human Resources Karin Elliott
	10:10 AM	8	Housing Presentation
10:45 AM Room 2104 Room 2104 Room 2104 (2 nd Floor)	<u>Track I Committee Meetings</u>		
	9	Academic Affairs	Regent Sarah-Elizabeth Reed
	10	Economic Development	Regent T. Rogers Wade
	11	Organization & Law	Regent Laura Marsh
10:45 AM Room 8003 Room 8003 Room 8003 Room 8003 Room 8003	<u>Track II Committee Meetings</u>		
	12	Personnel & Benefits	Regent Neil L. Pruitt, Jr.
	13	Finance & Business Operations	Regent Kessel D. Stelling
	14	Real Estate & Facilities	Regent Richard L. Tucker
	15	Internal Audit, Risk, and Compliance	Regent Sachin Shailendra
	16	Jt: Finance & Business Operations/ Real Estate & Facilities	Regent Kessel D. Stelling
12:00 PM Room 8026	17	Lunch	

AGENDA

COMMITTEE ON ACADEMIC AFFAIRS

FEBRUARY 13, 2018

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New Program Requests:

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2. Establishment of a Bachelor of Science in Agriculture with a major in Hospitality and Food Industry Management, University of Georgia 5
3. Establishment of a Bachelor of Fine Arts with a major in Visual Arts, University of North Georgia 7

II. Policies:

4. Revision to The Policy Manual, Section 3.1 General Policy 9
5. Revision to The Policy Manual, Section 3.2, Faculties 12
 - a. Revision to Subsection 3.2.5 Termination of Faculty Employment
6. Revision to The Policy Manual, Section 3.3.4, United States and Georgia History and Constitution 13
7. Revision to The Policy Manual, Section 3.6.1, Creation of Academic Programs 14
8. Revision to The Policy Manual, Section 4.2, Undergraduate Admissions 15
 - Revision to Subsection 4.2.1, Admission Requirements for Programs Leading to the Baccalaureate Degree 17
 - Revision to Subsection, 4.2.3, Additional Admissions Policies 18

6. **Revision to the Policy Manual, Section 3.3.4, United States and Georgia History and Constitution**

CURRENT POLICY LANGUAGE:

3.3.4 United States and Georgia History and Constitutions

All colleges and universities sustained or in any manner supported by public funds shall give instruction in the history of the United States, in the history of Georgia, and in the essentials of the United States Constitution and the Constitution of Georgia, and no undergraduate student in any college or university shall receive a certificate of graduation or a degree without successfully completing course work or previously passing a satisfactory examination on the history of the United States and the history of Georgia, and upon the provisions and principles of the United States Constitution and the Constitution of Georgia (Acts 1975, pp. 1140, 1141).

EDITED POLICY LANGUAGE:

3.3.4 United States and Georgia History and Constitutions

All ~~colleges and universities sustained or in any manner supported by public funds~~ **USG institutions** shall give instruction in the history of the United States, in the history of Georgia, and in the essentials of the United States Constitution and the Constitution of Georgia, ~~and no~~ **and** ~~no~~ undergraduate student ~~in any college or university~~ shall receive a certificate of graduation or a degree without successfully completing course ~~work~~ or ~~previously~~ passing a satisfactory examination on the history of the United States, ~~and~~ **and** the history of Georgia, and ~~upon~~ the provisions and principles of the United States Constitution and the Constitution of Georgia (~~Acts 1975, pp. 1140, 1141~~).

PROPOSED NEW POLICY LANGUAGE:

3.3.4 United States and Georgia History and Constitutions

All USG institutions shall give instruction in the history of the United States, in the history of Georgia, and in the essentials of the United States Constitution and the Constitution of Georgia. No undergraduate student shall receive a certificate of graduation or a degree without successfully completing coursework or passing a satisfactory examination on the history of the United States, the history of Georgia, and the provisions and principles of the United States Constitution and the Constitution of Georgia.

Attachment C

IB-HISTORY OF THE AMERICAS (HOA):
History of Canada, United States, & Latin America Syllabus 2017-2018
Valdosta High School
Room 1502-109

Mrs. Sabrina M. Smith
Email: ssmith@gocats.org
Phone: (229) 333-8540 x 5277

I. PROGRAM OVERVIEW

THIS COURSE IS READING INTENSIVE. STUDENTS MUST READ MATERIAL FROM MULTIPLE SOURCES IN ORDER TO BE SUCCESSFUL IN THE IB HOA COURSE.

Our focus this year is twofold. First and foremost, to teach you to think and learn like an IB candidate. The overall objective of IB is to mold candidates into thinkers, rather than learners of fact. In HOA, you are to become explorers of history. The IB History guides describes the DP History programme as follows:

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance.....Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today....It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history.

As you can see, being successful on an IB exam involves being able to contrast differing historical theories. You must show the examiner that you have an in-depth understanding of the material, are familiar with conflicting theories of the period, and have formulated an informed and critical interpretation of the historical period. As a historian you must be able to develop a thesis, choose evidence, define terms, and provide your own interpretations. Written expression and communication is a key aspect of the successful IB candidate as your grade focuses mostly on exhibiting historical skills, not factual knowledge. The assessment objectives are outlined on page 12 of the IB History Guide. I recommend you become familiar with them in order to give the graders what they are looking for.

Secondly, this course will serve as a survey of US History. Themes, topics, and concepts as required by the Georgia Standards for U.S. History in preparation for the Georgia Milestone End-of-Course Exam (May) will be covered. This course is not expected to prepare students for the AP Exam. Should you wish to take this exam, you will need to prepare on your own.

Every effort will be made to prepare you for the method of testing expected by the IBO. The IB exam consists of one internal assessment and three externally moderated exams. They are weighted as follows:

Paper 1	20%
Paper 2	25%
Paper 3	35%
Internal Assessment	20%

It is highly recommended that you read and become familiar with the IB History guide as provided by the diploma programme. Requirements and goals of the IB learner are set out clearly in this booklet.

II. PURPOSE

The IB History of the Americas course is a challenging two-year writing intensive program of study, which is meant to approximate university-level rigor and provide candidates the opportunity to earn college credit at most universities. An IB candidate understands that all of history is subject to interpretation. You should become a historical detective; gathering, reviewing, interpreting and evaluating historical documents and events. A successful IB historian has developed the following elements:

1. Sensitivity to how other times and places differ from our own.
2. Awareness of the basic continuities in human affairs over time.

3. Ability to note and explain significant changes.
4. Sensitivity to multiple causation.
5. Awareness that all history is a reconstruction that inadequately reflects the past as it really happened.

As your teacher, I cannot over-emphasize the distinction between “a common student of historical fact” and “the IB learner and evaluator of history.” You must learn to think critically.

III. COURSE DESCRIPTION

The course of study followed in History at Valdosta High School is known as Route 2, HL option 3. In IB History of the Americas: Colonialism to the present, students will focus on social, cultural, political, and economic relationships between the United States, Latin America, and Canada. Three areas of history are selected for in-depth study:

- o Independence movements (1763–1830)
- o Emergence of the Americas in global affairs (1880–1929)
- o The Second World War and the Americas (1933–1945)

In addition to these three areas which we will study in depth, we will also do a survey of United States History. Beginning with early European colonization, the course examines major events and themes throughout U.S. history. The course concludes with significant developments in the early 21st century and is planned so that class learning objectives are aligned with the content and skills outlined in Georgia’s Performance Standards (GPS) for secondary U.S. History.

IV. TEXTBOOKS

History of the Americas Course Companion (replacement cost \$40)
 An American Pageant (\$150)
 Born in Blood & Fire (\$40)
 *A People’s History of the United States (\$25)
 The Penguin History of Canada

Remember, IB assumes you have read a multitude of opposing viewpoints before the exam. It is *highly recommended* that candidates explore areas of interest on their own by reading historical biographies and/or autobiographies. Good choices, other than just reading, are shows on PBS and The History Channel. Remember, the focus is not memorizing historical facts, but learning and exploring in-depth history from a variety of perspectives.

V. ASSESSMENT

Every effort will be made to prepare you for the method of testing expected by the IBO. Candidates must select 3 questions to answer on Paper 3 exam. AP style multiple choice tests, common assessments, quizzes, and research projects should be expected.

A. Internal Assessment: The internal assessment is a required aspect of IB History. Research, outlining, planning and initial drafting will be begin during the junior year with the final paper due your senior year. Mrs. Lawhorn and I plan a trip to the VSU library to assist you with preparation of the IA. We will provide further information before the VSU visit.

B. Classroom Assessment: The US History Milestone Test counts 20% toward your final grade. The remaining 80% is calculated per VHS policy:

LEARNING TASKS: 10%

Assignments to practice newly learned concepts, normally completed in class, such as practice test questions, worksheets, homework etc.

STANDARDS CHECK 30%

Evaluation used to guide and monitor student progress and learning. This includes notebook checks, quizzes (announced & unannounced), chapter outlines, writing to win assignments, projects, as well as summarizing assignments. There will be at least 5 standard checks per 9 weeks.

SUMMATIVE ASSESSMENTS 60%

Evaluation to determine mastery of standards. Summative Assessments are primarily essay, but may be composed of AP style multiple choice, projects, short answer, etc. Summative Assessments are cumulative and timed. There will be approximately 4 summative assessments per 9 weeks. The lowest test grade **WILL NOT** be dropped. You are allowed to use your IB Writing tips and IB rubric on essays.

Valdosta High School Social Studies Department

Advanced Placement and International Baccalaureate Course Expectations

COURSE EXPECTATIONS:

Students will be expected to work independently, complete all reading assignments, and participate in class discussion. Reading of 50 pages or more is to be expected. Students will also be expected to maintain a course notebook and participate in individual, small group and large group class activities. It is expected that students work on assignments, readings, and projects on a regular basis including weekends and **holidays**.

HOMEWORK:

All assignments are due at the beginning of class without exception. **Failure to turn in your assignment at this time will result in a zero (0). Late work will not be accepted.** If a student is absent on the day an assignment is due, that work must be turned in the day the student returns to school, whether or not that specific class meets. Work assigned while absent is due within 3 school days (not class days).

PROJECTS/ESSAYS/LONG TERM ASSIGNMENTS:

Students are responsible for turning in all work on the specified date and time. Assignments of this caliber are normally assigned in advance with specified due dates. (Please note: due dates may not correlate with class days. Therefore, the assignment is due on THE SPECIFIED DATE, not the next time you have my class.) Late work will not be accepted. Students should plan for emergencies such as printer failure, loss of a jump drive, computer crashes or incompatibility, absence or poor performance by group members, etc. Students should plan accordingly, manage their time and not procrastinate. AGAIN, late assignments will not be accepted.

MAKE UP OF FORMATIVE AND SUMMATIVE ASSESSMENTS:

All makeup assessments will be administered after school and will be of a different format than that of the original exam. **Makeup assessments must be taken within three days or a grade of zero (0) will be assigned.**

ACADEMIC HONESTY: It is of vital importance to acknowledge and appropriately credit the owners of information that you use. Beyond appropriately crediting research, it is also vital that all work you submit belongs to you and that it is NOT copied from another source (internet, classmates, former students, etc.). Please know that if you are found to be guilty of malpractice (see below explanation) you will receive a "0" for that assignment, regardless of the assessment grading category, with no possibility for makeup.

What constitutes malpractice? Malpractice is behavior that results in, or may result in, you or any student gaining an unfair advantage in one or more assessment component. Malpractice includes plagiarism and collusion.

Plagiarism is defined as the representation of the ideas or work of another person as your own. The following are some of the ways to avoid plagiarism.

- Words and ideas of another person used to support one's arguments must be acknowledged.
- Passages that are quoted verbatim must be enclosed within quotation marks and properly cited.
- Email messages, web sites, and any other electronic media must be treated in the same way as books and journals and must be properly cited.

Collusion is defined as supporting malpractice by another student. This includes:

- Allowing your work to be copied or submitted for assessment by another student
- Duplicating work for different assessment components and or requirements.

IB courses receive a 10 point curve per VHS policy. Please read the VHS IB Contract regarding other specifics and requirements.

Parents & Guardians,

In today's world the use of different types of media has become a major part of our everyday life. Often times, being able to see something solidifies the event in our mind more vividly than if we read or hear about it.

With that in mind, I have incorporated several movies into my IB History of the Americas course (I took similar courses in college, and it was very beneficial to my studies). Students will be doing comparisons, reflective writing, and critical thinking using film throughout the course. The use of this type of media will afford students the opportunity to glimpse points of history, simulating first-hand experience. It will also provide examples of struggles faced by individuals, show aspects of culture, and reflect upon biases and prejudices presented in artistic creations. Additionally, the films will encourage students to actively engage the past, and use knowledge gained from this course in helping to better understand how our country came to be.

The films that we will watch throughout the course will do a very good job of conveying the mood of specific time periods that we are covering. The reason I am requesting your permission is because some of the films have strong language and graphic/violent scenes. Most of the films that I may choose to use throughout the course, but are not limited to, are the following:

Argo
"42"
The Patriot

Hidden Figures
Cinderella Man
The Butler

Saving Private Ryan
The Middle Passage
Valkyrie

If you agree, please sign this letter giving your permission for viewing the films/scenes at school and have your child return it to me as soon as possible. If you do not agree, your child will not be penalized in any way. Alternate assignments in an alternate location will be given. If you have any questions, please feel free to contact me here at the school or by email. Our phone number is (229) 333-8540, and my email is ssmith@gocats.org.

Sincerely,

Sabrina M. Smith

I agree to allow my child _____ to view the proposed films for their IB History of the Americas course.

Signature

**IB History HL Syllabus
Marietta High School**

Teacher: Stephen Tilson & Beau Dominguez

Email Address: stilson@marietta-city.k12.ga.us; Bdominguez@marietta-city.k12.ga.us

Course Schoology site: *IB History of the Americas year 2*

Department: Social Studies

Course Tutoring Day: *Any day except Fridays by appointment.*

Course Information: IB History of the Americas II satisfies the individual and societies component of the IB curriculum. It seeks to develop a historical understanding of 20th Century World History through the acquisition, selection, effective use and synthesis of knowledge. Students will study select world history topics with special emphasis on the cause, practice, and effects of war and the rise and rule of single-party states.

Students are expected to develop their critical thinking and research skills throughout the course. Each student will be required to complete a practice Internal Assessment in Year I that will help prepare for the full HL Internal Assessment in Year II. The Internal Assessment includes researching background information and planning a research experiment.

Course Expectations:

AIMS OF IB History HL:

Students will be expected to:

1. comprehend, analyze, evaluate, and integrate source material critically as historical evidence
2. explain different approaches to, and interpretations of historical events and topics
3. place events in their historical context
4. explain the cause and effects of historical continuity and change
5. present arguments that are clear, coherent, relevant and well substantiated
6. present historical explanations from an international perspective
7. plan, organize and present an individual historical investigation

Course Curriculum: IB History HL GUIDE (International Baccalaureate Organization)

Course Overview/Design:

1. Europe and the First World War

**European diplomacy and the changing balance of power after 1871

**Foreign policy of Kaiser William II; domestic conditions that impacted on German foreign policy; its impact/influence on other countries, including Britain, France, Russia and Austria-Hungary

**Causes of the First World War: long and short term; relative importance of the Alliance System; the decline of the Ottoman Empire; German foreign policy; Austria-Hungary, Russia and Balkan nationalism; the arms race and diplomatic crisis; the July Crisis of 1914

**IB History HL Syllabus
Marietta High School**

****Impact of the First World War on civilian population of Germany and Russia between 1914-1918**

****Factors leading to the defeat of Germany and the other Central Powers; strategic errors; economic factors; entry and role of the U.S.; domestic instability of the Central Powers**

2. The Rise of authoritarian states: Germany, Italy and Japan

****Conditions in which authoritarian states emerged; economic factors; social division; impact of war; political weaknesses**

****Methods used to establish authoritarian states; persuasion and coercion; the role of leaders; ideology; the use of force**

****Use of legal means; charismatic leadership; dissemination of propaganda**

****Nature, extent and treatment of opposition**

****The impact of the success and or failure of foreign policy on the maintenance of power**

****Aims and impact of domestic economic, political, cultural and social policies**

****The impact of policies on women and minorities**

****Authoritarian control and the extent to which it was achieved**

3. European states in the inter-war years: Germany, Italy, Spain, Britain

****Consolidation of power**

****Political, economic, social policies**

****Cultural changes**

4. Diplomacy in Europe: 1919-1945

****Peace settlements (1919-1923): Versailles; Neuilly; Trianon; St Germain; and Sevres/Lausanne aims, issues and responses**

****The League of Nations and Europe: successes and failures; the search for collective security; developments in the successor states of central and eastern Europe**

****Italian and German foreign policies (1919-1941) causes of expansion, events, responses**

****Collective security and appeasement (1919-1941): aims, issues, extent of success; role of British, French and Russian foreign policies; Chamberlain and the Munich Crisis**

****Causes of the Second World War and the development of European conflict (1939-1941); the wartime alliance (1941-1945);**

reasons for Axis defeat in 1945; role of economic, strategic and other factors

****Impact of the Second World War on civilian populations in Germany and Japan**

****Focus of World War II in the Pacific**

**IB History HL Syllabus
Marietta High School**

Resources:

Michael Lynch. Access to History for the IB Diploma: Authoritarian States
Andy Daily. Access to History for the IB Diploma: The Move to Global War
Andy Daily. Access to History for the IB Diploma: Causes of 20th Century Wars

Materials Needed for Course:

3-ring binder
Paper
Writing Utensil

Methods of Assessing Course Objectives:

- | | |
|---|----------------|
| ✓ Classroom activities; In – Class writing assignments; Homework | 10 - 25 points |
| ✓ Quizzes | 25 - 50 points |
| ✓ Tests | 100 points |
| ✓ Final Exam | 100 points |
| ▪ <i>Exception: 2nd semester for Year 2 due to IB Exam</i> | |

Grading Weights:

All assignments will be graded using a set of criteria based on the IB History objectives with the quizzes which model the structure of the IB Paper 1. You will be provided with a copy of this set of criteria and corresponding grade conversions. Your overall course grade will be weighted as follows:

Knowledge and Understanding	20%
Application and Analysis	20%
Synthesis and Evaluation	20%
Use of Appropriate Skills	20%
Final Exam	20%

**IB History HL Syllabus
Marietta High School**

Course Late and Makeup Work Policy: Per MHS policy it is your responsibility to request make-up work when you are absent. If you anticipate being absent for multiple days, you must contact me via email to obtain missing work. You will have a reasonable time to complete make-up work based on the number of days you are absent and the additional IB workload you have.

If you fail to turn in an assignment on time, in accordance with MHS policy, I will deduct 10% for each school day (not A/B day) it is late. If you anticipate having a problem submitting an assignment on time, it is your responsibility to communicate with me in advance. Only then will I consider an extension.

Grade Recovery Policy: Opportunities will be provided throughout the course at teacher discretion to apply feedback given on formative assignments and resubmit for regrading. No resubmissions will be available for summative assignments.

Course Academic Dishonesty Policy: See IB Honor Code.

Course Exam Exemption Policy: This course will follow the MHS Exam Exemption policy.



Course: History of the Americas, 2019-2020
Text Replacement Cost: per text

Course Number: 45.0870010
Location: Main Building, Room 308 A

Instructor: Mr. Vincent Gray

Contact Information:

Phone—678/874/6456

Voicemail--46

Email—Vincent_Gray@dekalbschoolsga.org / Vince.gray@gmail.com

Class website: <https://sites.google.com/view/grayib>

Course Description

This history class is a quest for self-understanding. In our study of past people and events, we can achieve greater understanding of ourselves and our world. The history of the United States and parts of Latin America will be emphasized in this course. However, we will frequently relate American events to global trends and examine selected American history topics in an international context. Teaching American history from this perspective will allow us to understand America's evolving position on a global scale. According to Thomas Bender, teaching from a **global perspective** allows us "to recognize the historical interconnections and interdependencies that have made America's history global even as it is national..."

This is an IB class, and as such it is designed to successfully prepare students for paper 3 of the higher level IB History exam (papers 1 and 2 correspond to the 20th Century World Topics class, which is taught senior year). The curriculum for this class has been developed to correspond with the themes that are covered on the IB history exam.

During the semester, we will use a variety of primary and secondary reading materials. When you receive a reading packet, please feel free to highlight it or to make notes in the margins. **Important**--reading assignments **MUST** be completed before each class. It is **essential** to keep up with the assigned readings and assignments in order to be able to participate in class discussions, and to be ready for "knowledge checks" which let you demonstrate what you have learned. We will also make extensive use of source material such as videos and films, political cartoons, song lyrics, works of art, and the wealth of information available on the Internet.

IB learners strive to be:

Inquirers	Knowledgeable	Thinkers	Communicators	Principled
Caring	Risk-takers	Balanced	Reflective	Open-minded

IB Learner Outcomes

By the end of this course you will have:

- interpreted **primary and secondary sources** in regard to their origin, purpose, value and limitation (OPVL)
- worked **cooperatively** with others
- **communicated ideas** clearly through class discussions and written work
- been **actively involved** in the learning process
- **learned to appreciate** the complexity of events that produce historically significant results
- improved your ability to **evaluate** historical analysis and argument

Curriculum Overview/ Units of Study (3 units will be covered in depth)

- Exploration and Conquest of the Americas
- The Colonial Period: New Spain, New France, and British North America
- Indigenous Societies and Cultures in the Americas
- Religion in the New World
- **Slavery and the New World**
- Wars of Independence: US and Latin America
- Evolution of New Governments and Confederation: US, Canada and Latin America
- Westward Expansion and Manifest Destiny
- **United States Civil War and Reconstruction**
- Mexican Revolution
- US Foreign Policy (with a focus on Latin American relations) 1898-1945
- WWI, the 1920s, The Great Depression and the New Deal
- WWII
- Post World War II Domestic Policies 1945-1990
- US Foreign Policy (with emphasis placed on the Cold War) 1945-1990
- **Civil Rights and Social Movements**

IB Reading Materials

Class sets of Textbooks; for purchase; or readings will also be disseminated via physical handouts in class or through the class website.

Tentative Reading List

Kennedy, David M., Lizabeth Cohen, and Thomas A. Bailey. *The American Pageant: Advanced Placement edition*. Boston: McDougal Littell/Houghton Mifflin. 12th edition

Baily, Thomas A and David Kennedy eds. *The American Spirit: United States History as Seen by Contemporaries*. 12th ed. 2 vols. Lexington, MA: D.C. Heath, 2009.

Burns, E. Bradford and Charlip, Julie. *Latin America: A Concise Interpretative History*. Upper Saddle River: Prentice Hall. 7th edition, 2002.

Ellis, Joseph. *Founding Brothers: The Revolutionary Generation*. New York: Harper Collins. 2000.

Hoffer, Peter. *Past Imperfect: Facts, Fictions, Fraud – American History from Bancroft and Parkman to Ambrose, Bellesiles, Ellis, and Goodwin*. 2007

Hofstadter, Richard. *The American Political Tradition*. Knopf: New York. 1948

Newman. John and John Schmalbach, *United States History: Preparing for the Advanced Placement Exam*. New York: AMSCO, 2014.

Zinn, Howard. *A People's History of the United States: 1492 – Present*. New York: Harper Collins.

Additional scholarly articles from various sources TBD.

Evaluation

Along with reading assignments, there will be a variety of activities including:

Activity	Time Frame/Frequency
Analyzing primary sources	Weekly/Monthly
Viewing documentaries—answering questions and writing responses	Weekly
Group work	Weekly
Internal Assessment (practice)—but still counts for 20% of your grade!	October-April

Informal Class Discussions	Daily
Socratic Seminars/ Debates	4-5 per semester
Quizzes	1 per week/every other week
Unit Tests (IB Paper 3 format)	About every 6 weeks

GRADING SYSTEM: The DeKalb County School District believes that the most important assessment of student learning shall be conducted by the teachers as they observe and evaluate students in the context of ongoing classroom instruction. A variety of approaches, methodologies, and resources shall be used to deliver educational services and to maximize each student's opportunity to succeed. Teachers shall evaluate student progress, report grades that represent the student's academic achievement, and communicate official academic progress to students and parents in a timely manner through the electronic grading portal. **See Board Policy IHA.**

GRADING CATEGORIES	*GRADE PROTOCOL
Formative Assessment - 0% (Pre-Assessments)	A 90 – 100 ~ P (pass)
Assessment During Learning – 25% (Quizzes)	B 80 – 89 ~ F (fail)
Guided, Independent, or Group Practice – 45% (Homework, Classwork, Projects)	C 71 – 79
Summative Assessment or Assessment of Learning– 30% (Tests, Final/Summative Projects)	D 70
US History EOCT (After final grade %) – 20% (SPRING)	F Below 70

Grade Explanations

IB History of the Americas is a weighted course.

1. Unit Tests: Approximately 3 unit exams will be given during the first semester. Tests will be rigorous as they are intended to challenge the student at the IB level. Unit tests are designed to give students frequent experience with the “Paper 3” IB exam essay. **30%**

***Missed Exams:** Students who are absent legitimately on a test day must make up the test immediately upon their return. Students with unexcused absences MAY NOT make up work.

2. Quizzes: Short assessments include multiple choice responses (rare), seminars, debates, short analysis response. **25%**

3. Class participation: Classes are most rewarding for all of us when you come prepared. That means you have done all of the required reading as indicated on the unit reading assignment sheets, and you have taken time to reflect on what you have read. I will organize activities and ask questions designed to prompt thoughtful discussion, and will observe the quality of your participation. I will at times, ask for written evidence of your participation.

4. Homework: Most homework assignments involve reading, taking notes, answering focus questions and conducting research. Late assignments will receive 50% deductions. For excused absences, assignments are due the day the student returns to class unless prior arrangements have been made.

Class participation, homework, classwork, projects = 45%

5. Practice Internal Assessment: An investigative source-based study of historical analysis of 1,500-2,200 words. Assessment is based on IB criteria which will be explained later. Basically, you develop a historical question about a topic you are interested in and conduct research. You then write the results which must include: the question, evaluation of sources, critical investigation, a reflection, a conclusion, and sources. By the end of 1st semester you must develop your question, conduct your research, and write your plan. The final paper must be turned in by late April. More information and a timeline will be given at a later date. **20% (within the 45% category – DeKalb already set the categories).**

6. Midterm and Final/EOCT: The midterm and final will be administered at the end of each semester and are cumulative. The EOCT will be administered in May and will count as the final exam.

State Testing

This year Juniors enrolled in History of the Americas will be taking 1 state test.

1. A US History **End of Course Test** (EOCT) will be given in May and it counts as 20% of a student's final grade.

National Testing

Students who are performing well in IB HOA are encouraged to take the **AP US History Exam** in May. Students who want to sit for the exam must register in March and pay an (\$86 fee – unless changed).

Plagiarism and Cheating Policy

All assignments you turn in must be your own ideas, expressed in your own words. Of course you may quote briefly from other works, but you MUST cite the source. You may not copy from other writers' works, whether from another student, a published book, or the Internet. You may not turn in the same paper for two different classes. Students suspected of cheating or plagiarism will receive no credit for the assignment and a behavior referral to administration. For further information, please refer to the Druid Hills Honor Code and the IB HONOR CODE AND POLICY.

MANAGEBAC, Email communique, TURN IT IN.COM, etc. will be used in this Course (and in general, in IB). Students will need to have internet access in order to submit major assignments. If there are any problems or issues with access, the student and parents need to set up a conference with Mr. Gray/Ms. Bracewell to make the necessary accommodations. A DCSS Chromebook or compatible laptop is Required for IB and this course. Students will not be denied access, and must see Admin for any hardships. There is not an upfront fee this year.

Keys to Success in IB History of the Americas

1. **Come to class prepared** -- This means having all assignments completed prior to the beginning of class and being seated and ready to begin when the bell rings.
2. **Respect the rights of others** -- Only one person talks while everyone else listens. Treat others with dignity and respect. Students should feel safe to exchange ideas. No question is a "stupid" question!
3. **Frequent tardiness is unacceptable and may negatively impact your grade**—Quizzes are given the 1st 10 minutes of class and time will not be extended for those who arrive late. If the entire quiz is missed due to an unexcused tardy a zero will be given.

Most importantly, stay positive! Although this course is extremely challenging, you must believe in yourself and be willing to accept a few setbacks along the way in order to grow as a young scholar and as a person ("no pain, no gain"). Learn from your mistakes and setbacks, make adjustments, and try again. The prize at the end is worth it! You can do it!! ***"There is no failure until you quit trying."***

My Obligations to Students:

1. I will do everything possible to help you understand History.
2. You can get extra help before and after school. If you do not understand something, ask for extra help.

Parents and Students,

I look forward to teaching History of the Americas and working with you all. If you have any questions, comments, or concerns, please do not hesitate to contact me. I am available by phone and email until 9:00 and between 3:10 and 3:50 most days. If students need extra help they can see me on Tuesdays and Thursdays before and after school or on other days by appointment.

Student's Signature

Guardian's Signature

*Read history.
History, history, history, for insights into human nature and as an aid to navigation in turbulent times.
If you are to be leaders, which surely many of you will be, you must read history.
And if you are anything like your contemporaries, all across the country,
you have a lot of catching up to do [laughter] and a lot of wonderful reading ahead of you.*

David McCullough, *Commencement Address* Bates College, 5-28-06

PARENTS:

I look forward to keeping in contact with both you and your child. Please provide me with the BEST way to get in contact with you. Please return this sheet to me.

Name/Relation to Student

Phone Number

Email

Name/Relation to Student

Phone Number

Email

Any other comments:

IB History DP Grades 11 & 12 Syllabus

History of the Americas

Mr. Jannereth – Revised August, 2019

*OUR GOAL: To be critical of historical sources, analytically organize high quality evidence to support a historical thesis, and evaluate different historical perspectives. In other words, **BE the historian.***

Best Practices

- Be to class on time, prepared, and be respectful (Phones OFF and out of sight)
- Work ahead and read from additional outside sources
- Lead on-topic discussions and participate actively and productively
- Ask questions, help others, and be a creative risk taker
- Bring a bottle of water to class (except on test days – NO other food or drinks permitted)
- Take good notes and review them before the next class

Materials

- Three-ring binder (6 subjects or dividers recommended, or multiple binders for different units) for all handouts and notes.
 - One section per topic (below), one for Projects/IA and one for Historical Methods
- Large Spiral-Ring Notebook for People & Terms
- Smaller spiral-ring or Composition book for video and class log entries

Grade Weights and Criteria

40% Summative Assessment (Tests)

- Knowledge & Understanding
- Communication – essay writing skills
- Critical Thinking – analysis/evaluation of course material

10% Formative Quizzes

- Knowledge & Understanding – Reading Comprehension (Quiz and/or Discussion)

20% Projects/IA

- Knowledge & Understanding – specific, detailed, historical research focused
- Investigation skills – research, citation, diversity of source material
- Communication – formal paper composition, citation
- Critical Thinking – Synthesis of relevant material, evidence-based reasoned conclusion

15% Coursework/Engagement (Daily logs and assignments)

- Knowledge & Understanding – Annotated reading, classroom enrichment, note taking/logs
- Investigation skills – In-class research and collaboration
- Communication – oral presentations, artistic, collaboration with peers
- Critical Thinking – role-play, discussion

15% Homework/Deadlines (People & Terms)

- Knowledge & Understanding of textbook reading assignments

Late Work

1 day late: 25% off (due by end of next school day)

2 days late: 50% off (due by end of second school day)

3 or more days late: 0%

- If present in school, work must be on time even if you leave early.

Assessment Formats

IB History consists of Internal and External final examinations. In class tests will mirror these exams and may include bonus portions with multiple choice or free response (fill in the blank) style questions.

External Assessments: Paper 1, Paper 2, Paper 3 (HL only) as explained below.

Internal Assessment: All students are to complete a 2,200 word research based paper in both 11th and 12th grade. The final, 12th grade IA will be assessed as part of the students IB score as explained below.

SL

Assessment component	Weighting
External assessment (2 hours 30 minutes)	75%
Paper 1 (1 hour) Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks)	30%
Paper 2 (1 hour 30 minutes) Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)	45%
Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	25%
Historical Investigation Students are required to complete a historical investigation into a topic of their choice. (25 marks)	

HL

Assessment component	Weighting
External assessment (5 hours)	80%
Paper 1 (1 hour) Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks)	20%
Paper 2 (1 hour 30 minutes) Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)	25%
Paper 3 (2 hours 30 minutes) Separate papers for each of the four regional options. For the selected region, answer three essay questions. (45 marks)	35%
Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	20%
Historical Investigation Students are required to complete a historical investigation into a topic of their choice. (25 marks)	

GRADE 11 Topics (Free-Response Essays)

8: US Civil War: causes, course and effects (1840–1877)

This section focuses on the US Civil War between the North and the South (1861–1865), which is often perceived as the great watershed in the history of the United States. It transformed the country forever, but the war created a new set of problems: how would the country be reunited? How would the South rebuild its society and economy? How would the four million freed former slaves fit into society?

- Slavery: cotton economy and slavery; conditions of enslavement; adaptation and resistance; abolitionist debate—ideological, legal, religious and economic arguments for and against slavery, and their impact
- Origins of the Civil War: the Nullification Crisis; states' rights; sectionalism; slavery; political issues; economic differences between the North and South
- Reasons for, and effects of, westward expansion and the sectional debates; the crises of the 1850s; compromise of 1850; political developments, including the Lincoln–Douglas debates and the presidential election of 1860
- Union versus Confederate: strengths and weaknesses; economic resources; role and significance of leaders during the Civil War; role of Lincoln; significant military battles/campaigns
- Factors affecting the outcome of the Civil War; the role of foreign relations; the Emancipation Proclamation (1863) and participation of African Americans in the Civil War
- Reconstruction: presidential and congressional plans; methods of southern resistance; economic, social and political successes and failures

10: Emergence of the Americas in global affairs (1880–1929)

This section focuses on the impact of modernization in the region on foreign policy, including an exploration of the involvement of the region in the First World War. Modernization shaped the new nations, and its effects created the basis for a major shift in the foreign policies of the region. By the end of the 19th century, for example, the United States played a more active role in world affairs and in the affairs of Latin America in particular, thus transforming inter-American relations. When the First World War ended, its impact was felt in the economic, social and foreign policies of the participating countries.

- United States' expansionist foreign policies: political, economic, social and ideological reasons
- Spanish–American War (1898): causes and effects
- Impact of United States' foreign policies: the Big Stick; Dollar Diplomacy; moral diplomacy
- United States and the First World War: from neutrality to involvement; reasons for US entry into the First World War; Wilson's peace ideals and the struggle for ratification of the Treaty of Versailles in the United States; significance of the war for the United States' hemispheric status
- Involvement of **one** country of the Americas (except the US) in the First World War: nature of, and reasons for, involvement
- Impact of the First World War on any **two** countries of the Americas: economic, political, social and foreign policies

11: The Mexican Revolution (1884–1940)

This section focuses on the causes, course and impact of the Mexican Revolution in a country that had experienced a lengthy period of political stability and economic growth, but enormous social inequality. The socio-economic composition of revolutionary leadership was varied—as were the aims—and the revolution was prolonged and costly. The 1917 Constitution has been described as the most progressive constitution created at this time, and it had significant influence on the political developments of the country and the region. The revolution impacted greatly on the arts, arguably representing the earliest and most enduring attempt to overcome racial divisions and incorporate the Indian heritage into the national identity.

- Rule of Porfirio Díaz from 1884; political control; contribution to discontent
- Causes of the Mexican Revolution: social, economic and political
- The revolution and its leaders (1910–1917): ideologies, aims and methods of Madero, Villa, Zapata, Carranza; achievements and failures; the 1917 Constitution—nature and application
- Construction of the post-revolutionary state (1920–1940): Obregón, Calles and the Maximato; challenges; assessment of their impact in the post-revolutionary state
- Lázaro Cárdenas and the renewal of the revolution (1934–1940): aims, methods and achievements
- The role of foreign powers (especially the United States) in the outbreak and development of the Mexican Revolution; motivations, methods of intervention and contributions
- Impact of the revolution on women, the arts, education and music

GRADE 12 Topics

Paper 1 Assessment Topic (Document Based Short Answer & Essay)

Prescribed subject 3: The move to global war

This prescribed subject focuses on military expansion from 1931 to 1941. Two case studies are prescribed, from different regions of the world, and **both** of these case studies must be studied. The first case study explores Japanese expansionism from 1931 to 1941, and the second case study explores German and Italian expansionism from 1933 to 1940. The focus of this prescribed subject is on the causes of expansion, key events, and international responses to that expansion. Discussion of domestic and ideological issues should therefore be considered in terms of the extent to which they contributed to this expansion, for example, economic issues, such as the long-term impact of the Great Depression, should be assessed in terms of their role in shaping more aggressive foreign policy.

Case studies	Material for detailed study
Case study 1: Japanese expansion in East Asia (1931–1941)	<p>Causes of expansion</p> <ul style="list-style-type: none">• The impact of Japanese nationalism and militarism on foreign policy• Japanese domestic issues: political and economic issues, and their impact on foreign relations• Political instability in China <p>Events</p> <ul style="list-style-type: none">• Japanese invasion of Manchuria and northern China (1931)• Sino-Japanese War (1937–1941)• The Three Power/Tripartite Pact; the outbreak of war; Pearl Harbor (1941) <p>Responses</p> <ul style="list-style-type: none">• League of Nations and the Lytton report• Political developments within China—the Second United Front• International response, including US initiatives and increasing tensions between the US and Japan
Case study 2: German and Italian expansion (1933–1940)	<p>Causes of expansion</p> <ul style="list-style-type: none">• Impact of fascism and Nazism on the foreign policies of Italy and Germany• Impact of domestic economic issues on the foreign policies of Italy and Germany• Changing diplomatic alignments in Europe; the end of collective security; appeasement <p>Events</p> <ul style="list-style-type: none">• German challenges to the post-war settlements (1933–1938)• Italian expansion: Abyssinia (1935–1936); Albania; entry into the Second World War• German expansion (1938–1939); Pact of Steel, Nazi–Soviet Pact and the outbreak of war <p>Responses</p> <ul style="list-style-type: none">• International response to German aggression (1933–1938)• International response to Italian aggression (1935–1936)• International response to German and Italian aggression (1940)

PAPER 2 – Assessment Topics (Free Response Essays)

World history topic 11: Causes and effects of 20th century wars

This topic focuses on the causes, practice and effects of war in the 20th century. The topic explores the causes of wars, as well as the way in which warfare was conducted, including types of war, the use of technology, and the impact these factors had upon the outcome. Examination questions for this topic will require students to make reference to specific 20th-century wars in their responses, and may require students to make reference to examples of wars from two different regions of the world. Please note that the suggested examples for this topic include “cross-regional” wars such as the First and Second World Wars. In examination questions that ask students to discuss examples of wars from different regions, students may use these wars in a regional context (for example, the Second World War in the Pacific) but may not then use the same war in a different region (for example, the Second World War in Europe) in the same response.

Topic	Prescribed content
Causes of war	<ul style="list-style-type: none">• Economic, ideological, political, territorial and other causes• Short-term and long-term causes
Practices of war and their impact on the outcome	<ul style="list-style-type: none">• Types of war: civil wars; wars between states; guerrilla wars• Technological developments; air, naval and land warfare• The extent of the mobilization of human and economic resources• The influence and/or involvement of foreign powers
Effects of war	<ul style="list-style-type: none">• The successes and failures of peacemaking• Territorial changes• Political impact: short-term and long-term• Economic, social and demographic impact; changes in the role and status of women

Course Examples:

The Americas: Mexican Revolution (1910–1920)

Asia and Oceania: Korea (1950 – 1953); Vietnam (1946–1954 and/or 1964– 1975)

Europe: Spanish Civil War (1936–1939); Irish War of Independence (1919–1921)

Cross-regional wars: First World War (1914–1918); Second World War (1939–1945); Russo-Japanese War (1904–1905)

World history topic 12: The Cold War: Superpower tensions and rivalries (20th century)

The Cold War dominated global affairs from the end of the Second World War to the early 1990s. This topic focuses on how superpower rivalries did not remain static but changed according to styles of leadership, strength of ideological beliefs, economic factors and crises involving client states. The topic aims to promote an international perspective on the Cold War by requiring the study of Cold War leaders, countries and crises from more than one region of the world. Examination questions may require students to make reference to examples from two different regions of the world.

Topic	Prescribed Content
Rivalry, mistrust and accord	<ul style="list-style-type: none"> The breakdown of the grand alliance and the emergence of superpower rivalry in Europe and Asia (1943–1949): role of ideology; fear and aggression; economic interests; a comparison of the roles of the US and the USSR The US, USSR and China—superpower relations (1947–1979): containment; peaceful co-existence; Sino-Soviet and Sino-US relations; detente Confrontation and reconciliation; reasons for the end of the Cold War (1980–1991): ideological challenges and dissent; economic problems; arms race
Leaders and nations	<ul style="list-style-type: none"> The impact of two leaders, each chosen from a different region, on the course and development of the Cold War The impact of Cold War tensions on two countries (excluding the USSR and the US)
Cold War crises	<ul style="list-style-type: none"> Cold War crises case studies: detailed study of any two Cold War crises from different regions: examination and comparison of the causes, impact and significance of the two crises

Course Examples

Examples of leaders: Truman, Stalin, Khrushchev, Nixon, Mao, Castro, Brezhnev, Reagan, Gorbachev, Nasser, Brandt

Examples of Cold War crises:

- Africa and the Middle East: Suez Crisis (1956);
- The Americas: Cuban Missile Crisis (1962);
- Asia and Oceania: Chinese Offshore Island Crises (1954/1958); North Korean invasion of South Korea (1950); Soviet invasion of Afghanistan (1979)
- Europe: Berlin blockade (1948–1949), Berlin Wall (1958–1961); Hungary (1956); the Prague spring (1968); the USSR and eastern Europe (1981–1989)

IB History of Americas, Yr 2
Syllabus and Policies
Mr. Lawson (Room 111)
North Hall High School

Office Hours: Monday-Friday 8:00am-3:35pm

School Phone: 770-983-7331

Email Address: timothy.lawson@hallco.org

History of the Americas aims to promote an understanding of the discipline of history through the evaluation of multiple sources and to understand the present through critical analysis of the past. Students will better understand the impact of historical events and how those events shaped the world today while developing an awareness of one's own historical identity.

Syllabus:

20th Century World History – Prescribed Subjects:

The Move to Global War

20th Century World History – Topics

Causes, practices and effects of wars

The Cold War

Grading Policy:

Progress reports will be issued every 4 ½ weeks. Report cards will be issued every 9 weeks.

Grades will be calculated by the following:

Daily Grades: 40%

Tests/Papers: 60%

Causes, Practices, and Effects of War (Theoretical Background + War in Focus: WWI)	The Move to Global War	War in Focus: Spanish Civil War and WWII	Origins of the Cold War	Developments of the Cold War (1949 – 1979) (Seminar book, Ch. 2 – 4)	Détente Era	End of the Cold War (Seminar book, Ch. 5 – 7)
1. Introduction Day (Dawn of the 20 th century) 2. Types of Warfare 3. Origins and Causes of War (+War in Focus: WWI Origins and Causes) 4. Causes of WWI Con't/ Early Years of War 5. Developments of WWI 6. Nature of 20 th century wars (+War in Focus: Nature of WWI) 7. Nature of WWI con't/Events of WWI 8. Home Front changes in 20 th century wars (+focus WWI: Home Front) 9. Effects and results of wars (+focus: WWI Effects and Results) 10. War in Focus: WWI Effects and Results con't	1. H.I. Library Day 2. Treaty: War Aims and Organization 3. Peace Settlements 4. The Struggle to Enforce the Treaties 5. The Struggle to Enforce the Treaties2 6. The Locarno Era 7. Russia and Eastern Europe 8. The League of Nations 9. The Impact of the Great Depression 10. Crises in the Depression 11. Imperial Japan 12. Fascism in Italy 13. Fascism in Germany 14. Review	1. Political Turmoil in Spain 2. Spanish Civil War Causes 3. Spanish Civil War Events/Nature 4. Spanish Civil War Outcomes 5. Build up to WWII (note peacemaking book, ch. 6) 6. Causes of WWII outbreak 7. Nature of WWII 8. Events of WWII 9. End of WWII 10. Outcomes of WWII 11. Review 12. Exam Note: H.I. FINAL DRAFT DUE December 1st	1. Wartime Conferences: from friends to foes 2. Ideological Differences 3. Superpowers and Spheres of Influence 4. Alliances and Diplomacy 5. Exam SEMESTER BREAK	1. Review: Origins of the Cold War 2. European Origins: Berlin, 1945 - 1961 3. Global Gold War: Organizations and Alliances 4. Global Cold War: Korea 5. New Leaders and a "New Look" 6. Crises in 1956: Hungary and Suez 7. Cold War Meets Third World: Congo 8. Brinkmanship: Cuba 9. Relationships with China 10. Prague Spring and Review	1. Overview: Détente 2. Arms Race 3. Indo-China 4. Vietnam 1 5. Vietnam 2 6. Decline of Détente: Middle East 7. Six Day War 8. Decline of Détente: Africa 9. End of Détente: Afghanistan	1. The Second Cold War 2. Changing Face of the Arms Race (Reagan) 3. Developments in Chinese Relations (1980s) 4. Challenges to Soviet Control 5. Gorbachev and the Fall of Communism 6. Collapse of the USSR 7. Impact of the Cold War
Aug/September	October	November	December	Jan/February	March	April/May

Classroom Expectations:

At all times, students must be in accordance to West Hall High School's rules (see the Student Handbook). The following expectations should be met in the classroom:

1. Be respectful.
2. Be in your seat on time and prepared for that class day.
3. Cell phones and music players are not to be out in class unless permission is given by the teacher.
4. Turn in your work completed and on time.
5. Remain in your seats until the bell rings.

Consequences:

1st Offense: Warning

2nd Offense: Detention

3rd Offense: Discipline referral to administration

Policy for Leaving the Room During Class:

If you need to leave the room, please follow these procedures:

- 1.) Have an agenda book available when requesting to leave
- 2.) Wait to get permission to leave when it will not disrupt class
- 3.) You cannot leave the classroom during the first 10 or last 10 minutes of class
- 4.) Wait until no one else is out of the room to ask (only one person out of room at a time)
- 5.) Limit your requests –you should need to leave the room very infrequently if at all

General Information:

If you have any questions, comments, or concerns, feel free to come and talk with me and/or email me. There is a lot of information you must learn in order to succeed in class and I am here to help you if help is needed. If you are absent it is YOUR responsibility to get your makeup work.

Mission Statement:

The St. Andrew's history department exists to provide a rigorous study of both Western and non-Western history in order to foster a passion for knowledge, a deepened social consciousness, and a commitment to personal integrity in the following ways:

- By using an interdisciplinary approach to studying history and culture (art, literature, music, science, economics), students will gain an appreciation for the magnitude of the sweep of human affairs thus inspiring a passion for knowledge.
- Through an analysis of social institutions (the individual, the group, the community, the society), students will gain a deepened social consciousness as they understand their own beliefs and culture as well as learn to view issues from the perspectives of others.
- Students will enhance their commitment to personal integrity as they engage the concepts which underpin democratic society: justice, equality, responsibility, freedom, and diversity.

History of the Americas (HL)

COURSE DESCRIPTION

History of the Americas HL is a two year course detailing and analyzing the twentieth century from the perspective of the Americas as well as other world regions. The first year course offers a comprehensive understanding of the chronological development of the United States, Canada, and Latin America by examining the political, economic, social, religious, cultural, military, scientific, and geographical events and processes. The second year focuses on an in-depth study of selected historical contemporary topics and cases studies from the twentieth century. Implicit in this course of study will be the utilization of the historical method, individual inquiry, and interpretative synthesis of data and events in developing comparative analyses of regional differences. The study will include a prescribed topic, three world history topics, and a regional option.

Aims of group 3 Individuals and Societies are to promote:

- the systematic and critical study of human experience and behavior and of the history and development of the social and cultural institutions created.
- the development in the student of the capacity to identify, to analyze critically and to evaluate theories, concepts, and arguments concerning the nature and activities of the individual and society.
- the understanding of the various methods of data collection, description, and analysis used in studies of society, and the ways in which hypotheses are tested and complex data and source material interpreted.
- the appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies.
- to recognize that human attitudes and opinions are widely diverse and that a study of human society requires appreciation of such diversity.

- to recognize that the subject matter of the disciplines in this group is contestable and that their study requires the toleration of uncertainty.

Aims of history HL are to promote:

- the acquisition and understanding of historical knowledge in breadth and in depth, and across different cultures.
- a developing appreciation and understanding of history as a discipline, including the nature and diversity of its sources, methods, and interpretations.
- international awareness and understanding by promoting the achievement of empathy with, and understanding of, people living in diverse places and at different times.
- a better understanding of the present through an understanding of the past.
- an appreciation of the historical dimension of the human condition.
- an ability to use and communicate historical knowledge and understanding.
- a lasting interest in history.

Objectives of history HL are to:

- demonstrate historical understanding through the acquisition, selection, and effective use of knowledge.
- present clear, concise, relevant, and well-substantiated arguments.
- evaluate, interpret, and use source material critically as historical evidence.
- identify and evaluate different approaches to and interpretations of historical events and topics.
- explain the causes and effects of historical continuity and change.
- utilize the technology available in the areas of computers/desk top publishing and video production to enhance the pursuit of the acquisition of historical knowledge, analysis, and understanding.
- effectively communicate and express ideas both orally and in writing.
- effectively link past to present.
- acquire the required geographic skills to better understand and interpret historical events.

History of the Americas and Internationalism

The study of history allows great opportunity for international learning in an effort to develop awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity. Besides expanding the traditional United States history narrative to include a study of Canada and Latin America, each topical study (causes, practices, and effects of war; rise and rule of single-party states; the Cold War) will analyze the topic as it pertains to at least three world regions with particular emphasis on Russia and the Middle East.

TOPICS

Prescribed Subject

One of the objectives of the history course is to develop candidates' ability to comprehend, analyze, evaluate, and use source material critically as historical evidence. This objective will be accomplished within the context of study of prescribed subject 3:

The Cold War, 1960-1979

This prescribed subject addresses East-West relations in the period 1960-1979. It focuses on the changing character of the Cold War and its impact in different areas of the world. Areas on which source-based questions will focus are:

- peaceful coexistence: challenges and détente
- nuclear disarmament and arms control: SALT (strategic arms limitation talks); START (strategic arms reduction talks)
- developments in Latin America, especially Cuba
- the Vietnam War
- developments in Germany and the eastern bloc
- Sino-Soviet relations.

Regional Option: the Americas (year one-11th grade, 135 teaching hours)

Presenting historical explanations from an international perspective is an objective of the history course and, therefore, candidates will be expected to study the histories of a selection of countries and themes within a chosen region. The Americas regional option covers the United States, Latin America, including the Caribbean, and Canada. The option extends from the mid-18th century to 1995, and this specific course will focus on the chronological narrative of the 20th century. Within this option students should be aware of the key political, social, economic, and cultural events and themes that have had an impact on the Americas (specific unit topics are addressed below). Regarding integration with prescribed topic 3, a course in history of the Americas in the 20th century is a natural fit for detailed preparation of the Cold War (example: unit 7: United States foreign policy, 1945 to 1995).

FIRST SEMESTER

Unit 1: Economic and social developments in the Americas from the mid-19th century to 1919

13.5 hours

Unit 2: The Great Depression in the Americas

13.5 hours

Unit 3: Canadian politics in the first half of the 20th century

13.5 hours

Unit 4: Latin American politics in the first half of the 20th century

13.5 hours

Unit 5: The Second World War and the Americas
13.5 hours

SECOND SEMESTER

Unit 6: Political and economic developments in the United States after the Second World War
11.25 hours

Unit 7: United States foreign policy, 1945 to 1995
11.25 hours

Unit 8: The USA civil rights movement, 1945 to 1995
11.25 hours

Unit 9: Political and economic developments in Latin America after the Second World War
11.25 hours

Unit 10: Political and economic developments in Canada after the Second World War
11.25 hours

Unit 11: Changing societies in the Americas in the 20th century
11.25 hours

20th Century World History Topics (year two-12th grade, 135 teaching hours)

The focus of this course will be on an in-depth study of selected historical contemporary topics and case studies of the 20th century. Implicit in this course of study will be the utilization of the historical method, individual inquiry, cooperative learning, and interpretative synthesis of data and events in developing comparative analyses of regional differences. To reinforcing internationalism, at least three regions are covered in the detailed material for study for each topic: the Americas, Europe, and the Middle East. Topic 5 provides the most logical integration of the topics and the prescribed subject 3; however, there is integration between various aspects of topics 1 and 3 and prescribed subject 3 (examples: Korean and Vietnam Wars and Cold War; Cuba and Fidel Castro and Cold War).

Topic 1: Causes, practices, and effects of war

War was a major feature of the 20th century. In this topic the various types of war should be identified, and the causes, nature, effects, and results should be studied.

Major themes:

- Different types of 20th century warfare
- Origins and causes of war
- Nature of 20th century wars
- Effects and results

Material for detailed study:

- First and Second World Wars
- Russian revolutions and civil war
- Korean and Vietnam Wars
- Arab-Israeli wars

45 hours

Topic 3: The rise and rule of single-party states

The 20th century produced many single-party states. The origins, ideology, form of government, organization, nature and impact of these should be studied in this topic.

Major themes:

- Origins of single-party states
- Establishment of single-party states
- Rule of single-party states
- Regional and global impact

Material for detailed study:

- USSR Vladimir Lenin and Joseph Stalin
- Germany Adolf Hitler
- Cuba Fidel Castro
- Egypt Gamal Abdel Nasser

45 hours

Topic 5: The Cold War

This topic addresses East-West relations from 1945-1995. It included superpower rivalry and events in all areas affected by Cold War politics such as spheres of interest, wars, alliances, and interference in developing countries. It aims to promote an international perspective and understanding of the Cold War, which overshadowed world affairs during this period.

Major themes:

- Origins of East-West rivalry
- Nature of the Cold War
- Cold War developments
- End of the Cold War

Material for detailed study:

- Developments in Europe: Germany, especially Berlin, Truman Doctrine and Marshall Plan, NATO (North Atlantic Treaty Organization)
- USSR policies, east European satellites, COMECON (Council for Mutual Economic Assistance), Warsaw Pact

- Containment, China, Cuba, Korea, Vietnam, and the Middle East
- Arms race, arms control, détente

45 hours

ASSESSMENT

Internal Assessment (20% of the final assessment)

The historical investigation is a problem-solving activity which enables candidates to demonstrate the application of their skills and knowledge to an area which interests them and which need not be syllabus related. The emphasis must be on a specific historical inquiry tied to classroom activities that enables the candidate to develop and apply the skills of a historian, such as making sense of source material and managing conflicting interpretations. The activity demands that candidates search for, select, evaluate, and use evidence to reach a decision or solve a problem. The investigation is not a major piece of research—candidates are only required to evaluate two of the sources they have used. However, these must be appropriate to the investigation and critically evaluated. The account should not be written up as an essay but in the style outlined in the IB curriculum guide. The internal assessment allows for flexibility and should encourage candidates to use their own initiative. The basic requirements are as follows:

- 1500-2000 words
- topic of choice
- assigned first week of September, due last week of February
- additional due dates:
 - o last week of September (junior year): research question/thesis
 - o first week of March (junior year): outline and bibliography
 - o last week of September (senior year): rough draft
 - o last week of October (senior year): final draft

External Assessment (80% of the final assessment)

- paper 1 (a document-based paper set on prescribed subjects drawn from the 20th century world history topics; four questions from a specific section must be answered) (20%)
- paper 2 (an essay paper based on the 20th century world history topics; the examination paper will comprise 30 questions, five on each of the six 20th century world history topics; **two** questions to be answered, each chosen from a different topic) (25%)
- paper 3 (Five separate essay papers, each based on one of the regional options; each examination paper will comprise 25 questions; **three** questions to be answered)

In addition to these IB requirements for assessment, there will also be in-class tests and quizzes to ensure that students are preparing properly for the external assessments.

Furthermore, students will prepare for the external assessment by writing papers model on the paper 1 & 2 assessments (use of past questions for practice).

TEXTS

A History of the Modern World Since 1815 R.R. Palmer, Joel Colton

The American Experiment: A History of the United States Steven M. Gillon, Cathy D. Matson

Canada: A North American Nation Paul Bennett

A History of Latin America Benjamin Keen, Keith Haynes

Primary Source Reader for World History, Volume II Since 1500 Elsa Nystrom

To supplement the above texts, the following texts can be found in the school's library. Text resources will also be supplemented with a list of web sties.

AMERICAN HISTORY

A People and a Nation: A History of the United States Norton et al, Houghton Mifflin

The Enduring Vision: A History of the American People Boyer et al, Houghton Mifflin

The American Pageant: A History of the Republic Kennedy et al, Houghton Mifflin

American History: A Survey Brinkley, McGraw Hill

The National Experience Blum et al, Wadsworth Publishing

Rise to Globalism: American Foreign Policy Since 1938 Stephen Ambrose

The United States and the Origins of the Cold War, 1941-1945, Strategies of Containment
John Lewis Gaddis

The Vietnam War: opposing Viewpoints David Bender

America in the World: The Historiography of American Foreign Relations Since 1941
Michael Hogan

Seminar Series in History Longman Books

History in Dispute Series St. James Press

Access to history Series Hodder & Stoughton

LATIN AMERICA

A History of Latin America Keen & Hayes, Houghton Mifflin

Modern Latin America Skidmore & Smith, Oxford University Press

Latin America: A Concise Interpretive History Burns & Charlip, Prentice Hall

The Emergence of Latin America in the 19th Century Bushnell & Macaulay, Oxford University Press

Models of Political Change in Latin America Paul Sigmund

Americas: The Changing Face of Latin America and the Caribbean Peter Winn

CANADA

A History of the Canadian Peoples, Bumsted, Oxford University Press

Defining Canada: History, Identity, and Culture Brune, McGraw Hill Ryerson

Canada: A National History Conrad & Finkel, Pearson Education

Canada: A North American Nation Bennett, McGraw Hill Ryerson

Canadian History in Documents Bliss

TWENTIETH CENTURY

Years of Change: European History 1890-1990 Wolfson & Laver, Hodder & Stoughton

Mastering Modern World History Lowe, Palgrave

Europe: 1890-1990 Traynor, Nelson Thornes

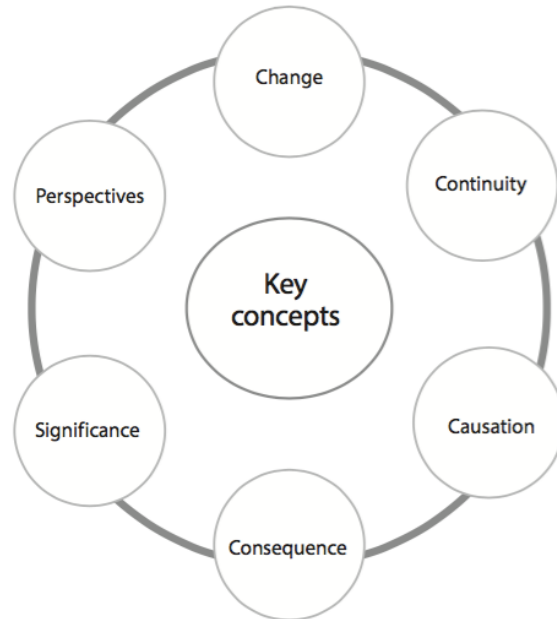
A History of the World in the Twentieth Century Grenville, Harvard University Press

The Twentieth Century: A Brief Global History Goff et al, McGraw Hill

IB HISTORY HL YEAR I

Basics

IB key concepts



Distinction between SL and HL

Both levels of the course include a “prescribed subject” and two “topics,” as well as an internal assessment (i.e., a research paper). In addition, the HL course includes three more “sections” from a particular geographic region.

SL	HL
<ul style="list-style-type: none"> • The study of one prescribed subject from a choice of five • The study of two world history topics from a choice of twelve • A historical investigation 	<ul style="list-style-type: none"> • The study of one prescribed subject from a choice of five • The study of two world history topics from a choice of twelve • The study of three sections from one HL regional option • A historical investigation

Our class has the following components and general layout:

Syllabus component	Teaching hours
<i>Prescribed subject</i> <ul style="list-style-type: none"> • Rights and protest 	40 in the junior and senior years

<i>World history topics</i> <ul style="list-style-type: none"> • Authoritarian states in the 20th century • Causes and effects of 20th-century wars 	90 in the senior year
<i>History of the Americas</i> <ul style="list-style-type: none"> • Slavery and the New World (1500-1800) • The United States Civil War: Causes, course, and effects (1840-1877) • Civil rights and social movements in the Americas post-1945 	90 in the junior year
<i>Internal assessment</i>	20 beginning in the junior and ending in the senior year
Total	240

Assessment in the diploma program

The final IB score for the two-year course is determined by the following series of assessments.

Assessment	Weight
<i>Three exams in May of the senior year</i>	
Paper 1 (1 hour)	
<ul style="list-style-type: none"> • Four structured questions on the prescribed subject (rights and protest) 	20%
Paper 2 (1 hour 30 minutes)	
<ul style="list-style-type: none"> • Two essay questions on the world history topics 	25%
Paper 3 (2 hours 30 minutes)	
<ul style="list-style-type: none"> • Three essay questions on the history of the Americas 	35%
<i>Internal assessment</i>	
Historical investigation	
<ul style="list-style-type: none"> • Research paper into a topic of the student's choice 	20%

Curriculum for year I

History of the Americas

Based around three themes:

- Slavery and the New World (1500-1800)
- United States Civil War: Causes, course, and effects (1840-1877)
- Civil rights and social movements in the Americas post-1945

Case study	Material for detailed study
Slavery and the New World (1500-1800)	<ul style="list-style-type: none"> • Origins of slavery • Role of the colonial powers in the establishment and expansion of slavery (e.g., the asiento) • Economic and social impact • Living and working conditions • Middle Passage • Social structures on plantations in the West Indies, Brazil and the British colonies • Resistance and rebellions • Quakers and other early abolitionists
United States Civil War: Causes, course, and effects (1840-1877)	<ul style="list-style-type: none"> • Slavery itself <ul style="list-style-type: none"> ○ Cotton economy ○ Conditions of enslavement ○ Adaptation and resistance ○ Abolitionist debate <ul style="list-style-type: none"> ▪ Ideological ▪ Legal ▪ Religious ▪ Economic • Origins of the Civil War <ul style="list-style-type: none"> ○ Nullification crisis ○ States' rights ○ Sectionalism ○ Slavery ○ Political and economic differences ○ Westward expansion and the sectional debates ○ The crises of the 1850s ○ Compromise of 1850 ○ Lincoln–Douglas debates ○ Presidential election of 1860 • Military history <ul style="list-style-type: none"> ○ Economic resources ○ Leadership ○ Lincoln ○ Battles and campaigns

	<ul style="list-style-type: none"> ○ Foreign relations ○ Emancipation Proclamation (1863) ○ African-American participation ○ Reconstruction ○ Presidential and congressional plans ○ Southern resistance ○ Successes and failures ● African-Americans in the New South <ul style="list-style-type: none"> ○ Black codes ○ Jim Crow laws
<p>Civil rights and social movements in the Americas post-1945</p>	<ul style="list-style-type: none"> ● Indigenous peoples and civil rights in the Americas ● African-Americans and the civil rights movement <ul style="list-style-type: none"> ○ Origins ○ Tactics ○ Organizations ○ United States Supreme Court and legal challenges to segregation ○ Ending segregation (1955–1980) ○ Martin Luther King Jr ○ Black Panthers ○ Malcolm X ● Feminist movements in the Americas ● Hispanic-American civil rights movements in the United States <ul style="list-style-type: none"> ○ Cesar Chavez ○ Immigration reform ● Youth culture and protests of the 1960s and 1970s <ul style="list-style-type: none"> ○ Counter-culture

Prescribed subject: rights and protest

Based around two case studies:

- The civil rights movement in the United States between 1954 and the passing of the Voting Rights Act in 1965
- Resistance to apartheid in South Africa between the election of the National Party in 1948 and the imprisonment of Nelson Mandela in 1964

Case study	Material for detailed study
<p>Apartheid South Africa 1948–1964</p>	<ul style="list-style-type: none"> • Nature and characteristics of discrimination <ul style="list-style-type: none"> ○ “Petty Apartheid” ○ “Grand Apartheid” ○ Division and “classification” ○ Segregation of populations and amenities ○ Creation of townships/forced removals ○ Segregation of education ○ Bantustan system • Non-violent protests <ul style="list-style-type: none"> ○ Bus boycotts ○ Defiance campaign ○ Freedom Charter • Increasing violence <ul style="list-style-type: none"> ○ Sharpeville massacre (1960) ○ The armed struggle ○ The Rivonia trial (1963–1964) and the imprisonment of the ANC leadership • Key actors <ul style="list-style-type: none"> ○ Nelson Mandela ○ Albert Luthuli ○ African National Congress (ANC) ○ South African Communist Party (SACP) • MK (Umkhonto we Sizwe or “Spear of the Nation”)
<p>Civil rights in the United States 1954– 1965</p>	<ul style="list-style-type: none"> • Nature and character of discrimination <ul style="list-style-type: none"> ○ Racism and violence against African-Americans ○ Ku Klux Klan ○ Disenfranchisement ○ Segregation and education ○ Brown versus Board of Education decision (1954) ○ Integration in Little Rock (1957) ○ Economic and social discrimination ○ Legacy of Jim Crow laws • Non-violent protest <ul style="list-style-type: none"> ○ Montgomery bus boycott (1955–1956) ○ Freedom Rides (1961) ○ Freedom Summer (1964)

	<ul style="list-style-type: none">• Legislative changes<ul style="list-style-type: none">○ Civil Rights Act (1964)○ Voting Rights Act (1965)• Key actors<ul style="list-style-type: none">○ Martin Luther King Jr○ Malcolm X○ Lyndon B Johnson○ National Association for the Advancement of Colored People (NAACP)○ Southern Christian Leadership Conference (SCLC)○ Student Non-violent Coordinating Committee (SNCC)○ Nation of Islam (Black Muslims)
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IB History of the Americas
Mr. Jeremy Bolding
jlbolding@nrms.k12.nc.us

Overview

IB History of the Americas is a comparative study of the history of the Western Hemisphere. Students will learn how to evaluate informational text and primary sources, write analytical and evaluative essays, proper research practices, and understand the varying approaches historians take when studying historical events and time periods. Students will draw upon varied resources for this class. This will include class lectures, online articles, excerpts from textbooks, and primary source documents.

IB History is a reading and writing intensive course. All assessments will be in the form of either short answer or essay questions.

Grades and Assessments

Because this class only meets every other day, the number of overall grades will be less than most students are accustomed to receiving. Most of the grading will be done through assessments, projects, and classwork. All assessments are writing based. The assessments will consist of short answer, identification, and essay questions. I will inform the students of what type of assessment will be given for each unit. There will be in-class assignments, reflective writing, and other assignments that will also be counted into each student's final grade. Project grades count twice, assessments count three times each, essays count twice, classwork (depending on length) will count once or twice, and participation grades count once.

Historical Investigation

The internal assessment piece for IB History is in the form of a historical investigation. Students will complete a historical investigation into a historical topic of their choice. The topics are not required to be related to the course curriculum, but it is recommended. I will guide the students through this process, which will begin towards the end of this school year. Completed historical investigations will be turned in during the fall semester of the student's senior year.

Topics for Study

IB History of the Americas will survey the time frame of 1763 to 1988. Within this time frame there will be in depth studies on the following topics. These topics will be covered within a 3-4 week period and be incorporated within the larger survey framework. Student projects will be derived from these in-depth topics as well.

Independence movements (1763–1830) This section focuses on the various forces that contributed to the rise of the independence movements, the similar and different paths that the movements followed, and the immediate effects of independence in the region. It explores the political, intellectual and military contributions of their leaders, and the sometimes-contradictory views that shaped the emergence of the new nations.

- Independence movements in the Americas: political, economic, social and religious causes; the influence of Enlightenment ideas; the role of foreign intervention; conflicts and issues leading to war
- Political, intellectual and military contributions of leaders to the process of independence: Washington, Bolivar and San Martin
- United States: processes leading to the Declaration of Independence; influence of ideas; nature of the declaration; military Latin America: characteristics of the independence processes; reasons for the similarities and differences in **two** Latin American countries; military campaigns/battles and their impact on the outcome
- Attitude of the United States towards Latin American independence; nature of, and reasons for, the Monroe Doctrine

- Impact of independence on the economies and societies of the Americas: economic cost of the wars of independence; the establishment of new trade relations; impact on different social groups— specifically indigenous peoples, African Americans, Creoles
- Military campaigns/battles and their impact on the outcome

United States' Civil War: Causes, course and effects (1840–1877) This section focuses on the United States' Civil War between the North and the South (1861–1865), which is often perceived as the great watershed in the history of the United States. It transformed the country forever, but the war created a new set of problems: how would the country be reunited? How would the South rebuild its society and economy? How would the four million freed former slaves fit into society?

- Slavery: cotton economy and slavery; conditions of enslavement; adaptation and resistance; abolitionist debate—ideological, legal, religious and economic arguments for and against slavery, and their impact
- Origins of the Civil War: the Nullification Crisis; states' rights; sectionalism; slavery; political issues; economic differences between the North and South
- Reasons for, and effects of, westward expansion and the sectional debates; the crises of the 1850s; compromise of 1850; political developments, including the Lincoln–Douglas debates and the presidential election of 1860
- Union versus Confederate: strengths and weaknesses; economic resources; role and significance of leaders during the Civil War; role of Lincoln; significant military battles/campaigns
- Factors affecting the outcome of the Civil War; the role of foreign relations; the Emancipation Proclamation (1863) and participation of African Americans in the Civil War
- Reconstruction: presidential and congressional plans; methods of southern resistance; economic, social and political successes and failures
- African Americans in the New South: legal issues; the black codes; Jim Crow laws

The Mexican Revolution (1884–1940) This section focuses on the causes, course and impact of the Mexican Revolution in a country that had experienced a lengthy period of political stability and economic growth, but enormous social inequality. The socio-economic composition of revolutionary leadership was varied—as were the aims—and the revolution was prolonged and costly. The 1917 Constitution has been described as the most progressive constitution created at this time, and it had significant influence on the political developments of the country and the region. The revolution impacted greatly on the arts, arguably representing the earliest and most enduring attempt to overcome racial divisions and incorporate the Indian heritage into the national identity.

- Rule of Porfirio Díaz from 1884; political control; contribution to discontent
- Causes of the Mexican Revolution: social, economic and political
- The revolution and its leaders (1910–1917): ideologies, aims and methods of Madero, Villa, Zapata, Carranza; achievements and failures; the 1917 Constitution—nature and application
- Construction of the post-revolutionary state (1920–1940): Obregón, Calles and the Maximato; challenges; assessment of their impact in the post-revolutionary state
- Lázaro Cárdenas and the renewal of the revolution (1934–1940): aims, methods and achievements
- The role of foreign powers (especially the United States) in the outbreak and development of the Mexican Revolution; motivations, methods of intervention and contributions
- Impact of the revolution on women, the arts, education and music

The Great Depression and the Americas (mid 1920s–1939) This section focuses on the causes and nature of the Great Depression as well as the different solutions adopted by governments in the region, and the impact on these societies. The Great Depression produced the most serious economic collapse in the history of the Americas. It affected every country in the region and brought about the need to rethink economic and political systems. The alternatives that were offered, and the adaptations that took place, marked a watershed in political

and economic development in many countries in the region. With respect to the last three bullets, a case-study approach should be adopted, using **one** country from the region as an example. The chosen country should be identified in the introduction to the examination answers.

- The Great Depression: political and economic causes in the Americas
- Nature and efficacy of solutions in the United States: Hoover; Franklin D Roosevelt and the New Deal
- Critics of the New Deal; impact of the New Deal on US political and economic systems
- Nature and efficacy of solutions in Canada: Mackenzie King and RB Bennett
- Impact of the Great Depression on Latin America; political instability and challenges to democracy; economic and social challenges
- Latin American responses to the Great Depression: import substitution industrialization (ISI); social and economic policies; popular mobilization and repression
- Impact of the Great Depression on society: specifically the impact on women and minorities; impact of the Great Depression on the arts and culture

Civil rights and social movements in the Americas post-1945 This section examines the origins, nature, challenges and achievements of civil rights and social movements after 1945. Causes of some of these movements may be pre-1945. These movements represented the attempts to achieve equality for groups that were not recognized or accepted as full members of society, and they challenged established authority and attitudes.

- Indigenous peoples and civil rights in the Americas
- African Americans and the civil rights movement: origins, tactics and organizations; the US Supreme Court and legal challenges to segregation in education; ending of segregation in the south (1955–1980)
- Role of Dr Martin Luther King Jr in the civil rights movement; the rise of radical African American activism (1965–1968): Black Panthers; Black Power and Malcolm X; role of governments in civil rights movements in the Americas
- Feminist movements in the Americas; reasons for emergence; impact and significance
- Hispanic American movement in the United States; Cesar Chavez; immigration reform
- Youth culture and protests of the 1960s and 1970s: characteristics and manifestation of a counter- culture

Other topics to be studied include:

The U.S. Constitution

The War of 1812

The Mexican-American War

Industrialization, Immigration, and Urbanization in the late 19th century

Populist/Progressive/Conservative Movements in the Americas

American Imperialism

Juan Peron (Argentina)-Rise to power, maintenance of power, successes and failures

Fidel Castro (Cuba)-Rise to power, maintenance of power, successes and failures

U.S. foreign policy in South America-Overthrow of Salvador Allende in Chile, Dirty War in Argentina

Academic Integrity

Academic integrity is of the utmost importance in the IB Program. Collaboration on assessments, homework, or any other assignment is strictly forbidden, unless otherwise directed by me. If I have not specifically given permission to collaborate on an assignment, then it is not allowed. If you are unsure if you can collaborate or what collaboration looks like, please ask.

If students are found to have collaborated on an assignment, then they run risk of getting a zero on the assignment and face possible expulsion from the IB Program. All matters concerning this action will be reviewed on a case-by-case basis and will involve the IB Coordinator, a member of the RMHS Administrative Team, and myself.

Reteach/Retest Policy

The guidelines are as follows:

- Retests will be offered for every major teacher made summative assessment (Section tests) administered in class. Essays will not be applicable for a reteach/retest. All students have the opportunity to request a retest, if they score below an 80 on the original test, and must fill out a reteach/retest form.
- Students must come after school for this opportunity. Re-teaching the concepts must happen prior to re-testing by teacher of record or designee.
- Re-teaching and Re-testing must be completed within five school days of the test scores being returned to the students. The student will receive the higher of the two grades; not to exceed an 80.

The re-teaching/re-testing policy is separate from tutoring opportunities, which are available to any student in need of extra help.

Final Thought

Parents should feel free to contact me via e-mail or telephone. However, I do encourage students to come to me first if there is an issue with my class or me. I am available most days after 2:30 by phone or appointment if a student or parent would like to speak with me personally.

***As instructor I reserve the right to amend the syllabus at any time, due to issues such as weather, scheduling conflicts, teachable current events, nuclear war, tactical raccoon assault, tactical raccoon nuclear war, etc.**

I am looking forward to this year! I hope you are as well!

Attachment D

Peer and Aspirational Institutions: Policies on IB Credits

Auburn University. “History of the Americas” and “European History” both transfer as HIST 1010 and HIST 1020, which is Auburn’s World History I and World History II courses. Note: only students who receive a 6 or 7 on the HL exam receive credit for these two courses.

Clemson University. “History of the Americas,” “Europe and the Middle East,” “Africa,” and “Europe and the Islamic World,” all transfer as a single generic elective coded as “ELEC 0001” provided students score a “4” or higher.

Florida State University. Students who score a 4 or higher on any of the IB exams, no matter what area, are awarded equivalency for WHO 1030, an entry-level course called “The Modern World Since 1815.”

Louisiana State University. LSU awards all IB courses, no matter the geographic subject area, equivalent to a three-credit-hour course, HIST 2198, “Topics in World History.” Students must score a “4” or higher.

Pennsylvania State University. Students taking IB history courses in any geographic area – and who receive a “5” or higher on the corresponding exam – are granted “3 general credits of History and 3 credits of History as a Gen-Ed Humanities and Gen-Ed International Cultures.”

University of California, Berkeley. Any of the IB history courses irrespective of geographical area that earns a student a passing score (5 or above) is counted as either a generic elective that counts toward “Historical Studies” or “Social and Behavioral Sciences.”

University of Michigan. All IB history courses where a student scores “5” or higher are given credit for a generic 100 level history course with no geographic specialization. This counts for four credit hours.

University of Mississippi. Any IB history course, no matter the subject, is given a generic history elective credit known as “His 1xx,” with a score of a 4 receiving three credit hours and a score of 5, 6, or 7 receiving 6 credit hours.

University of Missouri. Students who receive a 5 or higher on the HL exam will receive five credit hours toward a generic “History/Social Science” class; no geographical areas are specified.

Vanderbilt University. All IB History courses that result in exams resulting in a 6 or 7 are reported as having “No equivalent” and counted as a generic “history elective” that can count toward university-wide requirements.