

Luther Burbank High School
IB History of the Americas HL (Sr)

Instructor: Amanda Neary
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Room No.: 3208
Conference: 3rd Period

Course Purpose: The purpose of the IB History of the Americas HL course is to prepare students to meet the requirements determined by the International Baccalaureate Organization (IBO). The aim of history in the Diploma Programme is to promote an understanding of history as a discipline, encourage understanding of the present through critical reflection of the past, understand the impact of historical developments, and develop awareness of one's own historical identity.

Textbook and Supplement(s):

Findley, Carter V., and John A.M. Rothney. *Twentieth-Century World*. 7th ed. Wadsworth Publishing, 2011.

Gray, Brian. *Authoritarian States*. Oxford, UK: Oxford University Press, 2015.

Rogers, Keely. *The Move to Global War*. Oxford, UK: Oxford University Press, 2015.

Smith, David. *Causes and Effects of 20th-Century Wars*. Oxford, UK. Oxford University Press, 2015.

NOTE: In addition to the books mentioned above, students will use numerous primary and secondary sources and other assigned reading material as well as appropriate video sources.

Make-up Work: Assignments must be submitted on time. Since a sufficient amount of time is allowed for a student to finish an assignment LATE WORK WILL NOT BE ACCEPTED for full credit! When absent from class, you are responsible for any missed assignment(s). Students have two school days – from the day they return – to submit any missing assignment(s). Missed tests are made up only during tutoring.

Grading Criteria: Each student will be assessed individually. The assessment will be carried out through a variety of methods including oral presentations, teacher observations, participation, written assignments, projects, seminars, course notebook, quizzes and exams.

Period Grade:	60%	Daily Assignments
	40%	Assessments
Semester Grade	85%	Combined Period Grades
	15%	Semester Exam

Internal Assessment: International Baccalaureate Diploma candidates will be required to undertake a historical investigation. A title must be developed for the historical investigation which, in order to give focus and direction, must be framed as a question. A written account (between 1850-2000 words), documentary or interactive website will be submitted, which must consist of an outline plan of the historical investigation, a summary of evidence, an evaluation of sources, an analysis, and a conclusion. *This task begins in the junior year and finishes in the senior year.*

Free-Response Essays: A series of free-response essays will be assigned throughout the semester (1-2 per grading period). Each series of questions will be on a specific topic in-line with IBO requirements for the

external assessment portion of the IB History curriculum. A timeline and checklist will be issued with each essay assignment as well as a grading rubric. Failure to follow essay formats will result in a failing grade.

Primary Source Analysis: Analysis of primary sources – both textual and visual – will be essential. The primary source analysis will assist with the tasks required for Paper 1 on the IB History exam. The use of historical materials will help students practice using evidence to make plausible arguments. Student ability to identify point of view, context, and bias in these sources shall be emphasized.

Simulations: In order to prepare and determine the readiness of each student, periodic IB style examinations will be held. These sessions may be divided into a series of practice tests to be conducted on a number of days due to class period time constraints. The simulations will be calculated as an exam grade. Failure to receive an acceptable score in any part of these examinations may require for the student to attend tutoring.

Tutoring: Tutoring will be available in the afternoon from 4:30-5:30 p.m. on Mondays and Thursdays. The effective use of email and phone communication (with appropriate discretion) is permitted and encouraged, especially if the set tutoring schedule proves unaccommodating. Any missing assignments that have already been graded and returned must be completed during tutoring to avoid copying and cheating.

Attendance and Tardiness: Excessive absences will result in automatic failure of the course in-line with district and state policy. After two absences guardians will be contacted and will continue to be so every absence thereafter. Tardy is defined as not being in an assigned area when the bell rings and the teacher is unaware of the student's whereabouts.

Supplies Required: 3-ring binder w/ 5 dividers; pencils (#2) and pens (black/blue only); notebook paper; a spiral or composition notebook

Tabs: Paper 1
Paper 2
Paper 3
Internal Assessment (IA)
Assessments

History of the Americas (HL): Higher level candidates are required to study one prescribed subject, two 20th century world history topics, one regional option, and undertake an historical investigation. The integrated syllabus outline is as follows ...

Prescribed Subject 3: The Move to Global War (embedded into Paper 2 study)

Case Study 1: Japanese Expansion into East Asia (1931-1941)

Case Study 2: German and Italian Expansion (1933-1939)

World History Topics:

No. 10: Authoritarian States (20th Century)

- Cuba - Castro
- China - Mao
- Germany - Hitler
- Italy - Mussolini

No. 11: Causes and Effects of 20th Century Wars

- Chinese Civil War (1927-1937 and 1946-1949)
- Vietnam (1946-1954 and 1964-1975)
- First World War (1914-1918)

- Second World War (1937-1945)

Regional Option: History of the Americas (completed during junior year; for review only)

Topics Covered: Timetable is subject to change and adjustment.

~ ~ ~ 1st Semester ~ ~ ~

Prescribed Subject 3: The Move to Global War

World History Topic 10: Authoritarian States (20th Century)

World History Topic 11: Causes and Effects of 20th Century Wars

Week

- 1 Introduction to the course
- 2-3 Case Study 1: Japanese Expansion into East Asia
The Impact of Japanese Nationalism and Militarism on Foreign Policy
Japan's First Rise to Great-Power Status (TCW, Ch. 9)
China's Crisis of Authority (TCW, Ch. 9)
Meiji Constitution; Treaty Kanagawa; Treaty Shimonoseki
- 4-5 Japanese Domestic Issues; Political instability in China
- 5-7 Case Study 2: German and Italian Expansion
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
- 8 Review of Case Studies #1 and #2 and **IB Simulation Exam**
- 9-10 Emergence of Authoritarian States
- 10-12 Consolidation and Maintenance of Power
- 12-13 Aims and Results of Policies
- 14 Review of topic and **IB Simulation Exam II**
- 15-17 Causes of war; practices of war and their impact on the outcome

~ ~ ~ 2nd Semester ~ ~ ~

World History Topic 11: Causes and Effects of 20th Century Wars

Week

- 18-20 Effects of war
- 21 Review of topic and **IB Simulation III**
- 22-26 Cold War; Cold War Review for Paper 3
- 27-29 Paper 3 Review
- 30-33 Paper 1 & 2 Review
- 34-35 **IB EXAM WEEKS**
- 36-38 Final Project

**Luther Burbank High School
IB History of the Americas HL
2022-2023**

Acknowledgement Form

I, _____, hereby acknowledge having received a copy of the 2021-2022 IB History of the Americas HL (Sr) course syllabus. The contents of the syllabus have been reviewed and explained to me in detail – all questions and concerns have been addressed. I also acknowledge having received a thorough explanation of the classroom rules and consequences. I fully understand what procedures will be taken in the event of a disciplinary infraction. A personal copy of the rules and consequences has been provided to me, and I will place it in my course notebook along with the syllabus. I am aware that this statement will be placed in my course file in the event that I ever claim not having been informed of the policies and procedures, rules and consequences, and requirements of this course, classroom, campus, and district.

Student Signature

Date

Parent or Guardian Acknowledgment of Syllabus

I have read and/or acquired access to the syllabus for IB History of the Americas HL (Sr) and understand that my child is responsible for following SAISD district policy, course requirements and the classroom rules and procedures that are outlined in this course syllabus.

Parent or Guardian Signature

Date

Email

_____ I will access the course syllabus via the course website/Canvas.

_____ I will access the course syllabus with the above provided email.

_____ Please provide me a hard copy of the syllabus.

It is the policy of San Antonio ISD not to discriminate on the basis of race, color, national origin, age, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es norma del distrito de San Antonio no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.