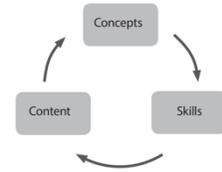


2022-2023 IB History of the Americas Year 1 Course Outline



Approaches to Teaching and Learning (ATL):

Approaches to Learning	Approaches to Teaching
<ol style="list-style-type: none"> 1. Thinking Skills 2. Social Skills 3. Communication Skills 4. Self-management Skills 5. Research Skills 	<ol style="list-style-type: none"> 1. Inquiry-Based 2. Conceptually Focused 3. Contextualized 4. Collaborative 5. Differentiated 6. Informed by Assessment

Nature of the subject:

“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.

History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.”

Six Concepts of History
Change Continuity Causation Consequence Significance Perspectives

Higher level (HL):

Syllabus	Assessment
<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	<ul style="list-style-type: none">• Paper 1: A source-based paper set on the prescribed subjects• Paper 2: An essay paper based on the world history topics• Paper 3: An essay paper on one of the four HL regional options• Internal assessment (IA): A historical investigation

Theory of Knowledge (TOK):

“History is one of the eight areas of knowledge that are at the centre of the TOK course. It is an interesting area of knowledge because it raises questions such as how far we can speak with certainty about anything in the past, and whether historians’ accounts are necessarily subjective. All of the elements of the history course provide excellent scope for making links to TOK. However, the most explicit link to TOK comes in the internal assessment task (see the “Internal assessment” section of this guide). Students are required to reflect on what completing their historical investigation taught them about the role of methods used by, and challenges facing, the historian. This provides excellent links to TOK, where students will, for example, compare the methods used to gain knowledge in history with the methods used to gain knowledge in other areas of knowledge.”

Examples of discussion questions
<ul style="list-style-type: none">• What is the role of the historian?• What methods do historians use to gain knowledge?• Is it possible to describe historical events in an unbiased way?• Do we learn from history?• What is the difference between bias and selection?• Who decides which events are historically significant?• To what extent does studying history help us to better understand ourselves in the present?• What is the role of individuals in history?• How does the context within which historians live affect historical knowledge?

Individuals and Societies (Group 3) Aims:

Aims
<ol style="list-style-type: none">1. encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; the history and development of social and cultural institutions2. develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society3. enable the student to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material4. promote the appreciation of the way in which learning is relevant to both the culture in which the student lives and the culture of other societies5. develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity6. enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.

History Aims:

Aims
<ol style="list-style-type: none">1. develop an understanding of, and continuing interest in, the past2. encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments3. promote international-mindedness through the study of history from more than one region of the world4. develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives5. develop key historical skills, including engaging effectively with sources6. increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

Assessment Objectives:

1: Knowledge and understanding
<ul style="list-style-type: none"> • Demonstrate detailed, relevant and accurate historical knowledge. • Demonstrate understanding of historical concepts and context. • Demonstrate understanding of historical sources. (Internal assessment and paper 1)
2: Application and analysis
<ul style="list-style-type: none"> • Formulate clear and coherent arguments. • Use relevant historical knowledge to effectively support analysis. • Analyze and interpret a variety of sources. (Internal assessment and paper 1)
3: Synthesis and evaluation
<ul style="list-style-type: none"> • Integrate evidence and analysis to produce a coherent response. • Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response. • Evaluate sources as historical evidence, recognizing their value and limitations. (Internal assessment and paper 1) • Synthesize information from a selection of relevant sources. (Internal assessment and paper 1)
4: Use and application of appropriate skills
<ul style="list-style-type: none"> • Structure and develop focused essays that respond effectively to the demands of a question. • Reflect on the methods used by, and challenges facing, the historian. (Internal assessment) • Formulate an appropriate, focused question to guide a historical inquiry. (Internal assessment) • Demonstrate evidence of research skills, organization, referencing and selection of appropriate sources. (Internal assessment)

Assessment outline:

External assessment	Internal assessment
<ul style="list-style-type: none"> • Paper 1 (1 hour) – Source-based • Paper 2 (1 hour 30 minutes) – World history • Paper 3 (2 hour 20 minutes) – Regional option 	<ul style="list-style-type: none"> • Historical investigation

History of the Americas HL course pathway:

Prescribed subject	World history topics	HL option	Internal assessment
Rights and protest	<p>Causes and effects of 20th century wars</p> <p>The Cold War: Superpower tensions and rivalries (20th century)</p>	<p>History of the Americas:</p> <ul style="list-style-type: none"> • The Second World War and the Americas (1933–1945) • The Cold War and the Americas (1945–1981) • Civil rights and social movements in the Americas post-1945 	<p>Student chooses any historical topic to investigate, for example, the significance of American use of atomic weapons against Japan.</p>

Prescribed Subject (Paper 1):

4. Rights and Protest
<ul style="list-style-type: none"> • Case study 1: Civil rights movement (U.S.) • Case study 2: Apartheid South Africa

World History Topics (Paper 2):

11. Causes and effects of 20th-century wars
<ul style="list-style-type: none"> • First World War • Second World War • Chinese Civil War • Spanish Civil War
12. The Cold War: Superpower tensions and rivalries (20th century)

11. Causes and effects of 20th-century wars prescribed content:

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

HL Depth Studies (Paper 3):

History of the Americas selected sections:

- 8: US Civil War: causes, course and effects (1840–1877)
- 12: The Great Depression and the Americas (mid 1920s–1939)
- 13: The Second World War and the Americas (1933–1945)
- 16: The Cold War and the Americas (1945–1981)
- 17: Civil rights and social movements in the Americas post-1945

Note:

Sections 8: US Civil War and 12: The Great Depression will be taught in addition to the course pathway and prescribed content. Based on EA performance in previous years, students have benefitted from the additional Paper 3 content when making topic selections on their exams. Section 8 has been selected for its relevancy to Section 17: Civil rights and social movements. Section 12 serves as an entry point to the Second World War.

Year 1 Course Outline:

- Course Introduction and Historical Methodology
- Unit 1 Civil War and Reconstruction (1840 – 1877)
- Unit 2 First World War (1914 – 1918)
- Unit 3 The Great Depression (mid-1920s – 1939)
- Unit 4 Second World War (1933 – 1945)
- History of the Americas Research Project and IA Preparation

Unit	Syllabus
Civil War and Reconstruction	<p>8: US Civil War: causes, course and effects (1840–1877)</p> <p>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?</p> <ul style="list-style-type: none"> • 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
Text(s)	
<i>Access to History for the IB Diploma: United States Civil War</i>	

Unit	Syllabus
First World War	<p>Paper 2 Prescribed content:</p> <p>Causes of war:</p> <ul style="list-style-type: none"> • Economic, ideological, political, territorial and other causes • Short-term and long-term causes <p>Practices of war and their impact on the outcome:</p> <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 <p>Effects of war:</p> <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
Text(s)	
<p><i>Access to History for the IB Diploma: Emergence of the Americas in global affairs</i> <i>Causes and effects of 20th Century Wars (Oxford)</i></p>	

Unit	Syllabus
The Great Depression	<p>12: The Great Depression and the Americas (mid 1920s–1939)</p> <p>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.</p> <ul style="list-style-type: none"> • 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
Text(s)	
<i>Access to History for the IB Diploma: The Great Depression and the Americas</i>	

Unit	Syllabus
<p>Second World War</p>	<p>13: The Second World War and the Americas (1933–1945) As the world order deteriorated in the late 1930s, resulting in the outbreak of war in Europe and Asia, the countries of the region reacted in different ways to the challenges presented. This section focuses on the changing policies of the countries in the region as a result of \ growing political and diplomatic tensions prior to, and during, the Second World War. It also examines the impact of the war upon the Americas.</p> <ul style="list-style-type: none"> • Hemispheric reactions to the events in Europe and Asia: inter-American diplomacy; cooperation and neutrality; Franklin D Roosevelt’s Good Neighbor policy—its application and effects • Involvement of any two countries of the Americas in the Second World War • Social impact of the Second World War; impact on women and minorities; conscription • Treatment of Japanese Americans, Japanese Latin Americans and Japanese Canadians • Reasons for, and significance of, US use of atomic weapons against Japan • Economic and diplomatic effects of the Second World War in any two countries of the Americas <p>Paper 2 Prescribed content: Causes of war:</p> <ul style="list-style-type: none"> • Economic, ideological, political, territorial and other causes • Short-term and long-term causes <p>Practices of war and their impact on the outcome:</p> <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 <p>Effects of war:</p> <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
<p>Text(s)</p>	
<p><i>Access to History for the IB Diploma: The Second World War and the Americas Causes and effects of 20th Century Wars (Oxford)</i></p>	