

**IB History of the Americas Year 1**  
**Course Syllabus**  
**2021 - 2022**

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**Website:** mslucohistory.com  
**Tutorial:** Mondays, 3:45 – 4:45 PM

### Course Description

IB History of the Americas HL (Higher Level) is a two-year course that will fulfill a requirement for the International Baccalaureate Diploma Programme and Career-related Programme and prepare students for the IB assessments taken in 12th grade.

Year 1 of the course will introduce students to a rigorous, multi-perspective approach to studying the past, and will cover the period from the United States Civil War to the end of the Second World War. Year 2 will continue to build on critical historical thinking skills through an exploration of 20th century topics. IB History is a hybrid of world history and regional history topics.

*“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.”* – IB History Guide, 2018

### Materials

- 1- to 2-inch 3-ring binder with pockets
- Tab dividers for binder (Set of 5)
  - Label the tabs:
    - 1. Resources
    - 2. Civil War & Reconstruction
    - 3. First World War
    - 4. Great Depression
    - 5. Second World War
- College-ruled filler paper
- Black ink pens
- Highlighters (2 different colors)
- Laptop, tablet or other device to access Google Classroom

### Google Classroom and Drive

All course announcements and assignments will be posted on Google Classroom. Please note the class code for your period: \_\_\_\_\_

### Assigned Reading

Students will be assigned selected readings from the *Access to IB History* series (Hodder Education), and *History for the IB Diploma* (Cambridge University Press), in addition to other supplementary texts. The texts for this course are listed below. PDFs will be shared with students on Google Classroom.

- Farmer, Alan. *Access to History for the IB Diploma: United States Civil War: causes, course and effects 1840-77*. London: Hodder Education, 2012.
- Faragher, John Mack, Mari Jo Buhle, Daniel J. Czitrom, and Susan H. Armitage. *Out of Many: a History of the American People*. Boston: Pearson, 2016.
- Wells, Mike and Nick Fellow. *History for the IB Diploma: Causes and Effects of 20th Century Wars*. 2nd edition. Cambridge University Press, 2016.
- Wells, Mike and Nick Fellows. *History for the IB Diploma: The Great Depression and the Americas (mid 9120s-1939)*. 2nd edition. Cambridge University Press, 2016.
- Wright, John. *Access to History for the IB Diploma: The Second World War and the Americas 1933-1945*. 2nd edition. London: Hodder Education, 2016.

## **IB History of the Americas (HL) Year 1 Syllabus**

### **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 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

### **12: 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

### **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.

- 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

### **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.

## Grading Policy

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|---|-----|
| 1) <b><u>Summative Assessments</u></b>                        | 45% |
| Unit assessments, research papers/essays, midterm, & projects |     |
| 2) <b><u>Formative Assessments</u></b>                        | 45% |
| Classwork, homework, & quizzes                                |     |
| 3) <b><u>Final Exam</u></b>                                   | 10% |

## **Classroom Expectations**

### **Absences:**

If you are absent, it is your responsibility to obtain assignments from either a homework partner, the teacher, or Google Classroom. Please do not loan your notebook or binder to a classmate. Please check Google Classroom often, as information on assignments will be posted there.

### **Homework/ Asynchronous Learning:**

Homework is designed to introduce or reinforce concepts while the student is at home. Oftentimes, homework is done at school or copied directly from a friend. Not following through on homework when it is assigned nullifies its basic purpose. Copying someone else's homework is considered cheating and will result in disciplinary action and a zero until the student(s) complete an alternate assignment.

### **Class Notes and Materials:**

It is imperative that you bring your binder to class every day and keep your notes and assignments in order according to the labeled tab dividers. If you are unsure of where notes or an assignment should go, ask me. These materials will follow you into Year 2 of the course, so it is important to keep it organized and to keep all your notes at the end of the school year. The notebook/binder MAY NOT be used for other classes. Additional course notes or other materials will be posted on the class website.

### **Technology:**

Access to the internet and a word-processing program is required for many assignments. If a student's access to technology is limited, the student is responsible for asking for paper-based assignments or other assistance. There are classroom computers available for student use before or after school.

### **Cell Phones:**

Cell phones are not allowed to be used during class time unless otherwise specified by the teacher. Cell phones must remain out of sight or in the student's bookbag. Any cell phones that are visible or used during class time will be confiscated for the remainder of the class period.

### **Participation and Class Discussions:**

Class discussion will be driven by the assigned reading from the textbook or other sources. In order to participate in the discussions, students must be prepared with notes from the readings if assigned. Participation during class is required and students may be called on at random to speak or share responses. Other forms of participation may take the form of whole class or small group discussions, collaboration board posts, or participation in polls. Data on individual student participation will be collected from exit tickets, Nearpod, or other platforms.

### **Late Policy:**

1) It is important that all students turn in assignments on time. Many assignments build upon each other and missing work can result in gaps in the student's understanding of the course material. If a student misses class the day on which an assignment is due, he or she is expected to submit the assignment immediately upon his or her return. If the absence is excused, the assignment will not be considered late if it is submitted the next class period. If an absence is unexcused, the late work policy below will be followed.

2) Students with late assignments or unexcused absences are expected to submit missing assignments before the end of the grading period. Please see the guidelines below:

- a) Assignment turned in after the due date can earn a maximum of 80%.
- b) All assignments are due 6 days before final exams in order to qualify for final exam exemption.
- c) All missing assignments will be recorded in Infinite Campus with an "M" for missing. Every assignment in the grade book must be assessed with a grade or a code.

3) Work that has been returned to the class with a grade and/or feedback will not be accepted unless the student completes an alternate assignment by the dates designated above. The purpose for this is to limit cheating after assignments have been graded and returned. It is the student's responsibility to request this alternate assignment outside of class time.

5) In the IBDP and IBCP, students are often managing a large amount of coursework in addition to other responsibilities. If an extension is needed for an assignment, written notice (in the form of an email or Remind message) must be provided to and approved by Ms. Luco 24 hours before the assignment is due.

### **Summative Assessment Recovery:**

If a student fails a summative assessment (a score below 70), they may take an alternate version of the exam or complete an alternate project that assesses the same skills and standards as the original assignment. It is the student's responsibility to ask for this recovery opportunity. The recovery assessment must be taken within two weeks of the date the student received notification of a failing grade. Recovery assessments must be completed outside of class time, before or after school by appointment with the teacher.

### **Academic Integrity:**

According to the IB, academic honesty "is a set of values and behaviours informed by the attributes of the learner profile" which "serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. All coursework—including work submitted for assessment—is to be authentic, based on the student's individual and original ideas with the ideas and work of others fully acknowledged."

Cheating, plagiarism and other forms of academic dishonesty are unacceptable and will not be tolerated. Should a student be caught or suspected of cheating or plagiarism, he/she will receive a score of zero until an alternate assignment is completed. Additionally, academic dishonesty will be handled as violations of the student code of conduct and the student(s) involved will be referred to the grade level administrator. This rule also applies to the student that allows someone to cheat off of them, so guard your work! Keep in mind that if you elect to cheat, you're only cheating yourself.

## **Attendance Expectations**

- ATTENDANCE WILL BE TAKEN EVERY DAY, EVERY CLASS
  - Teachers have 3 options—***Present, Absent, Tardy***
- Tardy Protocol:
  - If you arrive tardy to class, please sign in using the QR Code posted by the classroom door. Then, please quietly make your way to your seat.
  - If you arrive to 1<sup>st</sup> period after 9:05 am, you must sign in with Mrs. Jackson in the attendance office on the second floor.
  - If you are present for less than half of the class period, you will be marked absent.
- Additionally, for excused absences/tardies (such as for doctor's visits or illness), please submit the necessary documentation to our attendance clerk at [kjackson@apsk12.org](mailto:kjackson@apsk12.org)

# Student-Parent-Teacher Contract

Parents and Students,

After you have read the attached syllabus and discussed it, please take a moment to read each expectation listed below. If you cannot agree to an expectation, please let me know why the expectation cannot be fulfilled. I am here to help and will work with you and your student's needs.

## **Expectations for the student:**

1. Be prepared and on time for every class.
2. Treat classmates and teacher with respect.
3. Demonstrate mature behavior.
4. Actively participate in class.
5. Complete all assignments on time.
6. Faithfully and thoughtfully complete reading assignments.
7. Demonstrate honesty on all assignments.
8. Seek help and participate in tutorials if needed.
9. Accept the consequences of choices.

## **Expectations for the parent:**

1. Monitor student performance using Infinite Campus & by viewing their binder.
2. Ensure student has time & place to read/study every day.
3. Communicate with the teacher about any concerns.
4. Help student obtain materials needed for class.

## **By signing, you agree to the following statement:**

"I have read and fully understand the guidelines and policies written here and in the course syllabus for IB History of the Americas taught by Ms. Luco at North Atlanta HS. As a stakeholder (parent and student) of North Atlanta High School, I will adhere to the academic honesty policy provided in the handbook and consistently and frequently monitor Infinite Campus for attendance and academic performance."

**Please sign and return this contract by Tuesday, August 10, 2021 using the Google Form listed here and on Google Classroom.**

<https://forms.gle/6P9xLQiTw2NdZgUK9>

In return, as the teacher, I will make every effort to enforce policies fairly, assist students, maintain an open channel of communication for both students and parents, and be available for questions and concerns. I look forward to a successful year. The best way to contact me is by e-mail: michelle.luco@atlanta.k12.ga.us

Sincerely,

Michelle Luco