

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

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Tutorial: Thursdays, 3:45 – 4:45 PM (Come prepared with questions)

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, 2019

Required Materials

- Minimum 100-page college-ruled notebook (used ONLY for this class)
 - College-ruled filler paper
 - Black and/or blue ink pens
 - Highlighters (At least 2 different colors)
 - Laptop, tablet or other internet-connected device to access Google Classroom daily
- Recommended:
- Index cards
 - Sticky notes/ tabs

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 that may be used in 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.
- Rogers, Keely and Jo Thomas. *Pearson Baccalaureate: Causes and Effects of 20th Century Wars*. 2nd edition. London: Pearson Education, 2015.
- 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 1920s-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

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

Classroom Expectations

Absences:

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

Homework:

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 notebook to class every day and keep your notes in order according to the date. 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 your notebook neat and organized. Keep all your notes at the end of the school year. The notebook MAY NOT be used for other classes. Additional course notes or other materials will be posted on the class website. The IB History student handbook will only be distributed ONCE per student and should be kept for Year 2.

Technology:

Access to the internet and a word-processing program is required for most assignments. If a student's access to technology is limited, the student is responsible for asking for paper-based assignments or other assistance.

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. Ultimately, it is your responsibility to use your technology and class time responsibly. Repeated violations of the cell phone policy may result in confiscation until the end of the period, parent contact, and/or disciplinary action.

Participation and Class Discussions:

Class discussion will be driven by the assigned readings 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, presentations, collaboration boards, or participation in polls. Data on individual student participation will be tracked.

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. Some assignments are steps in a process and will not be accepted after the next step of the process is due.
- 2) 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.
- 3) **NAHS Late Work Policy:**
 - Students with late formative assignments or unexcused absences are expected to submit missing assignments before the end of the grading period. Assignments turned in after the due date can earn a maximum of 80%. Late work will be assessed a 20% deduction off the grade earned.
 - Students who were absent and missed a summative assessment are expected to submit/take the assessment before the end of the grading period. Students have a 2-week grace period to take the missing assessment for full credit. Missing assessments taken after the 2-week grace period will be assessed a 20% deduction of the grade earned for a maximum grade of 80%.
- 4) **The end of the 1st semester is December 16 at 4:00 p.m. The end of the 2nd semester is May 26 at 4:00 p.m. Absolutely no exceptions will be made.**
- 5) 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.
- 6) 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.
- 7) Some assignments, such as the History Journal, are ongoing and partly assessed for completion. In these cases, late work will not be assessed.
- 8) 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.** This policy may be amended if abused by students.

Mastery and Recovery Policy:

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. Alternate assessments taken after the 2-week grace period can earn a maximum of 80% and will be assessed a 20% deduction off the grade earned. 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.” (IB History Guide, 2019)

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 in multiple violations 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 1st period after 9:05 am, you must sign in with the attendance clerk on the 2nd floor.
 - **If you are present for less than half of the class period (45 min.), you will be marked absent.**
- Additionally, for excused absences/tardies (such as for doctor’s visits or illness), please submit the necessary documentation to the attendance clerk, Ms. Kimberly Robinson. Emails will not be accepted, only written notes.

