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**International Baccalaureate-Route 2, Standard Level and Higher Level History**Mr. Brad Richard

Course Syllabus

Welcome to IB History of the 20th Century. The IB Diploma Programme is a rigorous pre-university course of study designed to equip students with the skills required for success at the post-secondary level. It is a broad-based two year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

One of the goals of the IB History program is for Diploma candidates to develop an understanding of and an ability to practice independent historical research and historiography. Towards this end they will be responsible for research and research projects in class and as homework and will undertake an Historical Investigation of 2200 words. They will also regularly cite, analyze, evaluate and interpret primary documents to understand challenging concepts and processes in history. Students will come to understand that research leads to more questions, not all of which will be answered definitively or unambiguously. The IB Diploma Program promotes international mindedness and viewing history from the perspective of all interested parties. Through this the students will build a more complex and sophisticated understanding of 20th Century history.

**Excerpted from the IB History Guide**

**Prescribed subjects (Paper 1)**

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.

**Prescribed subjects: Learning outcomes**

After studying one prescribed subject students will be expected to:

• have knowledge and understanding of all aspects of the prescribed subject as outlined in the bullet points

• demonstrate knowledge and understanding of key historical terms and concepts

• have knowledge and understanding of the background to, and context of, the prescribed subject

• show an awareness of different approaches to, and interpretations of, historical events related to the prescribed subject

• critically engage with a range of historical sources related to the prescribed subject in order to

comprehend, analyse and evaluate them in a historical context.

**Prescribed subject 3: The Move to Global War**

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| **Case studies** | Material for detailed study |
| **Case study 1:**  **Japanese**  **expansion in East**  **Asia**  **(1931–1941)** | Causes of expansion  • 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  Events  • 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)  Responses  • 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)** | Causes of 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  • Changing diplomatic alignments in Europe; the end of collective security;  appeasement  Events  • 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  Responses  • International response to German aggression (1933–1938)  • International response to Italian aggression (1935–1936)  • International response to German |

**World History Topics (Paper 2)**

The topics should be studied through a selection of case studies drawn from different regions. Knowledge of topics beyond 2000 is not required. The syllabus specifications for every topic include major themes and material for detailed study. Students should study a selection from the material for detailed study using the themes to guide them. It is important to ensure that examples selected for detailed study cover **two** regions as outlined by the map provided. In the examination that tests this component (SL/HL paper 2) questions will be set on major themes. Named questions will be confined to the material in major themes and detailed study. When answering open ended questions students can use examples from the list and/or alternative examples.

This area of the syllabus is both flexible and broad, allowing teachers to construct a scheme of work that, if desired, complements their choice of prescribed subject. In order to fulfill the requirements of the examination **two** topics must be studied. A selection from the material for detailed study should be studied. In some cases, teaching the major themes through examples not listed in the material for detailed study allows schools to focus on their national history or explore areas of particular interest. All major themes that are appropriate to the material studied should be explored. For route 2, 20th century world history, it is important to ensure that examples selected for detailed study cover two regions as outlined in the world map provided in “Route 2: 20th century world history”. Teachers may prefer to follow the syllabus and teach topic by topic or teach a period chronologically while cross-referencing the course to the topics and themes. In either case it is essential that students build an accurate body of knowledge on their chosen topics and that they show an appreciation of chronology. Topics should be taught using a range of sources of historical evidence that encourage both critical thinking and an understanding of the views and perspectives of a variety of people in different contexts and cultures.

Practicing essay-writing skills in both timed and non-timed situations will be helpful to students.

**Topics: Learning outcomes**

After studying **two** topics students will be expected to:

• have knowledge and understanding relating to **two** topics

• demonstrate knowledge and understanding of key historical terms and concepts

• show an understanding of the chronological framework for the chosen areas of study

• demonstrate an understanding of historical processes: cause and effect; continuity and change

• compare and contrast developments and/or events

• understand and evaluate different approaches to, and interpretations of, historical issues and events

• construct written arguments, within time constraints, as preparation for the examination.

**World history topic 10: Authoritarian states (20th century)** This topic focuses on exploring the conditions that facilitated the rise of authoritarian states in the 20th century, as well as the methods used by parties and leaders to take and maintain power. The topic explores the emergence, consolidation and maintenance of power, including the impact of the leaders’ policies, both domestic and foreign, upon the maintenance of power. Examination questions for this topic will expect students to make reference to specific authoritarian states in their responses, and some examination questions will require discussion of states from more than one region of the world. Adolf Hitler, Joseph Stalin and Fidel Castro are the three authoritarian leaders to be studied.

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| Topic | Prescribed content |
| Emergence of authoritarian states | • Conditions in which authoritarian states emerged: economic factors; social division; impact of war; weakness of political system  • Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda |
| Consolidation and maintenance of power | • Use of legal methods; use of force; 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 results of policies | • 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 |

**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.

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| Topic | Prescribed content |
| Rivalry, mistrust and accord | • 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 | •The impact of two leaders, each chosen from a different region, on the course  and development of the Cold War (Castro and Stalin)  • The impact of Cold War tensions on two countries (excluding the USSR and  the US) (Germany and Cuba) |
| Cold War crises | • 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 (Berlin Wall, Berlin Blockade, Korea, Vietnam) |

**HL option 4: History of Europe**

Three sections must be selected for study. Only people and events named in the guide will be named in examination questions.

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| 14: European states in the inter-war years (1918–1939) |
| This section deals with domestic developments in certain key European states in the period between the two world wars. It requires the study of four European countries: Germany, Italy, Spain and any one other country. The section considers the impact of the end of the First World War, then examines the economic, social and cultural changes in each country during the 1920s and 1930s. |
| • Weimar Germany: constitutional, political, economic/financial and social issues (1918–1933); initial  challenges (1918–1923); “Golden Era” under Stresemann (1924–1929); the crisis years and the rise of  Hitler (1929–1933) |
| • Hitler’s Germany (1933–1939): consolidation of power; Hitler’s pre-war domestic policies, including  economic, social and political policies; nature of the Nazi state; the extent of resistance to the Nazis |
| • Italy (1918–1939): rise of Mussolini; consolidation of power; Mussolini’s pre-war domestic policies,  including economic, social and political policies; nature of the fascist state |
| • Spain (1918–1939): political, social and economic conditions in Spain; the Primo de Rivera regime; polarization and political parties under the Second Republic; Azaña and Gil Robles; causes of the Civil War; foreign involvement; reasons for nationalist victory under Franco |
| • Case study of domestic political, economic and social developments in one European country (other than Germany, Italy or Spain) in the inter-war years. |

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| 15: Versailles to Berlin: Diplomacy in Europe (1919–1945) |
| This section addresses international relations in Europe from 1919 to 1945 with initial emphasis on the Paris Peace Settlement: its goals, impact and the problems relating to its enforcement. The section covers attempts to promote collective security and international cooperation through the League of Nations and multilateral agreements (outside the League mechanism), arms reduction and the pursuit of foreign policy goals without resort to violence. This section also addresses the individual foreign policies of Italy, Germany, France, Britain and Russia/Soviet Union, looking at the aims, issues and success of each one. It concludes with a study of the Second World War, looking particularly at the impact of the war and the reasons for German defeat and Allied victory. |
| • Peace settlements (1919–1923): Versailles; Neuilly; Trianon; St Germain; and Sèvres/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): aims, issues and extent of success |
| • Collective security and appeasement (1919–1941): aims, issues and extent of success; role of British, French and Russian/Soviet foreign policies (1919–1941); 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 and for Allied victory; role of economic, strategic and other factors |
| • Impact of the Second World War on civilian populations in any two countries between 1939–1945 |

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| 16: The Soviet Union and post-Soviet Russia (1924–2000) |
| This section examines the consolidation of the Soviet state from 1924 and the methods applied to ensure its survival, growth and expansion inside and outside the borders of the Soviet Union. It explores the rise and nature of the rule of Stalin, Khrushchev, Brezhnev and their policies. East–West relations post-1945 in relation to Soviet aims and leadership should also be considered. Finally, the decline and collapse of the Soviet Union should be considered, as well as political and economic developments in post-Soviet Russia. |
| • Soviet Union (1924–1941): Stalin and the struggle for power (1924–1929); defeat of Trotsky; Stalin’s policies of collectivization and the Five-Year Plans; government and propaganda under Stalin; the purges and the Great Terror |
| • The impact of the Great Patriotic War (1941–1945); post-war Soviet Union (1945–1953): political and economic developments |
| • Khrushchev and Brezhnev: domestic policies and foreign relations |
| • Transformation of the Soviet Union (1985–1991): Gorbachev (aims, policies and extent of success);  political developments and change |
| • Collapse of the Soviet Union; post-Soviet Russia to 2000; role and policies of Yeltsin; political and  economic developments to 2000 |

**Historical investigation**

**Duration: 20 hours**

**Weighting: 25% SL, 20% HL**

**2200 words maximum**

Students at both SL and HL are required to complete a historical investigation into **a topic of their choice**.

The historical investigation is made of up three sections.

1. Identification and evaluation of sources

2. Investigation

3. Reflection

Students have a free choice of topic for their historical investigation—the topic need not be related to the

syllabus, and students should be encouraged to use their own initiative when deciding on a topic. However,

the topic must be historical, and therefore **cannot be on an event that has happened in the last 10 years**.

Students should choose their own topic, with their teacher’s guidance and approval. Teachers must approve

the topic and question for investigation before work is started. It is crucial that there are sufficient sources to

support the investigation, and that the investigation can be assessed by the criteria for internal assessment.

Teachers must also make students aware of any relevant ethical considerations when undertaking their

investigation, for example, the need to show sensitivity or to respect confidentiality.

The investigation is an opportunity for students to demonstrate the application of their skills and knowledge

to a historical topic of their choice. The emphasis must be on a specific historical inquiry that enables the

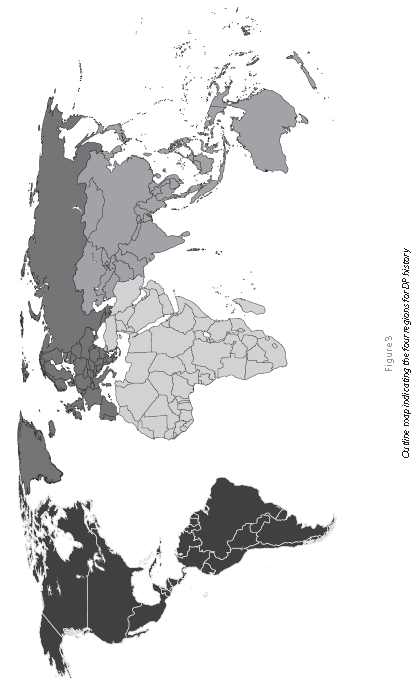
student to develop and apply the skills of a historian by selecting and analysing a range of source material

and considering diverse perspectives. The activity demands that students search for, select, evaluate and

use evidence to reach a relevant conclusion consistent with the evidence and arguments that have been put

forward.

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| **Assessment component Weighting** |  |
| **External assessment (5 hours)**  **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)  **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)  **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) | **80%**  **20%**  **25%**  **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.  **Historical investigation**  Students are required to complete a historical investigation into a topic of their choice.  (25 marks) | **20%** |



**Expectations and Guidelines**  
**Participation-** Success in this course will be based largely on the ability to understand principles, concepts and cause and effect relationships covered. This will require consistent attendance at, and participation in, class and discussions. Your questions will most likely be helpful to your classmates so it is important for all concerned that you inquire when things are not clear. In other words, speak up early and often.

Please make good use of the Horton Calendar, which for this course will be the grade 12 calendar, to check for due dates. Another useful resource is my website on the Horton webpage within the Social Studies department. Almost all assignments and projects are posted there as are many of the notes we use in class. You will also find my e-mail address on the website which students and parents find useful to get answers outside of school hours.

**Submitted Work-** Much of your work will be handed in to me for evaluation. While it will be marked based on its content, presentation will also influence on your mark. Most things will be typed and some class time will be given for this purpose. It is expected that all submitted work, including homework, will meet grade twelve and IB standards for spelling, punctuation, grammar and legibility. The inability to meet these standards consistently will reduce your mark*.* It is essential to complete and submit work on time so that you can give each assignment and project the appropriate amount of attention and that work does not accumulate and become stressful. When work is not submitted on the due date a 0 and an L indicating that the work is late will be entered in the online gradebook so that you can see how it will affect your mark*.* Any assignments that are submitted after the due date will be subject to a penalty of 5% of the value of that assignment, per day, up to a total deduction of 25% of the value of the assignment, unless I receive a note from your parents containing a valid excuse for the late submission. The terminal deadline for submission of any assignment is ten school days after the due date. I will contact home if any student misses a major test or assignment, or if they are not handing work in on a consistent basis. If a student should miss an in class test or a due date for submitted work a note from a parent or guardian will be required for a make-up test or deadline extension respectively.

**Extra Help-** I am available at lunch hour with the exception of Monday lunch. You may also schedule other times by contacting me in person or by e-mail at blrichard@gnspes.ca

**Plagiarism**- While it is now easier, and possibly more tempting, to present the work of another as one’s own it is also much easier to determine that this has been done. As this sort of activity may result in the loss of the entire mark for a project, with obvious consequences for an overall mark, it is best to avoid this sort of practice at all costs. Style guides are available to assist writers in the use of quotations and endnotes so that proper credit may be given and the loss of marks avoided.