



COURSE: Higher Level History Course II
Twentieth Century World History Topics
INSTRUCTOR: Gary Berglund
CONFERENCE: 5th period
ROOM# Portable 4
PH# 236-2000
EMAIL gjberglu@episd.org

Description of course:

This will be a demanding course. Twentieth Century World History Topics is the second half of a two-year curriculum. The focus for the second year will be on:

- Rights and protest - Apartheid South Africa (1948–1964)
 - Combined with last year study of - Civil rights movement in the United States (1954–1965)
- Authoritarian states (20th century)
- Cold War: Superpower tensions and rivalries (20th century)

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present.

Every student in this class is capable of being successful but it will require time, energy and hard work. Accept the challenge and make it happen! Count on being successful!

Aims:

Through this course, the student will acquire an understanding and appreciation of selected topics of twentieth century world history, including the nature and diversity of its sources, methods and interpretations.

Objectives of the course:

- The student will apply critical thinking skills to organize and use information acquired from a variety of sources.
- The student will communicate clearly in written, oral, and visual forms as well as constructing concise, relevant, and well-substantiated arguments.
- The student will evaluate the significance of political choices and decisions made by individuals, groups, and nations during the twentieth century.
- The student will comprehend, analyze, evaluate and integrate source material critically as historical evidence.
- The student will compare and contrast the relative merits of opposing arguments and interpretations while clearly identifying the important points in both perspectives.
- The student will broaden and deepen understanding of 20th century world history providing perspectives for the evaluation of various developments.
- The student will explain the causes and effects of historical continuity and change.

- The student will use problem solving and decision-making skills to identify and evaluate different approaches to and interpretations of historical events and topics.
- The student will become familiar with and use historiography.

Topics to be covered:

Prescribed subject 4: Rights and Protests

This prescribed subject focuses on struggles for rights and freedoms in the mid-20th century. Two case studies are prescribed, taken from two different regions of the world, and both of these case studies must be studied. The first case study explores the civil rights movement in the US between 1954 and the passing of the Voting Rights Act in 1965. The second case study explores protests against apartheid in South Africa. It focuses specifically on the years 1948–1964, beginning with the election of the National Party in 1948 and ending with the imprisonment of Nelson Mandela and his co-defendants following the Rivonia trial in 1964.

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.

Topic 12: 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

GENERAL OUTLINE: (a guideline—subject to change work in progress)

This course will be thematically not in a sequence through time.

- I. Authoritarian states (20th century)
1st Semester
- II. The Cold War: Superpower tensions and rivalries (20th century)
2nd Semester
- III. Rights and Protests
Will be studied in week long chunks between major concepts

IB Assessments:

External Assessment-

The student will prepare for external assessment papers 1 and 2, which will be taken in May at the end of the school year. This comprises 75% of the student's final History IB grade.

Paper #1

Rights and Protest (Source Based Questions)

Paper #2

Will assess the student on Topics:

Topic 10: Authoritarian states (20th century)

Topic 12: Cold War: Superpower tensions and rivalries (20th century)

Paper #3

History of Americans

Historical developments in U.S. and Latin American History

Internal Assessment-

The student (student generated, student initiated) will provide an historical investigation of 2000 words. This comprises 20% of the student's final History IB grade.

The historical investigation is a problem solving activity, which enables the student to demonstrate their knowledge of the topic that interests them. The historical investigation emphasizes historical inquiry and developing the skills of historians. The historical investigation is not a research paper.

In preparing your historical investigation you will need a topic and a well formulated question. I am requiring that you select from one of the topics that are emphasized in the course. The topics you may select from are as follows:

1. Authoritarian states (20th century)
2. Cold War: Superpower tensions and rivalries
3. Apartheid South Africa (1948–1964)
4. History of the Americas – Anything studied then students junior year

You need to provide 6-8 sources for your investigation. All source should be of scholarly nature. Books magazines, original sources, or personal interview of an individual that has experience or expert information of the topic.

Dates for Historical Investigation Assessments

The written account (*Final project due November 15th*)

Every student **must** produce a written account consisting of the following three sections.

Section 1: Identification and evaluation of sources
(Before the end of your junior year)

Section 2: Investigation
(September 19th)

Section 3: Reflection
(October 17th)

REQUIREMENTS

The course will also be supplemented with readings from a variety of different sources.

Readings: Many of the readings ask you to stretch your mind in what might be an unaccustomed way. The challenge is worthwhile. Serious discussion about questions in history requires at least some exposure to serious writings, both to build a conceptual vocabulary and to see examples of good historical reasoning. The readings have been selected not only for their importance, but also for their accessibility. Still, you will find some passages hard-going. It is assumed that reading and reviewing of assigned material is an ongoing process. Do not convince yourself that the readings are of little value. You will be held accountable for all assigned material, some of which may not be covered in class.

Readings will also be posted on my web page under IB History Stuff 16 -17. <http://jessbcuzz.weebly.com/ib-history-stuff-16---17.html> The section of the site is password protected. The password is youknowit2.

EVALUATION/GRADES

Participation: You are expected to come to each session prepared to discuss the day's assignment, study questions, readings and cases, and to make thoughtful contributions to the class. Class and discussion group participation count for 30% of your nine weeks grade. A student must at all times be prepared to participate. It is an essential part of the course. If you choose not to participate during a given you will be given a 40 as a grade for participation during that week. **If you miss a discussion day you will be able to make up that discussion by setting up a time with your instructor. This should be in done in a time mater, no more than a week form when the discussion was missed.**

Class participation creates a collective / collaborative learning environment. If you don't participate at your fullest ability or you take short cut or even BS (Blow Snow), you are part of the problem not part of the solution. When everyone gives their best everyone benefits.

Essays: We will generally have 2 Essay each nine weeks. Tests will be subjective (essay). Tests will cover all material assigned. The test grades will be approximately 40% of your nine weeks grade.

NOTE: Essays which do not contain a thesis statement will automatically receive an "F"(50). You will have one week to make up the essay for full credit, from

the point at which I notify you that you failed (we will have a designated make up day, if you miss that day for ANY reason the 50 remains). If you cannot make it up on the make-up day, we will come to an agreement on a different day which is acceptable to both of us. Of course you will receive a different question.

Daily Work / Home work: will be approximately 20% of your nine weeks grade. There will be three readings a week.

*Student work which receives a grade below a 70% may be redone for a grade up to but not exceeded a 70%. This work must be redone within 5 school days after it has been graded.

Nine Weeks Test: The nine weeks test will be 10% of your nine weeks grade.

LATE WORK IS NOT ACCEPTABLE! If you do not have the assignment at the time it is due, it will not be accepted for full credit. All late work will be downgraded one letter grade, for each day late!

Reviewing Assessments:

Obviously there will be times throughout the year when a student's view of his /her work and my assessment of that work will not be in harmony. This is quite to be expected. However, there is a process that needs to be engaged if a student would like a review of his assessment. The issue should NOT be that the grade is too low. Rather, it should be about reconciling what the student believes he said to what the instructor believes he read. Students should have a particular point in mind when asking for a review of an assessment. Be clear about what you are asking and understand that I review the entire paper not just one section. I try to approach all such reviews with an open mind. Reviews of assessments will not be conducted during class time or transition.

TEAMS Parent Portal: I highly recommend that your parents register for the Parent Portal at <http://www.episd.org/parents/>. Once registered you and your parents will be able to check the status of your grades.

Communication

Communication is essential in all aspects of aspects of life. The student / teacher relation is not adversarial. The teacher is there to promote the student's interest, in understanding of the material. The student should use the teacher as a resource to promote their self-interest, a clearer understanding of the material.

The parent / teacher relation is not adversarial. Both are advocates of the students. It seems at times situations may occur in which things may become unclear. To avoid any stumble blocks communication between parent and teacher must be maintain. If an email cannot provide clarity I will send you the following message: "Please feel free to call the school at 236-2000 to set up a time for you and I to meet to discussperformance. I look forward to meeting with you."

Academic Honesty

Any behavior that gains unfair advantage for a student or that effect's the result of another student will be deemed unacceptable

Academic integrity is taken very seriously. Any student caught cheating will receive a zero. The mark of a "CH" will be recorded as a grade in my grade book, which has a value of zero to document the offence.

The Coronado IB Community will be followed and enforced. All violations will be report to the IB Coordinator and subject to an IB Honor Board

Make Up Work

The student will be given one day for each day missed to make up work for any excused absences.

Electronic Use Policy: EPID "Power UP will be implemented in some elements of class time. It is apparent that electronic devises are frequently abused. They are not use to enhance learning but more often use to deter learning. Perhaps at times best policy will be a zero tolerance policy. Electronic devices will be closely monitored.

Class Rules

Do unto others, as you would have others do unto you.

Earn your way.

Think.

Be socially, economically and politically correct.

No amorous ogling.

No food or out of class passes

Critical Thinking

Academic freedom and dealing with controversial issues are an important part of learning. One must realize that academic freedom requires academic responsibility. This responsibility is guided by basic values and goals established by the community.

Controversial issues will not be avoided. They will be handled with materials that are relevant to the level and maturity of the students. It is important to maintain a classroom environment that is conducive to the free exchange and examination of ideas allowing students to hold divergent ideas as long as the expression of their dissent is done within the guidelines of debate.

Just A Thought:

" You forfeit your chance for a life at its fullest when you withhold your best effort in learning. When you give only the minimum to learning you receive only the minimum in return. Even with your parents' best example and your teachers' best efforts, in the end it is your work that determines how much and how well you will learn. When you work to your full capacity, you can hope to attain the knowledge and the skills

that will enable you to create your future and control your destiny. If you do not, you will have your future thrust upon you by others. Take hold of your life, apply your gifts and talents, work with dedication and self –discipline. Have high expectations for yourself, and convert every challenge into an opportunity.” -- Report to the Commission on Excellence in Education, a note to students

IBO mission statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

PLEASE SIGN AND RETURN (Return during the first week of the semester)

I have received the syllabus for the IB History 20th Century Topics course for the 2016-2017 school year.

Parents of _____
(Print student's name)

(Student Signature)

Date

(Parent signature)

Date