DP 20th Century World History
2014-2015
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**Text:**
- A History of the Modern World, Palmer
- The Cold War, Tomkinson
- Wars and Warfare, Tomkinson
- 20th Century World History, Course Companion, Oxford

We will also use the Internet, videos, newspapers, magazines, and other primary and secondary sources outside of the textbook to help us better understand these different eras.

**Scheme of Work**

Higher Level – Recommended 240 hours. The following timings are approximate:

Breakdown: Paper 1 = (40 hours)
- Paper 2 = (90 hours)
- Paper 3 = (90 hours)
- Internal Assessment = (20 hours)

Standard Level – Recommended 150 hours. The following times are approximate:

Breakdown: Paper 1 = (40 hours)
- Paper 2 = (90 hours)
- Internal Assessment = (20 hours)

This course consists of:

**Higher Level**

**Paper 1 - 20th century world history—prescribed subjects**

Prescribed subject 1: Peacemaking, peacekeeping – international relations 1918-36

**Paper 2 - 20th century world history—topics**

Topic 1: Causes, practices and effects of wars
Topic 5: The Cold War

**Nature of the Subject**

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. Students of history should learn how the discipline works. It is an exploratory subject that poses questions without providing definitive answers. In order to understand the past, students must engage with it both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual’s understanding of, and empathy for, people living in other periods and contexts.
Thus Diploma Programme history provides both structure and flexibility, fostering an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social. It invites comparisons between, but not judgments of, different cultures, political systems and national traditions. The content of the history course is intrinsically interesting and it is hoped that many students who follow it will become fascinated with the discipline, developing a lasting interest in it, whether or not they continue to study it formally. The international perspective in Diploma Programme history provides a sound platform for the promotion of international understanding and, inherently, the intercultural awareness necessary to prepare students for global citizenship. Above all, it helps to foster respect and understanding of people and events in a variety of cultures throughout the world.

Aims

Group 3 aims

The aims of all subjects in group 3, individuals and societies are to:

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 institutions
2. 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 society
3. enable the student to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material
4. 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 societies
5. 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 diversity
6. 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

The aims of the history course at SL and HL are to:

7. promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations
8. encourage an understanding of the present through critical reflection upon the past
9. encourage an understanding of the impact of historical developments at national, regional and international levels
10. develop an awareness of one’s own historical identity through the study of the historical experiences of different cultures.
REQUIREMENTS:
You will be expected to be here every day prepared and ready to participate. You could be required to complete any combination of the following:

- World History Notebook (3 Divisions)
  - Notes
  - Classwork
  - Assessments

GRADING SCALE:
The following grading scale will be used to determine your grade according to the percentage of total points earned.

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<thead>
<tr>
<th>Percentage</th>
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<tr>
<td>100-90</td>
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<td>89-80</td>
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<td>79-70</td>
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<td>F</td>
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CONDUCT:
Our **NUMBER ONE** rule in this class is **RESPECT**. We must respect each other and ourselves. Treat your classmates and me like you want to be treated. Treating others with respect means listening without interrupting, accepting other peoples’ opinions, views and ideas even if you disagree, and making every member of our classroom feel safe and comfortable.

*Follow all school rules*

1. Respect yourself and Respect your classmates.
2. Be on time to class and in your seat when the bell rings.
3. Be prepared for class. Have a writing utensil, your notebook, and your textbook.
4. Raise your hand to contribute or ask questions.
5. Participate positively in all classes - taking notes, contributing to class discussions, regular class attendance, and wearing a smile. 😊
6. Be responsible for your actions and be willing to accept the consequences of those actions.
7. Remain seated at all times when not specifically granted permission to be out of your seat. While in your seat you will work quietly.
8. Also remember that I dismiss you not the bell.

If a student cannot follow these expectations or displays inappropriate behavior, the following steps will be taken: 1) a verbal warning, 2) student-teacher conference, 3) points lost from grade, 4) lunch detention, 5) referral of student to assistant principle. I will also be in contact with your parents after step 3.
I will take off 10 points for each tardy. To gain these points back you will have to come in for lunch. On the fifth tardy I will write a referral and send it to the office. If you miss class due to an unexcused absence you will not get credit for the work you missed. **YOU HAVE TO BE IN CLASS AND ON TIME TO BE SUCCESSFUL.** If your absence is excused you will have two school days to make up the missing work.

**Areas of Study**

**Prescribed subject 1: Peacemaking, peacekeeping—international relations 1918-36**

This prescribed subject addresses international relations from 1918 to 1936 with emphasis on the Paris Peace Settlement—its making, impact and problems of enforcement—and attempts during the period 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. The prescribed subject also requires consideration of the extent to which the aims of peacemakers and peacekeepers were realized and the obstacles to success. Areas on which the source-based questions will focus are:

- aims of the participants and peacemakers: Wilson and the Fourteen Points
- terms of the Paris Peace Treaties 1919-20: Versailles, St Germain, Trianon, Neuilly, Sèvres/Lausanne 1923
- the geopolitical and economic impact of the treaties on Europe; the establishment and impact of the mandate system
- the League of Nations: effects of the absence of major powers; the principle of collective security and early attempts at peacekeeping (1920-5)
- the Ruhr Crisis (1923); Locarno and the “Locarno Spring” (1925)
- Depression and threats to international peace and collective security: Manchuria (1931-3) and Abyssinia (1935-6)

**Topic 1: Causes, practices and effects of wars**

War was a major feature of the 20th century. In this topic the different types of war should be identified, and the causes, practices and effects of these conflicts should be studied.

**Major themes**

*Different types and nature of 20th century warfare*
- Civil
- Guerrilla
- Limited war, total war

*Origins and causes of wars*
- Long-term, short-term and immediate causes
- Economic, ideological, political, religious causes

*Nature of 20th century wars*
- Technological developments, tactics and strategies, air, land and sea
- Home front: economic and social impact (including changes in the role and status of women)
• Resistance and revolutionary movements

Effects and results of wars
• Peace settlements and wars ending without treaties
• Attempts at collective security pre- and post-Second World War
• Political repercussions and territorial changes
• Post-war economic problems

Material for detailed study
• First World War (1914-8)
• Second World War (1939-45)
• Africa: Algerian War (1954-62), Nigerian Civil War (1967-70)
• Americas: Falklands/Malvinas war (1982), Nicaraguan Revolution (1976-9)
• Asia and Oceania: Indo-Pakistan wars (1947-9, 1965, 1971), Chinese Civil War (1927-37 and 1946-9)
• Europe and Middle East: Spanish Civil War (1936-9), Iran-Iraq war (1980-88), Gulf War (1991)

Topic 5: The Cold War
This topic addresses East–West relations from 1945. It aims to promote an international perspective and understanding of the origins, course and effects of the Cold War—a conflict that dominated global affairs from the end of the Second World War to the early 1990s. It includes superpower rivalry and events in all areas affected by Cold War politics such as spheres of interest, wars (proxy), alliances and interference in developing countries.

Major themes
Origins of the Cold War
• Ideological differences
• Mutual suspicion and fear
• From wartime allies to post-war enemies

Nature of the Cold War
• Ideological opposition
• Superpowers and spheres of influence
• Alliances and diplomacy in the Cold War

Development and impact of the Cold War
• Global spread of the Cold War from its European origins
• Cold War policies of containment, brinkmanship, peaceful coexistence, détente
• Role of the United Nations and the Non-Aligned Movement
• Role and significance of leaders
• Arms race, proliferation and limitation
• Social, cultural and economic impact

End of the Cold War
• Break-up of Soviet Union: internal problems and external pressures
• Breakdown of Soviet control over Central and Eastern Europe

Material for detailed study
• Wartime conferences: Yalta and Potsdam
• US policies and developments in Europe: Truman Doctrine, Marshall Plan, NATO
Internal Assessment

Purpose of internal assessment
Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. The internal assessment should, as far as possible, be woven into normal classroom teaching and not be a separate activity conducted after a course has been taught. The internal assessment requirements at SL and at HL are the same.

Requirements of the historical investigation
Introduction
The historical investigation is a problem-solving activity that enables students to demonstrate the application of their skills and knowledge to a historical topic that interests them and that need not be related to the syllabus. The internal assessment allows for flexibility and should encourage students to use their own initiative. 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 analyzing a good range of source material and managing diverse interpretations. The activity demands that students search for, select, evaluate and use evidence to reach a relevant conclusion. The investigation should be written in the specific format outlined later in this section.

Examples of the types of investigations students may undertake are:
• a historical topic or theme using written sources or a variety of sources
• a historical topic based on fieldwork, for example, a museum, archeological site, battlefields, places of worship such as mosques or churches, historic buildings
• a historical problem using documents (this could include newspapers)
• a local history study
• a historical study based on oral interviews
• a historical investigation based on interpreting a novel, film or work of art
• a historical investigation of cultural issues.

Scope of the historical investigation
Students will be required to:
• undertake a historical investigation using a good range of historical sources
• focus on a topic or event with a cut-off date that is at least 10 years before the submission date for the investigation (therefore, an investigation submitted in 2010 would have a cut-off date of 2000; an investigation submitted in 2016 would have a cut-off date of 2006)
• provide a title for the historical investigation that should be framed as a question
• produce a written account of between 1,500-2,000 words for SL and HL, which must consist of:
  – a cover page with student name, number, research question and accurate word count
  – a plan of the historical investigation
  – a summary of evidence
  – an evaluation of sources
  – an analysis
  – a conclusion
  – a list of sources.

The historical investigation will be internally assessed by the teacher and externally moderated by the IB.

Choice of topic
Students should choose their own topic, with the teacher’s guidance and approval. The topic should be worthwhile and of interest to the student. Teachers must approve the topic for investigation and the research question before work is started. They must ensure that there are sufficient sources to support the investigation, and that it can be assessed by the criteria for internal assessment. Students must be aware of ethical considerations when undertaking any investigation. They must show sensitivity and respect confidentiality. Students are required to provide references or acknowledgments for all sources used.

The written account
Every student must produce a written account consisting of the following six sections.

• A Plan of the investigation
• B Summary of evidence
• C Evaluation of sources
• D Analysis
• E Conclusion
• F Sources and word limit

Total: 1,500–2,000 words
25 marks

A Plan of the investigation
Students should:
  • state the topic of the investigation, which should be formulated as a question
  • define the scope of the investigation
  • explain the method of the investigation.

B Summary of evidence
This section should consist of factual material that is:
  • drawn from sources that are appropriate for the investigation
  • correctly and consistently referenced
  • organized thematically or chronologically.
C Evaluation of sources
This section should consist of:
• a critical evaluation of two important sources appropriate to the investigation
• explicit reference to the origin, purpose, value and limitation of the selected sources.

D Analysis
This section should consist of:
• an analysis that breaks down complex issues in order to bring out the essential elements, any underlying assumptions and any interrelationships involved
• an understanding of the issue in its historical context
• a critical examination of the factual material presented in section B
• an awareness of the significance of the sources used, especially those evaluated in section C
• a consideration of different interpretations of evidence, where appropriate.

E Conclusion
The conclusion must be clearly stated, consistent with the evidence presented and relevant to the research question.

F Sources and word limit
A bibliography or list of sources and all citations, using one standard method, must be included; any illustrations, documents, or other supporting evidence should be included in an appendix. None of these will form part of the word count. The word count for the investigation must be clearly and accurately stated on the title page.

I look forward to this school year and the class in particular. This is my favorite class and I assure you we will have fun, push each other, and succeed in the curriculum. If you have any questions or comments please feel free to email me at any time.

Thank You,

Andy Liddle

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I accept and understand the class rules and the requirements from the curriculum of 20th Century World History.

Student signature: __________________________________________ date: __________

Parent/Legal guardian signature: __________________________________ date: __________