IB: DP History of the Americas HL

Course Syllabus 2017-2018

"History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past" (IB Guide).

"History is an exploratory subject that fosters a sense of inquiry" (IB Guide).

Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today" (IB Guide).

"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" (IB Guide).
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Overview of History HL

History of the Americas is a companion course to Modern World History (20th Century). Seniors will be preparing for the DP IB exams that occur in the Spring of 2018 and Juniors will be preparing for the DP IB exams that occur in the spring of 2019.

- The Study of one Prescribed Subject:
  - The Move to Global War
- The study of two world history topics:
  - Causes and Effects of 20th Century Wars
  - The Cold War: Superpower Tensions and Rivalries (20th Century)

This course:

- The study of four sections from one HL regional option
  - Our regional option is the Americas
  - Our four main topics:
    - Topic 10: Emergence of the Americas in Global Affairs (1880-1929)
    - Topic 12: The Great Depression and the Americas
- Topic 13: Second World War and the Americas (1933-1945)

**External Assessment for HL**

Paper 1: A source based paper set on the prescribed subjects

Paper 2: An essay paper based on the world history topics

Paper 3: An essay paper on the HL regional topic (History of the Americas)

**Internal assessment (IA)**

All students complete a historical investigation into a historical topic of their choice. The paper will consist of three sections and can be no longer than 2200 words.

**In this course, we will focus on Paper 3 preparation and the Internal Assessment.**

(Source: IB Guide)
Syllabus Content and Calendar

**Topic 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’ expansionist foreign policies; political, economic, social and ideological reasons
- Spanish-American War (1898): causes and effects
- Impact of United States’ foreign policies: the Big Stick; Dollar Diplomacy; moral diplomacy
- 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 Canada or one Latin American country 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

Timeframe: **August – September** – Class Introduction and “Emergence”

**Topic 12:** The Great Depression and the Americas (1920 - 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

Timeframe: **October – November** “Depression” and Internal Assessment

**Topic 13:** The Second World War and the America (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 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 Neighbour policy—its application and effects
- Involvement and participation 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

Timeframe: **December – January** “WWII” and Internal Assessment

**Topic 16:** The Cold War and the Americas (1945–1981)

This section focuses on the development and impact of the Cold War on the region. Most of the second half of the 20th century was dominated by the global conflict of the Cold War. Within the Americas, some countries were closely allied to the United States and some took sides reluctantly. Many remained neutral or sought to avoid involvement in Cold War struggles. A few, influenced by the Cuban Revolution, instituted socialist governments. No nation, however, escaped the pressures of the Cold War, which had a significant impact on the domestic and foreign policies of the countries of the region.

- Truman: containment and its implications for the Americas; the rise of McCarthyism and its effects on domestic and foreign policies of the United States; social and cultural impact of the Cold War
- Korean War, the United States and the Americas: reasons for participation; military developments; diplomatic and political outcomes
- Eisenhower and Dulles: New Look and its application; characteristics and reasons for the policy; repercussions for the region
• United States’ involvement in Vietnam: the reasons for, and nature of, the involvement at different stages; domestic effects and the end of the war; Canadian non-support of the war; Latin American protest against the war
• United States’ foreign policies from Kennedy to Carter: the characteristics of, and reasons for, policies; implications for the region: Kennedy’s Alliance for Progress; Nixon’s covert operations and Chile; Carter’s quest for human rights and the Panama Canal Treaty (1977)
• Cold War in either Canada or one Latin American country: reasons for foreign and domestic policies and their implementation

Timeframe: Febeuary – March “Cold War” and Internal Assessment

*In April, Seniors will begin a review of Questions 1 and 2. Juniors will do a unit on Civil Rights.

**Internal Assessment**

Introduction and Topic Selection due Oct 31

Section 1: Identification and Evaluation of Sources due Dec 20

Section 2: Investigation due Jan 31

Section 3: Reflection due Feb 15

**FINAL DRAFT of PRACTICE IA for Juniors, and FINAL IA Paper and bibliography for Seniors due Mar 1**

**DETERMINING YOUR LETTER GRADE**

*Your final class grade each semester will come from the following components:*

Gathering/Sorting Historical Evidence 20%

Evaluating Historical Evidence 20%

Organizing and Expressing Historical Ideas and Info 20%

Paper 3 Exams (All Topics) 15%

Internal Assessment 15%

Citizenship 10%

90%-100%= “A”; 80%-89%=“B”; 70%-79%=“C”,60%-69%= “D”; below 60%= “F”

**Late Work:** Assigned work will have an expected due date! Assignments not turned in on the assigned date will be marked missing in the gradebook. Each student will receive two “late pass” coupons at the beginning of the semester. The late passes can be used for select classwork and homework
assignments. The late pass allows the “missing” (0) to be changed to up to full credit. If a student does not have a late pass, the classwork assignment would be worth up to 70 percent of the points and homework assignment up to 80 percent of the points (until the unit deadline). Late passes cannot be used for tests/quizzes. If late passes are not used, they are worth 20 points of extra credit at the end of the semester.

Penalties...

Classwork: up to 70% credit if turned in late (until unit deadline)

Homework: up to 80% credit if turned in late (until unit deadline)

**Student Email Communication:** Do not email Mr. Hinkin or Mr. Liddle an assignment expecting credit or a response without talking with them in person during class or office hours! Also, if you are absent...please check in with a “study buddy” from class BEFORE emailing the teacher asking what you missed. This also applies to questions about grades and missing work and assignment instructions. You are welcome to set up an appointment* to discuss any or all of the items referred to in this section (i.e. assignment instructions, absent questions, grade questions). *I have found that sometimes student emails do not get through the district filter and I do not want you to think I am ignoring you.

*Ways to set up an appointment will be discussed in class.

**TEXTS:**


We look forward to this school year and this class in-particular. 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 us at any time.

Thank You,

Larry Hinkin and Andy Liddle
I accept and understand the class rules and the requirements from the curriculum of History of the Americas.

Student printed name:_____________________________________________________

Student signature: ___________________________ date: __________

Parent/Legal guardian printed name:_________________________________________

Parent/Legal guardian signature: ___________________________ date: __________