IB 20th Century History
Course Syllabus 2018-2019
International Baccalaureate at Bartow High School

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After reading and reviewing the content of this syllabus, please click on the following link to electronically sign an acknowledgement of your receiving AND reading the syllabus. After “signing,” please complete the parent contact form that follows. These forms should be signed and completed by August 24th.

https://goo.gl/forms/38yjefrs6uP74Aus2

Course Overview:

History in the IB Diploma Programme 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. This college-level course is also designed to empower students to master historical knowledge of the Americas, to demonstrate an understanding of historical chronology, to use historical data to support an argument or position, understand historiography and differing schools of opinion, interpret and apply data from original documents, including cartoons, graphs, laws, and letters to name a few, to effectively use analytical tools for evaluation, to understand cause and effect and compare and contrast, and to prepare for and successfully pass their IB exam.

Using chronological and thematic approaches to the material, this course will expose students to extensive primary and secondary sources and to the interpretations of various historians. Students will examine the political, diplomatic, intellectual, cultural, social, and economic themes within history. Students will also investigate how these themes have manifested themselves in different ways and at different times. Throughout the year, students will be asked to act as historians, analyzing historical evidence to determine its validity and relevance to a given historical question. Students will identify point of view and the nature of bias in certain sources; in addition, students will be able to formulate generalizations, interpret data, as well as analyze and weigh evidence from conflicting sources of information.

The IB Diploma Programme covers six academic areas. Group 3: Individuals and Society is the area that includes the study of history. IB at BHS studies Group 3 as a Higher Level (HL) course. One year is spent History of the Americas (HOA) and the second year on 20th Century World History topics. Below you will find information regarding our course and its IB assessments.
Group 3: Individuals and Society Aims

- Encourage the systematic and critical study of human experience and behavior; physical, economic and social environments; the history and development of social and cultural institutions
- Develop in students the capacity to identify, to analyze critically, and to evaluate theories concepts and arguments about the nature and activities of the individual and society
- Enable the student to collect, describe, and analyze data used in studies of society, to test hypotheses and interpret complex data and source material
- 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
- Develop an awareness that human attitudes and opinions are widely diverse and that a study of society requires appreciation of diversity
- 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

- Promote the understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations
- Encourage an understanding of the present through critical reflection upon the past
- Encourage an understanding of the impact of historical developments at national, regional and international levels
- Develop an awareness of one’s own historical identity through the study of historical experiences of different cultures

Types of History and Historical Thinking Skills

- Political
- Economic
- Social
- Cultural

Thinking Skills

- Continuity and Change
- Significance
- Causation and Consequence
- Multiple Perspectives and Point of View

IB Assessment

The International Baccalaureate Organization (IBO) will assess history students in May of their second year in the Diploma Programme. The external assessment consists of three written exam papers; Papers 1 and 2 will cover topics from 20th Century World History and Paper 3 will cover topics from the study of the History of the Americas. In addition to the external assessment, second year IB History students will produce an original history research inquiry known as the Internal Assessment (IA).
IB History HL Content Covered:

Prescribed Subject (Paper 1), options:

- The Move to Global War
  - Case Study 1: Japanese Expansion in East Asia (1931-1941)
  - Case Study 2: German and Italian Expansion (1933-1940)
- Rights and Protest
  - Case Study 1: Civil Rights Movement in the US (1954-1965)
  - Case Study 2: Apartheid South Africa (1948-1964)

World History Topics (Paper 2):

- Causes and Effects of 20th Century Wars
  - Causes of war
    - Economic, ideological, political, territorial and other causes
    - Short- and long-term causes
  - Practices of war and their impact on the outcome
    - Types of war: civil wars; wars between states; guerrilla wars
    - Technological developments; theatres of war—air, land and sea
    - The extent of the mobilization of human and economic resources
    - The influence and/or involvement of foreign powers
  - Effects of war
    - The successes and failures of peacemaking
    - Territorial changes
    - Political repercussions
    - Economic, social and demographic impact; changes in the role and status of women
  - Possible Case Studies: First World War, Spanish Civil War, Chinese Civil War, Second World War, Cuban Revolution, Vietnam War, Contra War, Gulf War,

- The Cold War: Superpower Tensions and Rivalries
  - 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; détente
    - 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
- The impact of Cold War tensions on two countries (excluding the USSR and the US)
  - Possible Case Studies of Leaders: Truman, Stalin, Khruschev, Nixon, Mao, Castro, Brezhnev, Reagan, Gorbachev

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
  - Case Studies of crises: First Berlin Crisis, Cuban Missile Crisis, Contra War, Korean War, Soviet invasion of Afghanistan, Berlin blockade, Berlin Wall

Regional Option 3: History of the Americas (Paper 3):
This regional option examines the political, social, cultural, and economic history of North America and Latin America. This course will focus on selected topics within the history of the Americas. Students will review some previously studied topics in US history as well as several new areas of focus on Latin America.

*Please note that during the 2018-2019 school year, all IB History students will be taking 20th Century History. The 2019-2020 year will focus on HOA.*

HL History Internal Assessment:
The Internal Assessment (IA) is a historical investigation; in the process of inquiry, you will learn and apply the skills of professional historians. It is a crucial part of achieving your International Baccalaureate (IB) Diploma Programme (DP) in IB History. This IA is an individually written piece of 2,200 words. It consists of three elements: The evaluation of sources, the investigation itself and the reflection. The IA is only required of second year IB History students, although first year students will work on the skills required for this assessment.
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20th Century Course Texts and Other Readings
Main texts:

Supplementary Texts and Readings:

In addition, the course will include selections of primary and secondary source documents, articles, scholarly journals, and other readings that will enhance student understanding of the subject matter.

COURSE REQUIREMENTS AND EVALUATION:

1. **Exams:** Exams will be given upon completion of a unit. Exams will have both objective and subjective questions (in various formats) that will be drawn from readings, documents, lectures, video excerpts, and discussions. This means there will be questions on the exams that deal with information not discussed during the class period. Exams are formatted to resemble the external assessments required of IB History students upon completion of their two-year course. Cheating (including the use of any unapproved aides) - in any form- will not be tolerated and will result in an automatic zero and disciplinary action.

2. **Homework/Quizzes:** Most of the homework assignments that are given will be reading and notetaking or annotating a text. Readings will be assigned according to subjects being covered in class. Students will be required to take notes on their readings using an outline or the Cornell method or annotate. Notes must be handwritten unless special permission is given by the teacher. Notes can be used on reading quizzes and for class discussion questions. Other homework may include: reading/analyzing primary and/or secondary sources, completing charts and graphic organizers, watching content videos, researching topics, and other assignments used to enhance students understanding of a topic or time period. Periodically, quizzes may be given over the reading and subjects covered within chapters. Quizzes will vary between short answer, identification, and multiple choice style questions.

3. **In-Class Work:** This covers group and/or individual work that is assigned in class. Typical assignments include, but are not limited to, class and individual discussion questions, graphic organizers, summarization questions on lecture notes/reading, theme analysis, reading and analyzing of primary and secondary sources, timeline activities, Socratic seminars, presentations, and higher order thinking questions on various topics.
4. Writing Assignments. Good writing skills are NECESSARY to earn high marks on the IB exam papers (all are written assessments). To help prepare students for the IB Exam, there will be numerous writing assignments throughout the year including essays, document based questions, and short answer style questions.

CLASSROOM POLICIES

Grading Policy:

In accordance with the state of Florida and Polk County, the grading scale will be:

- A= 90-100
- B= 80-89
- C= 70-79
- D= 60-69
- F= 0-59

Tardiness:

Per Bartow High School policy, any student who is not in the room after the tardy bell has finished ringing will be considered late. A student who enters class more than 10 minutes late, and without a pass, will be considered to have been skipping. Students will receive 3 warnings for unexcused tardies per semester. The 4th unexcused tardy will result in parent contact, the 5th a lunch work detail, and the 6th a referral. The teacher reserves the right to contact parents or alert the Discipline and IB Offices regarding tardiness if necessary.

Late Work:

If a student fails to turn in any assignment correctly or on time, the work will be considered late and will earn a zero (0). Late work that is completed can be turned in the next day, not the next class period, for a 10 point penalty. Late work turned in after that will not be eligible for any more than half credit. If a student’s work is unreadable or turned in incorrectly (in the wrong color ink, for example), the teacher will hand it back to the student to be rewritten. The work will be considered late and will be graded according to the late work policy. No late work from a unit/topic of study will be accepted after the assessment for that same unit/topic. No late work will be accepted after the end of the 9 weeks.

Absences and Make-up work:

If a student is absent, he/she must arrange to get any work they may have missed (homework, reading assignments, handouts, etc.) before class starts or after school. Students may not interrupt class for makeup work once it has begun. Make-up work will be given a grade value of
zero (Z) until the work is submitted. **The student** must take the initiative to get their make-up work. Make-up work can be found by checking the blog (found on our class website) for the date/assignments missed and then by getting the work from the hanging chart holder in the back of the classroom. In accordance with the student handbook, the student will be able to make-up work from all excused absences and for the first 3 unexcused absences (none thereafter). Students will have the number of days absent plus 2 to turn in make-up work. Make-up work must be turned in at the start of class on the new due date. Make-up work that is not turned in on time will be treated the same as late work.

For routine and/or daily assignments, such as document readings, FOCUS assignments to start class, and/or discussion questions, students who are absent should prepare/expect to participate on the day of their return. Students have access to the class website/blog and can keep up with assignments and readings regardless of their absence. Any extenuating circumstances that would cause an issue in this case should be brought to the attention of the teacher prior to the student’s return to class.

If a student is absent on the day of a quiz or test, the student will be expected to make up the quiz/test during the next class he/she is present unless other arrangements are made. Makeup quizzes/tests may be different than the original. The student is also responsible for getting information and making up any work missed during the class period he/she is making up their test.

**Extra Credit:**

Students have the opportunity to earn extra credit throughout each 9 weeks. The standing extra credit assignment is a book/film critique; students will read an approved book or watch an approved movie (it must deal with a topic and/or theme covered in our course) and then write a follow-up analysis about the subject. This can be done once per quarter and is worth up to 20 points. When choosing a topic, students should stay within the time frame of the topics covered during the 9 weeks the extra credit is being completed. Students should see Mrs. Scully for additional details about the report and to approve potential books/movies. No other special or individual extra credit will be given during the course of the school year. At other times throughout the 9 weeks, the entire class may be given opportunities to earn extra credit in various ways.
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Materials

- BLUE or BLACK pens only
- Pencils
- Erasers
- 3-ring binder (2 ½ to 3 ½ in.)
- 7-10 Binder tabs/dividers
- Notebook paper
- Highlighters (recommended)
- Colored pencils (recommended)
- Pencil case (recommended)
- World Notebook Map (recommended)
- USB drive and/or active One Drive/iCloud account (recommended AND provided for by the county)

Classroom Operating Procedures:

1. Regular attendance and promptness are essential. Students will receive three warnings for unexcused tardies. Four or more tardies will result in further action as detailed in the Classroom Policies section.

2. Students must be in dress code. Any violation of the Bartow High School and/or Polk County School Board Dress Code Policy will result in the student being sent to the IB or Student Services Office.

3. Students must come to class prepared. Having paper, a notebook, and a writing utensil are important in order to be successful in this class. Students should also be prepared by having completed any assigned homework/reading and bringing any requested materials to class.

4. All work must be completed in pencil or blue/black ink pen and must be written clearly enough to be read and graded. Any work turned in that is completed in any ink color other than blue/black will be given a zero (0) and given back to the student to be resubmitted. Any work that is unreadable will be returned to the student and will receive a zero (0) until neatly rewritten and resubmitted.

5. Entering/Leaving Class:
   a. Students are expected to enter class on time and to quietly go to their seat.
   b. Once in the room, students will begin independently working on the FOCUS assignment for the day.
   c. The teacher dismisses class, NOT the bell. Students will stay seated until their desk areas are clean and the teacher dismisses them.
6. Passes to leave class:
   a. Students will be permitted to leave class to go to the restroom only when it is absolutely necessary. Students will be released on a restroom pass one at a time. Students out of the room for an excessive amount of time will be issued a referral for being “out of area.”
   b. Any other passes to leave class will be left to the discretion of the teacher.
   c. In accordance with school policy, no student will be given permission to leave during the first and last 10 minutes of class.

7. Each student is responsible for completing all assignments during the nine week period. Late and/or make-up work is explained in the Classroom Policies section.

8. Behavior:
   a. Immature, negative, or disrespectful behavior will not be tolerated. Students should use appropriate language (no curse words) and be respectful to the teacher, their classmates, and Bartow High School. **No name calling or putting down the ideas, comments, or thoughts of others.** Students will listen to others, will follow directions, will not talk back, will not disturb the property of anyone else, will use good manners, and follow the classroom rules and policies.

9. Any violation of academic honesty (including, but not limited to, cheating and/or plagiarism) will not be tolerated. Violations will result in an automatic zero on the assignment and parent notification. Additional disciplinary action is up to the discretion of the teacher and IB administrators.

10. Reading the textbook, consistently reviewing material, and studying for quizzes/tests are ESSENTIAL for this class. There is much material to cover in a short period of time, so it is the responsibility of the student to make sure they take the time to read and review their notes and the textbook.

11. Cell phones and Electronics:
   a. Electronic devices will not be allowed out during class without permission of the teacher.
   b. Students who want to use laptops, tablets, or phones to take notes must have permission of the teacher. Students using personal electronic devices need to turn in a signed Bring Your Own Device (BYOD) form per Polk County School Board policy.
   c. Class sets of electronic devices (laptops, iPads) will often be used. Students are expected to abide by the Bartow High School and Polk County School Board policy of appropriate use of these devices and the internet.
   d. If the teacher finds a student is using his/her cell phone or electronic device during class without permission, she will ask the student to put the phone away. If the behavior persists, the student will be asked to put their phone/device in the classroom cell...
phone/electronic device holder until the end of class. The student will put the phone into and out of the pocket holder themselves.

i. If a parent does not wish for the student to have his/her phone out of their possession, the parent will need to ensure that the student does not bring his/her phone into the classroom and/or have it out and/or use it in the classroom.

e. Excessive issues with electronic devices will result in parent contact. The teacher may also choose to contact the IB or Student Services Office for any issues that arise.

f. Students bring and use their electronic devices at their own risk. The teacher, BHS, and the Polk County School Board will not be held responsible for any theft, loss, or damage to an electronic device, phone, or charger when the student chooses to charge or use their phone in the classroom (including unapproved use that results in the device being put into the phone/device holder).

g. The classroom policy of no electronic devices being used is the same as the school policy. The result of violating this policy is explained above.

12. Food/Drink:

a. In accordance with school policy, students are not allowed to bring outside food into the classroom. Students may eat small snack items brought from home in class. Any student who leaves a mess in the classroom, does not properly dispose of their trash, or causes the class to be distracted through their actions will lose the privilege of eating in class. This decision will be up to the discretion of the teacher.

b. Eating and drinking in class is a privilege, not a right.

THE Classroom Rule:

Be respectful and considerate!

- Be on time, be on task, and be prepared.
- Wait your turn.
- Put things in their proper place.
- Use your manners.

Consequences of disrespect:

The classroom discipline policy for minor infractions is listed below. The teacher reserves the right to skip any steps or add anything (detention, lunch work detail, extra work) to the process if deemed necessary. Major infractions will result in a referral and the student being sent to the IB or Student Services Office.

1. 1st Verbal Warning
2. 2nd Verbal Warning
3. Parent Contact
4. Go to IB or Student Services Office, parent contact, and referral