**2018-19 IB History of the Americas - Course Syllabus**

**Contact Info**

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**Course Overview**

This course will begin the two-year journey towards successful completion of the IB History exam in May 2020. Particular attention will be paid to skills and subject matter required for students to be successful on Papers 1, 2, and 3, as well as the Internal Assessment. In order to prepare students for participation in American civic life, as well as satisfy California History-Social Science Standards, additional emphasis will be placed throughout the two years on the principles of federal, state and local government.

**Paper 1 – Prescribed Subject**

For the prescribed subject for IB HL History, students will study **Option 4:** **Rights and Protest**

This prescribed subject views the struggle for rights and freedoms in the mid-20th century through the lens of two case studies:

* The Civil Rights Movement in the U.S. from 1954-1965
* Apartheid South Africa from 1948-1964

**Paper 2 – World History Topics**

To prepare for the second paper on the IB external assessment, students are required to study **two** out of twelve possible historical topics. For this course we will be studying **Topic 9:** **Evolution and development of democratic states (1848–2000)** and **Topic 12:** **The Cold War: Superpower tensions and rivalries (20th century)**

**Evolution and development of democratic states (1848–2000)** - The 19th and 20th century witnessed the establishment, survival, destruction and re-emergence of democratic states. Democratic systems faced threats to their existence from internal and external sources. In some cases the system coped successfully, in other cases the pressures proved difficult to withstand. The performance of democratic states in relation to such pressures—economic, political and social—form the basis for this topic, and we will focus on the experiences of the United States and South Africa.

**The Cold War: Superpower tensions and rivalries** - In this topic we will examine the struggle between the U.S. and Soviet Union, which was the dominant global conflict from the end of WWII to the early 1990s. Particular focus will be given to various accords and examples of both distrust and agreement between the two sides; Cold War leaders and other nations; and specific crises that defined the period, such as the Cuban Missile Crisis. Students will also learn about the competing political and economic ideologies that defined the conflict.

**Paper 3 – History of the Americas**

Because this is a Higher Level (HL) course, additional in-depth study of the history of a particular region is required. In keeping with the California state standards, as well as attempting to provide synergy between the three sections to help students more effectively prepare for their IB exams, the following sections will be covered:

**8: United States’ Civil War: Causes, course and effects (1840–1877)** This section focuses on the United States’ Civil War between the North and the South (1861–1865), which is often perceived as the great watershed in the history of the United States. It transformed the country forever, but the war created a new set of problems: How would the country be reunited? How would the South rebuild its society and economy? How would the four million freed former slaves fit into society?

**16: The Cold War and the Americas (1945–1981)** In connection with our Cold War requirements for Paper 2, we will take an in-depth look at the impact of the Cold War on North and South America. This includes U.S. policy in Latin America and involvement in the Korean and Vietnam Wars; political issues in the U.S. such as McCarthyism; and an examination of the Cold War policies of other nations in the region.

**15: Political developments in the United States (1945–1980) and Canada (1945–1982)** This section explores the domestic concerns and political developments in the United States and Canada, with a specific focus on the domestic policies and achievements of particular leaders in each country. In the United States, there is also a focus on economic development and the changing composition of the main political parties. In Canada, there is an exploration of the separatism of the Quiet Revolution.

**17: Civil rights and social movements in the Americas post-1945** This section examines the origins, nature, challenges and achievements of civil rights and social movements after 1945. Causes of some of these movements may be pre-1945. These movements represented the attempts to achieve equality for groups that were not recognized or accepted as full members of society, and they challenged established authority and attitudes.

**Internal Assessment**

The Internal Assessment (IA) is a historical investigation and problem-solving activity that enables students to demonstrate the application of their skills and knowledge to a historical topic that interests them. The emphasis is 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 will be written in a specific format that will be outlined and practiced in class.

**By the end of the second semester of Year 1, students will be expected to identify appropriate resources, formulate their research question, and complete a draft of the first section of the IA.**

**Class Policies**

* **Attendance** – Your attendance is required in order for you to be successful in this class. **It is also YOUR responsibility to make sure you are aware of any missed work or assignments that result from absences.**
* **Late work** –Students will have two days per day absent to turn in missed assignments for full credit. For long-term assignments such as the IA, late work will receive a maximum score of 80% the first week late, and 60% the second week. No work will be accepted after the end of a particular unit. If you know you will need to miss class, or may need extra time for an assignment, PLEASE talk to me beforehand so we can make an arrangement. Further specifics can be found in the IB DP Late Work & Make-up Policy.
* **Tardiness** – You are expected to be in your seat and ready to begin class when the final bell rings. Excessive tardiness will result in parent notification and possible discipline, including referral and/or detention.
* **Electronic devices** – Should be used for instructional purposes only with my permission. As with tardiness, excessive use of cell phones without permission may result in disciplinary actions including parent notification/meetings, referral and/or detention.
* **Cheating/Plagiarism** – DON’T. Violations will result in a grade of 0 and notification of parents and administration. For further detail please see the IHS and IB Academic Honesty Policies.

**Grading**

The following is an approximate breakdown of the scoring for the class:

Homework and in-class assignments – 35%

Essays & Projects – 30%

Tests & Quizzes - 35%

**Infinite Campus**

All assignments and grades will be posted on Infinite Campus (IC). Students are expected to check IC regularly for any updates and comments from the teacher, and to ensure that their scores have been entered correctly.

**Students:** Your signature below acknowledges you have read, understood and discussed the Class Syllabus with your parents/guardians.

**Parents:** Your signature below acknowledges that you have read the information contained on the class syllabus. Please have your student return this page with your signature. Copies of the syllabus will be available on my school website and in Google Classroom.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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