

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance. History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today. The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. 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. In this way, the course involves a challenging and demanding critical exploration of the past. There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance and perspectives.

### **Contact Information**

Mr. Justin Jones, MSE  
Phone: 704-290-1520 x.5619  
Office Hours: 7:20-7:50 (T, H)

### **Required Materials**

1. Blue or black ink pens
2. Note cards for vocabulary
3. Composition notebook

### **Recommended Materials**

1. Highlighters
2. Post-it notes
3. Flash drive

### **Course Texts**

Best, Antony, Jussi M. Hanhimäki, Joseph Maiolo, and Kirsten E. Schulze. *International History of the Twentieth Century and Beyond*. 2<sup>nd</sup> ed. London: Routledge, 2008.  
Duiker, William J., *Contemporary World History*. 5<sup>th</sup> ed. Boston: Wadsworth Publishing, 2010.  
Roberts, J.M. *Twentieth Century: The History of the World, 1901 to 2000*. New York: Viking Penguin, 1999.  
Rogers, Keely, and Jo Thomas. *The Move to Global War*. Oxford, UK: Oxford University Press, 2015.  
Smith, David M. *Causes and Effects of 20<sup>th</sup>-Century Wars*. Oxford, UK: Oxford University Press, 2015.  
Williamson, David G. *War and Peace: International Relations, 1919-39*. 2<sup>nd</sup> ed. London: Hodder, 2003.

### **Required Reading**

Gaddis, John Lewis. *The Cold War: A New History*. New York: Penguin Books, 2005.  
Kissinger, Henry. *Diplomacy*. New York: Simon and Schuster, 1994.

### **Recommended Reading**

Ferguson, Niall. *The War of the World: Twentieth-Century Conflict and the Descent of the West*. New York: Penguin Books, 2006.

### **Course Assessment and Performance Measures**

<b>Description of Assignments for the Course</b>	<b>Points</b>	<b>%</b>
Unit Exams (50 points)	250	25.0%
Discussion Forums (10 points)	160	16.0%
Projects (25 points)	150	15.0%
Vocabulary (25 points)	125	12.5%
Assignments (5 points)	90	9.0%
Cold War Review/Seminar (70 points)	70	7.0%
Journal/Participation (10 points)	60	6.0%
Mid-Year Assessment (50 points)	50	5.0%
Internal Assessment (30 points)	45	4.5%
<b>Total Points</b>	<b>1000</b>	

### **Grading Scale**

A = 900 – 1000  
B = 800 – 899  
C = 700 – 799  
D = 600 – 699  
F = under 600

### **Change Notice**

This syllabus is subject to change based on the needs of the class. Changes, if any, will be announced as soon as possible. Students will be responsible for any modifications made to the course.

## **Grading and Extra Credit**

All grades issued on report cards are cumulative in nature. While always remaining open to questions and concerns, I am the final arbiter of all grades. Extra credit may be made available throughout the semester but is not guaranteed. Extra credit is non-negotiable and will not be assigned according to personal need and or desire.

## **Requirements**

- Students will be required to keep a binder notebook, which will be checked randomly throughout the semester. These notebook checks can either add or subtract from a student's overall grade. All work completed and notes taken in class should be included in the binder notebook. Organization and neatness are necessary to be successful in this assignment.
- Students will be required to complete daily journal writing on various topics. In addition, students will write a reflection for each day's class in the journal notebook. Journals will be checked and graded randomly.
- Students will be required to come to class prepared every day. Being prepared for IB History class includes having a notebook, textbook, a pen/pencil, paper and homework, as well as any other materials we will be using that day. Textbooks must have a cover at all times.
- Students will be required to read almost every night. This is a very "reading intensive" course and it is imperative that students keep current with all required readings to be prepared for class and the IB exams.
- Students will be required to follow an honor code of academic integrity. At no point during the semester will cheating, plagiarism, or any other type of academic dishonesty be tolerated. Consequences for violating the code of academic integrity will be severe. Refer to your student handbook for further clarification.

## **Classroom Rules**

1. Follow all MRHS and UCPS policies.
2. Be respectful of yourself, others, and property.
3. No food or drink in class.
4. Use of electronic devices is prohibited in class.

## **Discipline Policy**

*Any or all of the following consequences will apply to you if you choose to not follow the rules:*

Verbal warning	Parent contact
After school detention	Office referral

## **2017 IB Exam Information**

Date: May 9-10, 2017

Time: 12:00 pm (Papers 1 and 2) 8:00 am (Paper 3)

Location: TBA

## **Course Reading**

In order to make the reading of history more satisfying and more purposeful, you must make an effort. This means that you must have a general sense of the subject matter. You can't just jump into a text and expect to get much out of it especially if the subject matter is genuinely foreign to you. If you do just jump in, you will quickly become lost as the information presented will make little sense. You may also want to take notes from your readings. While this technique will improve your chances for greater understanding, you may find yourself spending a great deal more time on your assignments, perhaps more time than was intended or really needed. Ask yourself why the reading was assigned and work from there. If you insist on taking notes from the text it is perhaps best to organize them into outline format, otherwise you will just be rewriting the book.

## **Discussion Forums**

Students will be required to read *Diplomacy* by Henry Kissinger as part of this year's course. To engage all students in meaningful discussions as a way to further understanding of subject material, students will participate in online forums using the Canvas online learning portal. These will be done outside of class time on the student's own time. For each forum assignment, students will be required to answer at least one question based on Kissinger's *Diplomacy* and respond to other classmates. Discussion forums are due on the 1<sup>st</sup> and 15<sup>th</sup> of each month with initial posts to be made by the 5<sup>th</sup> and 20<sup>th</sup> of each month. To receive credit, students' initial posts and responses should be on time using specific evidence from the text to substantiate answers. Students must also respond to at least two other classmates. Respect for others' opinions is a vital component to this assignment.

## **Required Projects**

**The Move to Global War:** In groups of up to four people, you will create a mock National History Day project where your topic is the Japanese, German, and Italian expansionism of the 1930s. National History Day projects can be of multiple formats: a paper, an exhibit, a performance, a documentary, or a web site. The theme for National History Day 2017 is *Taking a Stand in History*.

**War Research Projects:** In groups, you will be assigned a war from the 20<sup>th</sup> century to research and present. The presentation must include the following: 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*)

**20<sup>th</sup> Century Wars (Spanish Civil War):** Working alone, or with up to two partners, students will play the part of historical archaeologists who have recently uncovered artifacts from the Spanish Civil War. Artifacts include artwork, written letters, and other miscellaneous items that tell the story of the war from both the military and civilian perspectives. Students will create a multimedia presentation that explains the artifacts found and how they demonstrate the causes and significance of the conflict and its consequences, both short-term and long term.

**20<sup>th</sup> Century Wars (Algerian War):** Working alone, or with up to two partners, students will create a five to seven-minute show that broadcasted on Radio Algeria in the 1950s and 1960s. While the show started out giving off the French colonial view of the events, halfway through it is taken over by the FLN, who seek to tell the Algerian side of the story. Your broadcast should demonstrate this shift and clearly be able to identify the continuities and changes that existed in regards to the practices and effects of war during this time.

**20<sup>th</sup> Century Wars (Vietnam War):** Working alone, or with up to two partners, students will examine the Vietnam War and create their own “Walter Cronkite” video news story to be broadcast to the American people. This four to five-minute TV piece will look at the causes of the war, what changed and what stayed the same for the country of Vietnam, the consequences of the conflict, and the significance of the conflict in the context of the Cold War.

## **Unit Vocabulary**

You are required to define vocabulary terms for all units of study in this course. There is a great deal of material to be covered this semester. Your vocabulary terms will help you review the content that was covered during the study of each unit. Using note cards, you will define each of the terms listed, explain its significance, and give its world historical context.

## **Book Review**

Begin the book review with a **complete and correct** bibliographic citation using Turabian format. There is no title for a historical book review. The book review must be 5-7 typed pages in the following format: 12 pt. Times New Roman font, double spaced, with one-inch margins. Deviations from this format will result in lost points. You must find a way to tie the book into a discussion we had in class or some other classroom activity.

Your book review must include the following:

- *an introduction to the book and its topic*
- *background information on the author*
- *the basic argument put forth in the book*
- *evidence the author provided to prove the argument*
- *positive and negative aspects of the book*
- *your evaluation of the book*
- *a brief conclusion*

An ideal book review will address the following:

- *sources the author used*
- *the author's methods and research*
- *the clarity, validity, and proving of the thesis*
- *the author's use of evidence*
- *the author's interpretations*
- *how the book reads overall*

Remember, this is a book *review*, not a book *report*. Students must be able to critically analyze what a historian has to say about a particular document. You have the **option** of writing a review of *War of the World* by Niall Ferguson. This optional book review is worth up to 60 additional points if turned in before the IB exam and 35 points afterwards.

## **IB Learner Profile**

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners, we strive to be:

<b>Inquirers</b>	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
<b>Knowledgeable</b>	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
<b>Thinkers</b>	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<b>Communicators</b>	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
<b>Principled</b>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<b>Open-minded</b>	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
<b>Caring</b>	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<b>Risk-takers</b>	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
<b>Balanced</b>	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
<b>Reflective</b>	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## **IB History Aims**

The aims of the DP history course are to enable students to:

- develop an understanding of, and continuing interest in, the past
- encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
- promote international-mindedness through the study of history from more than one region of the world
- develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
- develop key historical skills, including engaging effectively with sources
- increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

## **IB Mission Statement**

The IB 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 organization 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.

## Assessment for History HL

There are four assessment objectives for the DP history course. Having followed the course at higher level (HL), students will be expected to meet the following objectives.

### Assessment objective 1: Knowledge and understanding

- Demonstrate detailed, relevant and accurate historical knowledge.
- Demonstrate understanding of historical concepts and context.
- Demonstrate understanding of historical sources.

### Assessment objective 2: Application and analysis

- Formulate clear and coherent arguments.
- Use relevant historical knowledge to effectively support analysis.
- Analyze and interpret a variety of sources.

### Assessment objective 3: Synthesis and evaluation

- Integrate evidence and analysis to produce a coherent response.
- Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response.
- Evaluate sources as historical evidence, recognizing their value and limitations.
- Synthesize information from a selection of relevant sources.

### Assessment objective 4: Use and application of appropriate skills

- Structure and develop focused essays that respond effectively to the demands of a question.
- Reflect on the methods used by, and challenges facing, the historian.
- Formulate an appropriate, focused question to guide a historical inquiry.
- Demonstrate evidence of research skills, organization, reference and selection of appropriate sources.

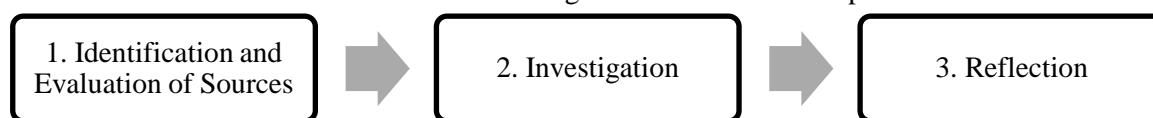
Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
<i>External</i>		5	80
Paper 1	Source-based paper based on the five prescribed subjects. Choose <b>one</b> prescribed subject from a choice of five. Answer four structured questions. (24 marks)	1	20
Paper 2	Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)	1.5	25
Paper 3	Essay paper based on one of the four regional options. Separate papers for each of the four regional options. For the selected region, answer three essay questions. (45 marks)	2.5	35
<i>Internal: This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</i>			
Historical investigation	Students are required to complete a historical investigation into a topic of their choice. (25 marks)	20	20

Internal assessment is an integral part of the course and is compulsory for all students. It enables students to demonstrate the application of skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. All students complete a historical investigation into a historical topic of their choice. The internal assessment allows flexibility for students to select a topic of personal interest. The topic need not be related to the syllabus and students should be encouraged to use their own initiative when deciding on a topic. The free choice of topic means that the historical investigation provides a particularly good opportunity for students to engage with topics that are of personal interest, or topics related to their own local or national history. Each individual student must complete an individual historical investigation—group work may not be undertaken.

Students have a free choice of topic for their historical investigation—the topic need not be related to the syllabus, and students should be encouraged to use their own initiative when deciding on a topic. However, the topic must be historical, and therefore **cannot be on an event that has happened in the last 10 years**.

Students should choose their own topic, with their teacher's guidance and approval. Teachers must approve the topic and question for investigation before work is started. It is crucial that there are sufficient sources to support the investigation, and that the investigation can be assessed by the criteria for internal assessment. Teachers must also make students aware of any relevant ethical considerations when undertaking their investigation, for example, the need to show sensitivity or to respect confidentiality.

The investigation is an opportunity for students to demonstrate the application of their skills and knowledge to a historical topic of their choice. 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 range of source material and considering diverse perspectives. The activity demands that students search for, select, evaluate and use evidence to reach a relevant conclusion consistent with the evidence and arguments that have been put forward.



### **Section 1: Identification and Evaluation of Sources**

This section requires students to analyse in detail two of the sources that they will use in their investigation.

The sources can be either primary or secondary sources. In this section students must:

- clearly state the question they have chosen to investigate (this must be stated as a question)
- include a brief explanation of the nature of the two sources they have selected for detailed analysis, including an explanation of their relevance to the investigation
- analyse two sources in detail. With reference to the origins, purpose and content, the student should analyse the value and limitations of the two sources in relation to the investigation.

A crucial element of this section of the internal assessment task is formulating an appropriate question to investigate. The six key concepts for the history course (causation, consequence, continuity, change, significance and perspectives) can be a very useful starting point in helping students to formulate a question.

### **Section 2: Investigation**

This section of the internal assessment task consists of the actual investigation. The internal assessment task provides scope for a wide variety of different types of historical investigation, for example:

- a historical topic or theme using a variety of written sources or a variety of written and non-written sources
- a historical topic based on fieldwork, for example, a museum, archaeological site, battlefields, places of worship such as mosques or churches, historic buildings
- a local history study.

The investigation must be clearly and effectively organized. While there is no prescribed format for how this section must be structured, it must contain critical analysis that is focused clearly on the question being investigated, and must also include the conclusion that the student draws from their analysis.

In this section, students must use a range of evidence to support their argument. Please note that students can use primary sources, secondary sources, or a mixture of the two.

### **Section 3: Reflection**

This section of the internal assessment task requires students to reflect on what undertaking their investigation highlighted to them about the methods used by, and the challenges facing, the historian.

Examples of discussion questions that may help to encourage reflection include the following.

- What methods used by historians did you use in your investigation?
- What did your investigation highlight to you about the limitations of those methods?
- What are the challenges facing the historian? How do they differ from the challenges facing a scientist or a mathematician?
- How can the reliability of sources be evaluated? What is the difference between bias and selection?
- What constitutes a historical event? Who decides which events are historically significant?
- Is it possible to describe historical events in an unbiased way?
- What is the role of the historian?
- If it is difficult to establish proof in history, does that mean that all versions are equally acceptable?

## **Bibliography**

A bibliography and clear referencing of all sources **must** be included with every investigation, but these are not included in the overall word count.

## **Word Limit**

The word limit for the historical investigation is 2,200 words. A bibliography and clear referencing of all sources **must** be included in the investigation, but are not included in the overall word count.

<b>Section</b>	<b>Suggested word allocation</b>	<b>Associated assessment criteria</b>	<b>Marks</b>
1. Identification and evaluation of sources	500	A. Identification and evaluation of sources	6 marks
2. Investigation	1,300	B. Investigation	15 marks
3. Reflection	400	C. Reflection	4 marks
Bibliography	N/A	N/A	N/A
<b>Total (maximum word limit)</b>	<b>2,200 words</b>		<b>Total: 25 marks</b>

## **History and Theory of Knowledge**

History is one of the eight areas of knowledge that are at the center of the TOK course. It is an interesting area of knowledge because it raises questions such as how far we can speak with certainty about anything in the past, and whether historians' accounts are necessarily subjective. All of the elements of the history course provide excellent scope for making links to TOK. However, the most explicit link to TOK comes in the internal assessment task. Students are required to reflect on what completing their historical investigation taught them about the role of methods used by, and challenges facing, the historian. This provides excellent links to TOK, where students will, for example, compare the methods used to gain knowledge in history with the methods used to gain knowledge in other areas of knowledge.

## **History and the Extended Essay**

History is one of the most popular subject choices for DP students' extended essays. The research skills developed by completing an extended essay in history benefit students not only in their history course and other DP subjects, but are also excellent preparation for study beyond the DP.

## **History and CAS**

CAS plays a crucial role in the DP in areas such as the development of personal and interpersonal skills. It also provides an important counterbalance to the academic pressures of the rest of the DP. Examples of CAS experiences that have links to history include the following.

- A creativity experience creating artwork to accompany a school magazine article commemorating a historical event or figure
- A service experience volunteering at a care home for elderly patients and talking to the residents about their experiences of living through historical events
- A combined activity and service experience organizing and participating in a fun run to raise funds for a veterans' charity

## **Prior Learning**

Students need not have studied history prior to starting the DP history course. In particular, it is neither expected nor required that specific subjects have been studied for national or international qualifications in preparation for this course. The specific skills and knowledge required are developed throughout the course itself.

## **History Key Concepts**

The DP history course is focused on six key concepts: causation, consequence, change, continuity, significance and perspectives. In their efforts to place thinking at the center of historical understanding, researchers in history education have highlighted the role that concepts such as these play in helping to shape our thinking about history. These concepts help students to think critically about historical issues; helping students to identify and solve problems, make decisions, and form judgments about past claims, actors and issues.

*Change*: The study of history involves investigation of the extent to which people and events bring about change. Discussion of the concept of change can encourage sophisticated discussions such as encouraging students to think about, and look for, change where some claim none exists, or using evidence to challenge orthodox theories and assumptions about people and events that it is claimed led to significant change. Students' questions and judgments about historical change should be based on deep understanding of content and on comparison of the situation before and after the events under examination.

*Continuity*: While historical study often focuses on moments of significant change, students should also be aware that some change is slow, and that throughout history there is also significant continuity. Students can demonstrate deep historical knowledge and understanding by, for example, showing awareness that there are times when there has been considerable continuity in the midst of great historical change. Alternatively, students may question and assess whether a change in political leadership, for example, brought about a change in foreign policy, or whether it was more accurately mirroring policies of previous governments.

*Causation*: Effective historical thinkers recognize that many claims made about the past seek to more thoroughly explain and understand how a certain set of circumstances originated. Deep historical understanding is demonstrated where students recognize that most historical events are caused by an interplay of diverse and multiple causes that require students to make evidence-based judgments about which causes were more important or significant, or which causes were within the scope of individuals to direct and which were not.

*Consequence*: History is the understanding of how forces in the past have shaped future people and societies. Students demonstrate competency as historical thinkers where they understand and can explain how significant events and people have had both short-term and long-lasting effects. Students use evidence and interpretations of those people and events to make comparisons between different points in time, and to make judgments about the extent to which those forces produced long-lasting and important consequences.

*Significance*: History is not simply the record of all events that have happened in the past. Instead, history is the record that has been preserved through evidence or traces of the past, and/or the aspects that someone has consciously decided to record and communicate. Students should be encouraged to ask questions about why something may have been recorded or included in a historical narrative. Similarly, they should be encouraged to think about who or what has been excluded from historical narratives, and for what reasons. Additionally, students' questions should encourage them to think about, and assess, the relative importance of events, people, groups or developments, and whether the evidence supports the claims that others make about their significance.

*Perspectives*: IB students should be aware of how history is sometimes used or abused to retell and promote a grand narrative of history, a narrowly focused national mythology that ignores other perspectives, or to elevate a single perspective to a position of predominance. Students are encouraged to challenge and critique multiple perspectives of the past, and to compare them and corroborate them with historical evidence. Students should recognize that for every event recorded in the past, there may be multiple contrasting or differing perspectives. Using primary-source accounts and historians' interpretations, students may also investigate and compare how people, including specific groups such as minorities or women, may have experienced events differently in the past. In this way there are particularly strong links between exploring multiple perspectives and the development of international-mindedness.

## **Course Outline**

This course will be covered for the most part in chronological order dealing with the twentieth century. But, this is not a survey course and the material covered will be focused on certain areas. Each IB History course must choose a prescribed subject. The prescribed subject for this course is The move to global war. Other topics that will be focused on include causes and effects of 20<sup>th</sup>-century wars as well as detailed study on the Cold War.



## **Course Plan**

### **Day 1 – Intro to IB History**

#### **Day 2 – What is History?**

*Tentative Dates:* (A) Wednesday, August 31, 2016; (B) Thursday, September 01, 2016

Assignment(s) Due: What is History?

#### **Day 3 – Long Term Causes of World War One**

*Tentative Dates:* (A) Friday, September 02, 2016; (B) Tuesday, September 06, 2016

Reading: Smith – 108-115; Duiker – 42-45; Best – 15-24; Roberts – 177-182; 191-194; 203-208

#### **Day 4 – Short Term Causes of World War One**

*Tentative Dates:* (A) Wednesday, September 07, 2016; (B) Thursday, September 08, 2016

Reading: Smith – 115-112; Duiker – 70-72; Best – 24-26; Roberts – 238-244

Assignment(s) Due: Princep Letter

#### **Day 5 – War on the Western Front**

*Tentative Dates:* (A) Friday, September 09, 2016; (B) Monday, September 12, 2016

Reading: Smith – 123-136; Duiker – 72-74; Best – 26-29; Roberts – 243-254

#### **Day 6 – A Truly Global War**

*Tentative Dates:* (A) Tuesday, September 13, 2016; (B) Wednesday, September 14, 2016

Reading: Smith – 136-143; Duiker – 74-78; Best – 33-39; Roberts – 254-257; 264-267

Assignment(s) Due: The Iron Dice Reaction Paper

#### **Day 7 – Effects of World War One**

*Tentative Dates:* (A) Thursday, September 15, 2016; (B) Friday, September 16, 2016

Reading: Smith – 143-148; Duiker – 78-79; Roberts – 257-264

#### **Day 8 – Paris Peace Talks**

*Tentative Dates:* (A) Monday, September 19, 2016; (B) Tuesday, September 20, 2016

Reading: Duiker – 84-86; Best – 39-43; Williamson – 15-35; Roberts – 271-275

Assignment(s) Due: Aims of the Big Four

#### **Day 9 – World War One Exam (Paper 2)**

*Tentative Dates:* (A) Wednesday, September 21, 2016; (B) Thursday, September 22, 2016

Assignment(s) Due: Unit Vocabulary

#### **Day 10 – Impact of World War One on Germany**

*Tentative Dates:* (A) Friday, September 23, 2016; (B) Monday, September 26, 2016

Reading: Rogers – 111-119; Roberts – 289-293

#### **Day 11 – Weimar Germany**

*Tentative Dates:* (A) Tuesday, September 27, 2016; (B) Wednesday, September 28, 2016

Reading: Rogers – 119-128; Best – 50-53; Roberts – 387-389; Williamson – 67-78

Assignment(s) Due: Ruhr Crisis

#### **Day 12 – Germany Challenges the Treaty of Versailles**

*Tentative Dates:* (A) Thursday, September 29, 2016; (B) Friday, September 30, 2016

Reading: Rogers – 156-169; Roberts – 390-404

#### **Day 13 – Anschluss and the Search for Lebensraum**

*Tentative Dates:* (A) Wednesday, October 05, 2016; (B) Tuesday, October 04, 2016

Reading: Rogers – 170-191; Williamson – 103-108

Day 14 – The Failure of Appeasement

*Tentative Dates:* (A) Friday, October 07, 2016; (B) Thursday, October 06, 2016

Reading: Rogers – 213-229; Roberts – 407-409; Best – 178-184

Assignment(s) Due: Appeasement

Day 15 – Mussolini's Rise to Power

*Tentative Dates:* (A) Tuesday, October 11, 2016; (B) Monday, October 10, 2016

Reading: Rogers – 84-90

Day 16 – Growth of Fascism in Italy

*Tentative Dates:* (A) Friday, October 14, 2016; (B) Thursday, October 13, 2016

Reading: Rogers – 90-103; Roberts – 312-315

Day 17 – Italian Invasion of Abyssinia

*Tentative Dates:* (A) Tuesday, October 18, 2016; (B) Monday, October 17, 2016

Reading: Rogers – 130-140; Williamson – 108-111

Assignment(s) Due: Spanish Civil War

Day 18 – Italy's Involvement in the Spanish Civil War

*Tentative Dates:* (A) Thursday, October 20, 2016; (B) Wednesday, October 19, 2016

Reading: Rogers – 141-145; Williamson – 112-115

Assignment(s) Due: Abyssinian Crisis

Day 19 – Italy, Albania, and the Second World War

*Tentative Dates:* (A) Monday, October 24, 2016; (B) Friday, October 21, 2016

Reading: Rogers – 146-154; Best – 189-196

Day 20 – International Response to Italian Aggression

*Tentative Dates:* (A) Wednesday, October 26, 2016; (B) Tuesday, October 25, 2016

Reading: Rogers – 194-211; Best – 165-172

**Day 21 – German and Italian Expansion Exam (Paper 1)**

*Tentative Dates:* (A) Friday, October 28, 2016; (B) Thursday, October 27, 2016

Assignment(s) Due: Unit Vocabulary

Day 22 – Origins of Japanese Nationalism and Militarism

*Tentative Dates:* (A) Tuesday, November 01, 2016; (B) Monday, October 31, 2016

Reading: Rogers – 15-21; Roberts – 210-214

Day 23 – Japan in the 1920s

*Tentative Dates:* (A) Thursday, November 03, 2016; (B) Wednesday, November 02, 2016

Reading: Rogers – 21-24; Best – 58-65

Day 24 – Causes of Japanese Expansionism

*Tentative Dates:* (A) Monday, November 07, 2016; (B) Friday, November 04, 2016

Reading: Rogers – 30-34; Roberts – 350-351, 356-357

Day 25 – Mukden Incident

*Tentative Dates:* (A) Thursday, November 10, 2016; (B) Wednesday, November 09, 2016

Reading: Rogers – 34-38; Best – 66-69; Roberts – 378-384

Assignment(s) Due: Manchurian Children's Book

Day 26 – The Lytton Commission

*Tentative Dates:* (A) Tuesday, November 15, 2016; (B) Monday, November 14, 2016

Reading: Rogers – 61-69; Williamson – 97-99

Day 27 – The Descent into the "Dark Valley"

*Tentative Dates:* (A) Thursday, November 17, 2016; (B) Wednesday, November 16, 2016

Reading: Rogers – 39-49; Best – 69-74

Assignment(s) Due: Japanese Expansionism

Day 28 – Japan's Attack on Pearl Harbor

*Tentative Dates:* (A) Monday, November 21, 2016; (B) Friday, November 18, 2016

Reading: Rogers – 49-58; Roberts – 422-424; Best – 74-76

Day 29 – US Response to Japanese Aggression

*Tentative Dates:* (A) Monday, November 28, 2016; (B) Tuesday, November 22, 2016

Reading: Rogers – 70-80; Best – 77-78

**Day 30 – Japanese Expansionism in East Asia Exam (Paper 1)**

*Tentative Dates:* (A) Wednesday, November 30, 2016; (B) Tuesday, November 29, 2016

Assignment(s) Due: Unit Vocabulary

Day 31 – Internal Assessment/Road to Global War

*Tentative Dates:* (A) Friday, December 02, 2016; (B) Thursday, December 01, 2016

Day 32 – Internal Assessment/Road to Global War

*Tentative Dates:* (A) Tuesday, December 06, 2016; (B) Monday, December 05, 2016

Day 33 – Internal Assessment/Road to Global War

*Tentative Dates:* (A) Thursday, December 08, 2016; (B) Friday, December 09, 2016

Day 34 – Internal Assessment/Road to Global War

*Tentative Dates:* (A) Monday, December 12, 2016; (B) Tuesday, December 13, 2016

Day 35 – Internal Assessment/Road to Global War

*Tentative Dates:* (A) Wednesday, December 14, 2016; (B) Thursday, December 15, 2016

Assignment(s) Due: Algerian War

Day 36 – Internal Assessment/Road to Global War

*Tentative Dates:* (A) Friday, December 16, 2016; (B) Monday, December 19, 2016

Day 37 – Internal Assessment/Road to Global War

*Tentative Dates:* (A) Tuesday, December 20, 2016; (B) Tuesday, January 03, 2017

Day 38 – Internal Assessment/Road to Global War

*Tentative Dates:* (A) Wednesday, January 04, 2017; (B) Thursday, January 05, 2017

Day 39 – Internal Assessment/Road to Global War

*Tentative Dates:* (A) Friday, January 06, 2017; (B) Monday, January 09, 2017

Day 40 – Internal Assessment/Road to Global War

*Tentative Dates:* (A) Tuesday, January 10, 2017; (B) Wednesday, January 11, 2017

**Midyear Exams – Thursday, January 12, 2015 – Tuesday, January 24, 2015**

Day 45 – Causes of the Second World War

*Tentative Dates:* (A) Thursday, January 26, 2017; (B) Friday, January 27, 2017

Reading: Smith – 152-166; Duiker – 124-129; Best – 69-76; 165-172; 176-183; Williamson – 120-137

Day 46 – The Battle for Western Europe

*Tentative Dates:* (A) Monday, January 30, 2017; (B) Tuesday, January 31, 2017

Reading: Smith – 166-178; Best – 188-200

Day 47 – D-Day and the Road to Berlin

*Tentative Dates:* (A) Wednesday, February 01, 2017; (B) Thursday, February 02, 2017

Reading: Smith – 179-189; Best – 201-207

Day 48 – Effects of V-E Day

*Tentative Dates:* (A) Friday, February 03, 2017; (B) Monday, February 06, 2017

Reading: Smith – 190-195; Roberts – 428-432

Assignment(s) Due: “Barbarossa” Reaction

Day 49 – The War in the Pacific

*Tentative Dates:* (A) Tuesday, February 07, 2017; (B) Wednesday, February 08, 2017

Reading: Smith – 199-211; Roberts – 422-428

Assignment(s) Due: Pacific Theater

Day 50 – Effects of the Pacific Campaign

*Tentative Dates:* (A) Thursday, February 09, 2017; (B) Friday, February 10, 2017

Reading: Smith – 212-225

**Day 51 – World War Two Exam (Paper 2)**

*Tentative Dates:* (A) Monday, February 13, 2017; (B) Tuesday, February 14, 2017

Assignment(s) Due: Unit Vocabulary

Day 52 – Breakdown of the Grand Alliance

*Tentative Dates:* (A) Wednesday, February 15, 2017; (B) Thursday, February 16, 2017

Reading: Duiker – 148-149; Best – 207-211; Roberts – 450-453

Day 53 – Emergence of the Superpower Rivalry

*Tentative Dates:* (A) Friday, February 17, 2017; (B) Monday, February 20, 2017

Reading: Duiker – 149-150; Best – 224-228; Roberts – 453-456

Assignment(s) Due: Yalta and Potsdam Paper

Day 54 – A Stalemate in Europe

*Tentative Dates:* (A) Tuesday, February 21, 2017; (B) Wednesday, February 22, 2017

Reading: Duiker – 150-153; Best – 228-229; Roberts – 462-465, 490-493

Assignment(s) Due: Role of Fear, Ideology, and Aggression

Day 55 – The Cold War Spreads to Asia

*Tentative Dates:* (A) Thursday, February 23, 2017; (B) Friday, February 24, 2017

Reading: Duiker – 153-157; Best – 230-232, 253-258, 261-265; Roberts – 474-477, 487-489

Assignment(s) Due: Vietnam War

Day 56 – Cold War Crises I

*Tentative Dates:* (A) Monday, February 27, 2017; (B) Tuesday, February 28, 2017

Day 57 – Berlin: The Cold War “Capital”

*Tentative Dates:* (A) Wednesday, March 01, 2017; (B) Thursday, March 02, 2017

Reading: Duiker – 159-160; Best – 240-242; Roberts – 652-654

Assignment(s) Due: Cold War Crises I

Day 58 – Brinkmanship and the Cuban Missile Crisis

*Tentative Dates:* (A) Friday, March 03, 2017; (B) Monday, March 06, 2017

Reading: Duiker – 160, 164-165; Best – 236-237, 273-276; Roberts – 656-660

Assignment(s) Due: Berlin Reaction

Day 59 – Reconciliation and Renewed Conflict

*Tentative Dates:* (A) Tuesday, March 07, 2017; (B) Wednesday, March 08, 2017

Reading: Duiker – 164-165; Best – 276-280; Roberts – 708-713

Assignment(s) Due: Mutually Assured Destruction

Day 60 – China and the Cold War

*Tentative Dates:* (A) Thursday, March 09, 2017; (B) Monday, March 13, 2017

Reading: Duiker – 160; Best – 232, 265-267; Roberts – 504-514

Assignment(s) Due: Cold War Case Studies: Yugoslavia under Tito, Guatemala

Day 61 – Cold War Crises II

*Tentative Dates:* (A) Tuesday, March 14, 2017; (B) Wednesday, March 15, 2017

Day 62 – End of the Cold War

*Tentative Dates:* (A) Thursday, March 16, 2017; (B) Friday, March 17, 2017

Reading: Duiker – 166; Best – 480-489; Roberts – 747-756

Assignment(s) Due: Cold War Crises II

Day 63 – Cold War Leaders

*Tentative Dates:* (A) Monday, March 20, 2017; (B) Tuesday, March 21, 2017

Assignment(s) Due: Cold War Leaders

Day 64 – Fall of the Soviet Union/Cold War Seminar

*Tentative Dates:* (A) Friday, March 24, 2017; (B) Thursday, March 23, 2017

Reading: Roberts – 756-760

Assignment(s) Due: Cold War Review (*Due March 23 at 8:00 am for all students*)

Day 65 – Fall of the Soviet Union/Cold War Seminar

*Tentative Dates:* (A) Tuesday, March 28, 2017; (B) Monday, March 27, 2017

Reading: Roberts – 756-760

**Day 66 – Cold War Exam (Paper 2)**

*Tentative Dates:* (A) Thursday, March 30, 2017; (B) Wednesday, March 29, 2017

Assignment(s) Due: Unit Vocabulary

Day 67 – War Research Project

*Tentative Dates:* (A) Monday, April 03, 2017; (B) Friday, March 31, 2017

Day 68 – War Research Project

*Tentative Dates:* (A) Wednesday, April 05, 2017; (B) Tuesday, April 04, 2017

Day 69 – War Research Project

*Tentative Dates:* (A) Friday, April 07, 2017; (B) Thursday, April 06, 2017

Day 70 – War Research Project Presentations

*Tentative Dates:* (A) Tuesday, April 18, 2017; (B) Monday, April 17, 2017

Day 71 – War Research Project Presentations

*Tentative Dates:* (A) Thursday, April 20, 2017; (B) Wednesday, April 19, 2017

**IB Exam Review – Friday, April 19, 2017 – Friday, April 28, 2017**

**IB Exams – Monday, May 1, 2017 – Friday, May 19, 2017**

Day 83 – Final Project

*Tentative Dates:* (A) Monday, May 22, 2017; (B) Tuesday, May 23, 2017

Day 84 – Final Project

*Tentative Dates:* (A) Wednesday, May 24, 2017; (B) Thursday, May 25, 2017

Day 85 – Final Project

*Tentative Dates:* (A) Friday, May 26, 2017; (B) Tuesday, May 30, 2017

Day 86 – Final Project Presentations

*Tentative Dates:* (A) Wednesday, May 31, 2017; (B) Thursday, June 1, 2017

## Classroom Procedures

1. Upon entering the classroom, the student will: (a) be in his/her seat when the bell rings; (b) place homework in the In Basket and remove graded assignments from the Out Basket; (c) have materials ready for the day: pen, pencil, textbook, notebooks; (d) begin working on the warm-up assignment; copy questions and complete assignment.
2. When tardy, the student will: (a) present a valid hall pass signed by an administrator or teacher OR (b) report to the Student Management Center (SMC) within 5 minutes.
3. Electronic devices such as Chromebooks, laptops, and tablets may only be used in the classroom when given express permission from the teacher. Use at any other time is prohibited and grounds for disciplinary action. Students must follow UCPS acceptable use policies at all times.
4. When leaving and/or entering the classroom, the student will: (a) receive a pass to enter the hallways; (b) sign the Sign In/Sign Out Sheet; (c) record and initial the Time In - failure to comply will result in the loss of pass privileges. Students are not allowed to leave the classroom within 15 minutes of a bell.
5. When a school announcement is made, the student will: (a) freeze; (b) listen to the announcement.
6. When there is a need to sharpen a pencil, the student will: (a) raise their hand and ask permission; (b) sharpen the pencil at the pencil sharpener on the shelf in the back of the room.
7. When turning in an assignment, the student will: (a) use the following heading on all work - Name, Date, Period; (b) number the question(s); (c) copy the question(s); (d) answer in complete sentences.
8. When turning in work, the student will: (a) place assignment in the In Basket of the appropriate period; (b) remember that all work turned in must be in your own words. Plagiarism or any form of cheating will not be tolerated for any assignment. Consult your handbook for consequences. If you have a question about your work, ask, don't assume; (c) assignments will be returned to the students via the Out Basket; (d) homework is due at the beginning bell of class – it will **not** be accepted late for any reason – please remember to refer to the syllabus and calendar for due dates.
9. When a student is returning from an absence, the student will: (a) present a note to the Attendance Counselor before entering classroom; (b) ask a classmate for the missing notes; (c) check the makeup work file for missed assignments – you will have two days to complete the assignment.
10. When a student has missed a test, the student will: (a) communicate with the teacher BEFORE the test; (b) schedule a make-up test – students have 5 days to make up a test (it is your responsibility to schedule any makeup work or tests). Only students whose absences have been cleared by me in advance or are accompanied by a doctor's note will be able to make up a test.
11. When an emergency alert sounds, the student will: (a) line up as quietly and quickly as possible; (b) follow the established route; (c) meet at the appropriate place for attendance and wait for further instructions.
12. When the class has ended, the student will: (a) remain at their desks until dismissed – **the bell does not dismiss you**; (b) look around the room – always leave the class cleaner than when you arrived; (c) gather materials; (d) check the assignment calendar for new assignments.

As with any class in high school, there is only success when all three parties (students, parents/guardians, and teachers) work together for success. As a high school student and also a member of an International Baccalaureate course, only you are responsible for your own actions and your attitude. A positive attitude will take you far in this class. I look forward to working with you this semester in IB History. I am available to answer your questions or to work one on one with you before or after school during my office hours or by appointment. Together, I know that we can have a successful year. Please remember that the keys to success are effort, enthusiasm, perseverance, respect, and responsibility

Thanks,

Justin Jones, MSE  
Marvin Ridge High School  
704-290-1520 x.5619  
justin.jones@ucps.k12.nc.us

*This syllabus must remain in your notebook at all times during the year.*

***I have read, understand, and will abide by the syllabus and classroom procedures for this class.***

\_\_\_\_\_/\_\_\_\_\_  
Student Signature      Date

\_\_\_\_\_/\_\_\_\_\_  
Parent Signature      Date