

What is this course about?

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.

How do I contact the teacher?

Mr. Justin Jones, MSE
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704.290.1520 x. 5619
Office hours: 3:10–3:40 (T, H)

What do I need for class?

1. Blue or black ink pens
2. Note cards for vocabulary
3. Composition notebook
4. Three-ring binder

What else should I have?

1. Highlighters
2. Post-it notes
3. Note card holder
4. Flash drive

What textbooks do we use?

Best, Antony, Jussi M. Hanhimäki, Joseph Maiolo, and Kirsten E. Schulze. *International History of the Twentieth Century and Beyond*. 2nd ed. London: Routledge, 2008.
Duiker, William J., *Contemporary World History*. 5th 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 20th-Century Wars*. Oxford, UK: Oxford University Press, 2015.
Williamson, David G. *War and Peace: International Relations, 1919-39*. 2nd ed. London: Hodder, 2003.

What books will we have to read?

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

What book(s) should we read?

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

How are the assignments graded?

Description of Assignments for the Course	Points	%
Unit Exams (60 points)	300	30.0%
Discussion Forums (10 points)	160	16.0%
Projects (30 points)	150	15.0%
Vocabulary (25 points)	125	12.5%
Assignments (5 points)	90	9.0%
Cold War Review/Seminar (75 points)	75	7.5%
Midyear Assessment (50 points)	50	5.0%
Internal Assessment (50 points)	50	5.0%
Total Points	1000	

Grading Scale

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

Is this syllabus subject to change?

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor based on the needs of the class. Notice of such changes will be by announcement in class and/or by changes to this syllabus posted on the course Canvas page. This syllabus contains the policies and expectations established for IB History. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

How are grades calculated?

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.

What are the course requirements?

- You will be required to come to class prepared every day. Being a prepared IB History student means you will have your notebook, textbook, a pen/pencil, paper and homework, as well as any other materials we will be using that day.
- You will be utilizing the Canvas online learning platform as an enhancement to the learning environment. Students who want to be successful in the course will visit the Canvas site every day to check for class announcements, complete assignments, and connect with other classmates.
- You will be required to complete daily journal writing on various topics. In addition, you will write a reflection for each day's class in the journal notebook. Journals will be checked and graded randomly.
- You will be required to read almost every night. This is a very "reading intensive" course and it is imperative that you keep current with all required readings to be prepared for class and the IB exams.
- You 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. Required papers for this course may be subject to submission for textual similarity review to Turnitin for the detection of plagiarism.

What are the 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.

What is the 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

What about the IB History exam?

Date: May 7-8, 2019

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

Location: St. Margaret's Episcopal Church

Will I be treated with respect?

All students and the instructor are expected to engage with each other respectfully. Unwelcome conduct directed toward another person based upon that person's actual or perceived race, actual or perceived gender, color, religion, age, national origin, ethnicity, disability, or for any other reason, may constitute a violation of UCPS Board of Education Policy 4-7, Prohibition Against Unlawful Discrimination, Harassment, Bullying (Students). Any student suspected of engaging in such conduct will be referred to administration. I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

Can I record in class?

Electronic video and/or audio recording is not permitted during class unless the student obtains permission from the instructor. If permission is granted, any distribution of the recording is prohibited. Students with specific electronic recording accommodations authorized by an IEP or 504 Plan do not require instructor permission; however, the instructor must be notified of any such accommodation prior to recording. Any distribution of such recordings is prohibited. Recordings made by the instructor are for teaching and assessment purposes only and will not be distributed without student permission.

What's the best way to read a history book?

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.

How do I complete the vocabulary assignments?

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.

How do the discussion forums work?

You 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, you will participate in online forums using the Canvas online learning portal. These will be done outside of class time. For each forum assignment, you 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 14th and 28th of each month with initial posts to be made by the 7th and 21st of each month. To receive credit, your initial posts and responses should be on time using specific evidence from the text to substantiate answers. You must also respond to at least two other classmates. Respect for others' opinions is a vital component to this assignment.

How do I write a 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*. You 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.

What kind of projects will we work on this year?

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 2018 is *Conflict & Compromise in History*.

War Research Projects: In groups, you will be assigned a war from the 20th 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*)

20th Century Wars (Spanish Civil War): Working alone, or with up to two partners, you 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. You 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.

20th Century Wars (Algerian War): Working alone, or with up to two partners, you 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.

20th Century Wars (Vietnam War): Working alone, or with up to two partners, you will examine the Vietnam War and create your 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.

What is the goal of the IB programme?

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 like you across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. 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 inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

What are the goals of an IB History course?

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

- develop an understanding of, and continuing interest in, the past
- encourage you 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 your understanding of yourself and of contemporary society by encouraging reflection on the past.

What is the purpose of IB History assessments?

There are four assessment objectives for the DP history course. Having followed the course at higher level (HL), you 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.

How are we assessed in IB History?

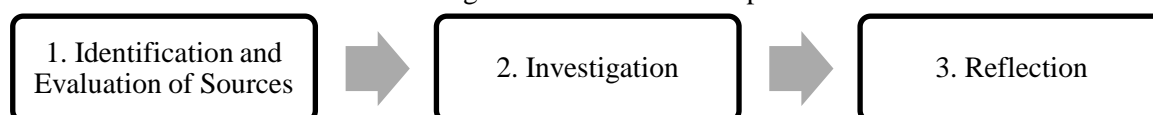
Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
<i>External</i>		5	80
Paper 1	Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks)	1	20
Paper 2	Essay paper based on 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	You are required to complete a historical investigation into a topic of your choice. (25 marks)	20	20

How do I complete the Internal Assessment?

Internal assessment is an integral part of the course and is compulsory for all students. It enables you to demonstrate the application of skills and knowledge, and to pursue your 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 you to select a topic of personal interest. The topic need not be related to the syllabus and you are encouraged to take your own initiative when deciding on a topic. The free choice of topic means that the historical investigation provides a particularly good opportunity for you to engage with topics that are of personal interest, or topics related to your own local or national history. However, the topic must be historical, and therefore **cannot be on an event that has happened in the last 10 years**. Each individual student must complete an individual historical investigation—group work may not be undertaken.

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 you to demonstrate the application of your skills and knowledge to a historical topic of your choice. The emphasis must be on a specific historical inquiry that enables you 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 you 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 you to analyze in detail two of the sources that you will use in your investigation.

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

- clearly state the question you have chosen to investigate (this must be stated as a question)
- include a brief explanation of the nature of the two sources you have selected for detailed analysis, including an explanation of their relevance to the investigation
- analyze two sources in detail. With reference to the origins, purpose and content, you should analyze 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 you 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, archeological 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 you drew from your analysis. In this section, you must use a range of evidence to support your argument. Please note that you can use primary sources, secondary sources, or a mixture of the two.

Section 3: Reflection

This section of the internal assessment task requires you to reflect on what undertaking your investigation highlighted to you 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 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.

Section	Suggested word allocation	Associated assessment criteria	Marks
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
Total (maximum word limit)	2,200 words		Total: 25 marks

What are the connections between history and TOK?

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. You are required to reflect on what completing your historical investigation taught you about the role of methods used by, and challenges facing, the historian. This provides excellent links to TOK, where you will, for example, compare the methods used to gain knowledge in history with the methods used to gain knowledge in other areas of knowledge.

How is history related to the EE?

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 you not only in your history course and other DP subjects, but are also excellent preparation for study beyond the DP.

How is history related to 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

What historical knowledge should I already know?

You 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.

What historical thinking skills will we focus on this year?

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 you to think critically about historical issues; helping you 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 you 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. Your 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, you should also be aware that some change is slow, and that throughout history there is also significant continuity. You 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, you 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 as you recognize that most historical events are caused by an interplay of diverse and multiple causes that require you 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. You demonstrate competency as historical thinkers as you begin to understand and can explain how significant events and people have had both short-term and long-lasting effects. You will 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. You should be encouraged to ask questions about why something may have been recorded or included in a historical narrative. Similarly, you are encouraged to think about who or what has been excluded from historical narratives, and for what reasons. Additionally, your questions should encourage thinking about, and assessing, 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. You are encouraged to challenge and critique multiple perspectives of the past, and to compare them and corroborate them with historical evidence. You 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, you 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.

How is this course structured?

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 20th-century wars as well as detailed study on the Cold War.

What will I have to do each day? When are assignments due? When are the tests?

Day 1 – Intro to IB History

Day 2 – What is History?

Tentative Dates: Wednesday, August 29, 2018; (B) Thursday, August 30, 2018

Assignment(s) Due: What is History?

Day 3 – Long Term Causes of World War One

Tentative Dates: Friday, August 31, 2018; (B) Tuesday, September 4, 2018

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: Wednesday, September 5, 2018; (B) Thursday, September 6, 2018

Reading: Smith – 115-122; Duiker – 70-72; Best – 24-26; Roberts – 238-244

Day 5 – War on the Western Front

Tentative Dates: Tuesday, September 11, 2018; (B) Monday, September 10, 2018

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

Assignment(s) Due: Princip Letter

Day 6 – A Truly Global War

Tentative Dates: Thursday, September 13, 2018; (B) Wednesday, September 12, 2018

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: Monday, September 17, 2018; (B) Friday, September 14, 2018

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

Day 8 – Paris Peace Talks

Tentative Dates: (A) Friday, September 21, 2018; (B) Thursday, September 20, 2018

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

Assignment(s) Due: Aims of the Big Four

Day 9 – First World War Exam (Paper 2)

Tentative Dates: (A) Tuesday, September 25, 2018; (B) Monday, September 24, 2018

Assignment(s) Due: Unit Vocabulary

Day 10 – Impact of the First World War on Germany

Tentative Dates: (A) Thursday, September 27, 2018; (B) Wednesday, September 26, 2018

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

Day 11 – Weimar Germany

Tentative Dates: (A) Monday, October 1, 2018; (B) Friday, September 28, 2018

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) Wednesday, October 3, 2018; (B) Tuesday, October 2, 2018

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

Day 13 – Anschluss and the Search for Lebensraum

Tentative Dates: (A) Friday, October 5, 2018; (B) Thursday, October 4, 2018

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

Day 14 – The Failure of Appeasement

Tentative Dates: (A) Wednesday, October 10, 2018; (B) Tuesday, October 9, 2018

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 16, 2018; (B) Thursday, October 11, 2018

Reading: Rogers – 84-90

Day 16 – Growth of Fascism in Italy

Tentative Dates: (A) Thursday, October 18, 2018; (B) Monday, October 15, 2018

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

Day 17 – Italian Invasion of Abyssinia

Tentative Dates: (A) Monday, October 22, 2018; (B) Wednesday, October 17, 2018

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) Wednesday, October 24, 2018; (B) Friday, October 19, 2018

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

Assignment(s) Due: Abyssinian Crisis

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

Tentative Dates: (A) Friday, October 26, 2018; (B) Thursday, October 25, 2018

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

Day 20 – International Response to Italian Aggression

Tentative Dates: (A) Tuesday, October 30, 2018; (B) Monday, October 29, 2018

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

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

Tentative Dates: (A) Thursday, November 1, 2018; (B) Wednesday, October 31, 2018

Assignment(s) Due: Unit Vocabulary

Day 22 – Origins of Japanese Nationalism and Militarism

Tentative Dates: (A) Monday, November 5, 2018; (B) Friday, November 2, 2018

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

Day 23 – Japan in the 1920s

Tentative Dates: (A) Wednesday, November 7, 2018; (B) Tuesday, November 6, 2018

Reading: Rogers – 21-24; Best – 58-65

Day 24 – Causes of Japanese Expansionism

Tentative Dates: (A) Friday, November 9, 2018; (B) Thursday, November 8, 2018

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

Day 25 – Mukden Incident

Tentative Dates: (A) Wednesday, November 14, 2018; (B) Tuesday, November 13, 2018

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) Friday, November 16, 2018; (B) Thursday, November 15, 2018

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

Day 27 – The Descent into the "Dark Valley"

Tentative Dates: (A) Tuesday, November 20, 2018; (B) Monday, November 19, 2018

Reading: Rogers – 39-49; Best – 69-74

Assignment(s) Due: Japanese Expansionism

Day 28 – Japan's Attack on Pearl Harbor

Tentative Dates: (A) Tuesday, November 27, 2018; (B) Monday, November 26, 2018

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

Day 29 – US Response to Japanese Aggression

Tentative Dates: (A) Thursday, November 29, 2018; (B) Wednesday, November 28, 2018

Reading: Rogers – 70-80; Best – 77-78

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

Tentative Dates: (A) Monday, December 3, 2018; (B) Friday, November 30, 2018

Assignment(s) Due: Unit Vocabulary

Day 31 – Internal Assessment/Move to Global War

Tentative Dates: (A) Wednesday, December 5, 2018; (B) Tuesday, December 4, 2018

Day 32 – Internal Assessment/Move to Global War

Tentative Dates: (A) Friday, December 7, 2018; (B) Thursday, December 6, 2018

Day 33 – Internal Assessment/Move to Global War

Tentative Dates: (A) Tuesday, December 11, 2018; (B) Monday, December 10, 2018

Day 34 – Internal Assessment/Move to Global War

Tentative Dates: (A) Thursday, December 13, 2018; (B) Wednesday, December 12, 2018

Day 35 – Internal Assessment/Move to Global War

Tentative Dates: (A) Monday, December 17, 2018; (B) Friday, December 14, 2018

Day 36 – Internal Assessment/Move to Global War

Tentative Dates: (A) Wednesday, December 19, 2018; (B) Tuesday, December 18, 2018

Day 37 – Internal Assessment/Move to Global War

Tentative Dates: (A) Friday, December 21, 2018; (B) Thursday, December 20, 2018

Day 38 – Internal Assessment/Move to Global War

Tentative Dates: (A) Tuesday, January 8, 2019; (B) Monday, January 7, 2019

Assignment(s) Due: Algerian War

Midyear Assessments – Wednesday, January 9, 2019 – Thursday, January 17, 2019

Day 43 – Causes of the Second World War

Tentative Dates: (A) Thursday, January 24, 2019; (B) Wednesday, January 23, 2019

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

Day 44 – The Battle for Western Europe

Tentative Dates: (A) Monday, January 28, 2019; (B) Friday, January 25, 2019

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

Day 45 – D-Day and the Road to Berlin

Tentative Dates: (A) Wednesday, January 30, 2019; (B) Tuesday, January 29, 2019

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

Day 46 – Effects of V-E Day

Tentative Dates: (A) Friday, February 1, 2019; (B) Thursday, January 31, 2019

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

Assignment(s) Due: "Barbarossa" Reaction

Day 47 – The War in the Pacific

Tentative Dates: (A) Tuesday, February 5, 2019; (B) Monday, February 4, 2019

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

Assignment(s) Due: Pacific Theater

Day 48 – Effects of the Pacific Campaign

Tentative Dates: (A) Thursday, February 7, 2019; (B) Wednesday, February 6, 2019

Reading: Smith – 212-225

Day 49 – Second World War Exam (Paper 2)

Tentative Dates: (A) Monday, February 11, 2019; (B) Friday, February 8, 2019

Assignment(s) Due: Unit Vocabulary

Day 50 – Breakdown of the Grand Alliance

Tentative Dates: (A) Wednesday, February 13, 2019; (B) Tuesday, February 12, 2019

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

Day 51 – Emergence of the Superpower Rivalry

Tentative Dates: (A) Friday, February 15, 2019; (B) Thursday, February 14, 2019

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

Assignment(s) Due: Yalta and Potsdam Paper

Day 52 – A Stalemate in Europe

Tentative Dates: (A) Tuesday, February 19, 2019; (B) Monday, February 18, 2019

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

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

Day 53 – The Cold War Spreads to Asia

Tentative Dates: (A) Thursday, February 21, 2019; (B) Wednesday, February 20, 2019

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

Assignment(s) Due: Vietnam War

Day 54 – Cold War Crises I

Tentative Dates: (A) Tuesday, February 26, 2019; (B) Monday, February 25, 2019

Day 55 – Berlin: The Cold War “Capital”

Tentative Dates: (A) Thursday, February 28, 2019; (B) Wednesday, February 27, 2019

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

Assignment(s) Due: Cold War Crises I

Day 56 – Brinkmanship and the Cuban Missile Crisis

Tentative Dates: (A) Monday, March 4, 2019; (B) Friday, March 1, 2019

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

Assignment(s) Due: Berlin Reaction

Day 57 – Reconciliation and Renewed Conflict

Tentative Dates: (A) Wednesday, March 6, 2019; (B) Tuesday, March 5, 2019

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

Assignment(s) Due: Mutually Assured Destruction

Day 58 – China and the Cold War

Tentative Dates: (A) Friday, March 8, 2019; (B) Thursday, March 7, 2019

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

Day 59 – Cold War Crises II

Tentative Dates: (A) Tuesday, March 12, 2019; (B) Monday, March 11, 2019

Day 60 – End of the Cold War

Tentative Dates: (A) Thursday, March 14, 2019; (B) Wednesday, March 13, 2019

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

Assignment(s) Due: Cold War Crises II

Day 61 – Cold War Leaders

Tentative Dates: (A) Monday, March 18, 2019; (B) Friday, March 15, 2019

Assignment(s) Due: Cold War Leaders

Day 62 – The Cold War's Global Impact

Tentative Dates: (A) Wednesday, March 20, 2019; (B) Tuesday, March 19, 2019

Day 63 – A New Cold War Emerges

Tentative Dates: (A) Friday, March 22, 2019; (B) Thursday, March 21, 2019

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

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

Tentative Dates: (A) Tuesday, March 26, 2019; (B) Monday, March 25, 2019

Assignment(s) Due: Cold War Review (*Due March 25 at 8:00 am for all students*)

Reading: Roberts – 756-760

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

Tentative Dates: (A) Thursday, March 28, 2019; (B) Wednesday, March 27, 2019

Reading: Roberts – 756-760

Day 66 – Cold War Exam (Paper 2)

Tentative Dates: (A) Monday, April 1, 2019; (B) Friday, March 29, 2019

Assignment(s) Due: Unit Vocabulary

Day 67 – War Research Project

Tentative Dates: (A) Wednesday, April 3, 2019; (B) Tuesday, April 2, 2019

Day 68 – War Research Project

Tentative Dates: (A) Friday, April 5, 2019; (B) Thursday, April 4, 2019

Day 69 – War Research Project

Tentative Dates: (A) Tuesday, April 9, 2019; (B) Monday, April 8, 2019

Day 70 – War Research Project

Tentative Dates: (A) Thursday, April 11, 2019; (B) Wednesday, April 10, 2019

Day 71 – War Research Project Presentations

Tentative Dates: (A) Monday, April 15, 2019; (B) Friday, April 12, 2019

IB Exam Review – Tuesday, April 16, 2019 – Friday, May 3, 2019

IB Exams – Monday, May 6, 2019 – Friday, May 24, 2019

What are the classroom procedures?

1. Upon entering the classroom, you will: (a) place cell phone in the phone holder by the door; (b) be in your seat when the bell rings; (c) place homework in the In Basket and remove graded assignments from the Out Basket; (d) have materials ready for the day: pen, pencil, textbook, notebooks; (e) begin working on the warm-up assignment; copy questions and complete assignment.
2. When tardy, you 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; (c) remember that any missed assignments are your responsibility to complete within 3 days.
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, you 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. When there is a need to sharpen a pencil, you will: (a) raise your hand and ask permission; (b) sharpen the pencil at the pencil sharpener on the table in the corner of the room.
5. When a school announcement is made, you will: (a) freeze; (b) listen to the announcement. When an emergency alert sounds, you will: (a) line up as quietly and quickly as possible; (b) follow the established route; (c) meet at the appropriate place for attendance to be taken and further instructions given.
6. When turning in work, you 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 (e) place assignment in the In Basket of the appropriate period; (f) 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; (g) assignments will be returned to you via the Out Basket; (h) 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.
7. When you are returning from an absence, you will: (a) present a note to the Attendance Counselor before entering classroom; (b) ask a classmate for the missing notes; (c) check for any missing handouts.
8. When you might miss a test, you will: (a) communicate with the teacher BEFORE the test; (b) schedule a make-up test – you have five 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 the teacher in advance or are accompanied by a doctor's note will be able to make up a test.
9. When the class has ended, you will: (a) remain at your 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