

International Baccalaureate History

Higher Level, Route 2

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**Description:** History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present.

The Diploma Programme history course aims to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. It also helps students to gain a better understanding of the present through critical reflection upon the past. It is hoped that many students who follow the course will become fascinated with the discipline, developing a lasting interest in it whether or not they continue to study it formally.

**Texts:**

*American History*- *A Survey*, by Alan Brinkley. McGraw-Hill. ISBN-10: 0073331643

**Student Learning Outcomes:**

History Aims

The aims of the **history** course at SL and HL are to:

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

World History Class Breakdown

***External assessment*** (5 hours) 80%

*Paper 1 (1 hour) 20%*

Route 2: Three prescribed subjects Four short-answer/structured questions Assessment objectives: 1–3 (25 marks)

*Paper 2 (1 hour 30 minutes) 25%*

Routes 1 and 2: Five topics Two extended-response questions Assessment objectives 1–4 (40 marks)

*Paper 3 (2 hours 30 minutes) 35%*

Three extended-response questions Assessment objectives 1–4 (60 marks)

***Internal assessment***(20 hours) 20%

Historical investigation on any area of the syllabus Approximately 20 hours Assessment objectives 1–4 (25 marks)

**Method of Instruction:** Learning will be done through collaborative and cooperative techniques with links to TOK. It will be done in a constructivist method to ensure a student-centered classroom rather than teacher-centered classroom. Students are expected work with others to develop and formulate ideas and conclusions. It is their responsibility to take charge of their own learning while it is the job of the teacher to work alongside them when they reach their zone of proximal development.

**Link to Theory of Knowledge:** The method of challenging students’ original thought process helps them discover new and diverse ways of learning and thinking. Students will be able to reflect on multiple view points and thus help them in the TOK process by making them more accommodating and tolerant of opposing beliefs. This is done to help students understand their own culture and also cultures they are less familiar with.

Students will be asked to take on responsibility for their own learning. They will focus on how they learn and how they can be sure of what they’ve learned as it relates to a larger spectrum that affects the entire world. The teacher’s role in learning primarily acts only as a facilitator. Helping students reach levels of knowledge and understanding they cannot obtain themselves. This will be done by having students sit at tables rather than in desks to make the learning process student centered. They will be in groups to help them engage in cooperative and collaborative learning. Students will help each other gain new understanding and insights by sharing ideas and opinions. Class lessons will be centered around creating questions and challenges for students to overcome as groups

***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.

IB learners strive to be:

**Inquirers-** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.  
  
**Knowledgeable-** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.  
  
**Thinkers-** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make   
reasoned, ethical decisions.  
  
**Communicators-** They understand and express ideas and information confidently and creatively in more than one language and in a   
variety of modes of communication. They work effectively and willingly in collaboration with others.  
 **Principled-** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.  
 **Open-minded-** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.  
  
**Caring-** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.  
  
**Risk-takers**- They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.  
  
**Balanced-** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.   
  
**Reflective-** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

**Couse Requirements:**

Nation-building and challenges

• United States: Articles of Confederation; the Constitution of 1787: philosophical underpinnings; major compromises and changes in the US political system

(This section will be integrated into the *We the People* portion of the class)

• Latin America: challenges to the establishment of political systems; conditions for the rise of and impact of the caudillo rule in two countries (suitable examples could be Rosas, Gomez, Artigas)

• War of 1812: causes and impact on British North America and the United States

• Mexican–American War 1846-8: causes and effects on the region

• Canada: causes and effects of 1837 rebellions; the Durham Report and its implications; challenges to the Confederation; the British North America Act of 1867: compromises, unresolved issues, regionalism, effects

• Changes in the conditions of social groups such as Native Americans, mestizos, immigrants in the new nations

The development of modern nations 1865-1929

• Causes and consequences of railroad construction; industrial growth and

economic modernization; the development of international and inter-American trade;

neocolonialism and dependency

• Causes and consequences of immigration; emigration and internal migration, including the impact upon, and experience of, indigenous peoples

• Development and impact of ideological currents including Progressivism, Manifest Destiny, liberalism, nationalism, positivism, Social Darwinism, “indigenismo” and nativism

• Social and cultural changes: the arts; the role of women

• Influence of leaders in the transition to the modern era: political and economic aims;

assessment of the successes and failures of Theodore Roosevelt, Wilfrid Laurier and a Latin American leader of the student’s choice

• Social, economic and legal conditions of African Americans between 1865 and 1929; the

Great Migration and the Harlem Renaissance; the search for civil rights and the ideas, aims and tactics of Booker T Washington, WEB Dubois and Marcus Garvey

Civil rights and social movements in the Americas

• Native Americans and civil rights: Latin America, the United States and Canada

• African Americans and the Civil Rights Movement: origins, tactics and organizations; the

US Supreme court and legal challenges to segregation in education; ending of the segregation in the South (1955-65)

• Role of Dr. Martin Luther King in the Civil Rights Movement; the rise of radical African

American activism (1965-8): Black Panthers; Black Muslims; Black Power and Malcolm

• Role of governments in civil rights movements in the Americas

• Youth culture and protests of the 1960s and 1970s: characteristics and manifestation of

a counterculture

• Feminist movements in the Americas

**Tentative Schedule:**

Changes may be made based on the class' interests and the instructor's judgment. More details about each section will be provided before the start of each section on the class website.

***Year 1***

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| ***Week*** | ***Subject*** |
| Week 1 & 2 – August 19th-29th | Historiography |
| Week 3-12 – September 2nd-November 7th | Nation-building and challenges |
| Week 13 – November 10th-November 14th | Historical Investigation |
| Week 14-15 – November 17th-26th | Development of Human Trafficking and Slavery in the Americas |
| Week 16 – December 1st-5th | Historical Investigation |
| Week 17-26 – December 8th-February 20th | The development of modern nations 1865-1929 |
| Week 27-36 – February 23rd-May 4th | Civil rights and social movements in the Americas |
| Week 37-39 – May 11th-28th | Causes, practices and effects of war |

**Grading Procedures:**

Letter Grade GPA

A 92-100% 5.0

A- 90-91% 4.67

B+ 88-89% 4.33

B 82-87% 4.0

B- 80-81% 3.67

C+ 78-79% 3.33

C 72-77% 3.0

C- 70-71% 2.67

D+ 68-69% 2.33

D 62-67% 2.0

D- 60-61% 1.67

F 59% and below

Exams x 3 50%

Historical Investigation 20%

Daily Assignments/Homework 30%

Total: 100%

**Course Schedule:**

Changes may be made based on the class' interests and the instructor's judgment. The following schedule is the suggested pacing guide for each unit. Firm due date will be given as specific dates upon appropriate time. It’s important to submit assignments in a timely manner to ensure pace is kept with the rest of the class. **I do not accept late work.** A list of topics and tentative time devoted to them can be found on the class website.

**Attendance: Attendance is required**. Your presence to class is important for your own learning and well as your contribution to the work of the class. If an absence is unavoidable, please arrange ahead of time to discuss options for making-up work. Full credit can be earned on work submitted on or before the due date.

**Assignments:** Assignments are due on or before the specified date. If you anticipate being absent, arrange to have the assignment turned in before the due date.

**Make-up Exams/Assignments:** Exams/assignments that are missed due to an excused absence may be made-up before the next class meeting by arrangement with the instructor.

**Student Behavior:**

Academic Honesty - Students are expected to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of academic honesty with regard to plagiarism, cheating, or falsification of work will not be tolerated. Students violating such standards will be subject to discipline, as per the Waterloo Schools Academic Honesty Policy (504.21).

Attendance Policy - The International Baccalaureate assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students.

Civility **–** Civil behavior enhances the academic setting, and is expected at all times. Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment.

**Disclaimer:** This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of Waterloo Schools and International Baccalaureate.