

Junior IB HOTA

Syllabus



History of the Americas

Mrs. MB Rogers

*Taught on an A-B schedule over the course of the Junior year

*Tests, Reading Assignments, etc. are all subject to change according to amount of time available!!!!

IB HISTORY OF THE AMERICAS JUNIOR YEAR

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Room: 115A

Course Description:

IB History is a demanding two-year course that integrates the study of approximately a century's worth of history within the Western hemisphere and its connection to other parts of the modern world. The study of these global regions assumes a high level of student interest and intellectual competence. The connection of the Western hemisphere to other regions will furnish a global-mindedness to our students not found in the average history course. This course is unique in that it will be similar to a first-year college course, therefore expect that the workload will be heavier than most regular high school history courses. It is designed to challenge the highly motivated secondary level student to attain an understanding of other cultures and their history.

The Junior year (Paper 3) will focus on the Americas beginning with **Topic 12: The Great Depression and the Americas (mid-1920s-1939)**, **Topic 14: Political developments in Latin America (1945-1980)**, **Topic 15: Political Developments in the United States (1945-1980) and Canada (1945-1982)** and **Topic 16: The Cold War and the Americas (1945-1981)**.

In the Senior year, students will focus on World History, starting out with **Prescribed Subject 3: The Move to Global War** (Paper 1) and **Topic 10: Authoritarian and Single-Party States and Topic 12: The Cold War: Superpower tensions and rivalries (20th century)**. (Paper 2)

This year will build on the students' knowledge of the Americas, giving them a more in depth understanding of what they've already learned, and Senior year will introduce them to 20th century World History. The students will take the IB papers exam in May of their Senior year.

In order to succeed, students need to be both motivated to study and be able to keep up with the demands of a college-level course. History of the Americas and Senior IB History is on an A/B schedule for a total of 240 hours. Methods of teaching will include lecture, case studies, student research and presentation, peer teaching with teacher facilitation, student discussion, student essays, and lots of documentaries—yay!

Assessment Now and for the Future

- The IB Internal Assessment consisting of a 2000-2200 word historically investigated paper is required during the junior and senior year and counts as the final exam grade.
- The IB External Assessment consists of 3 written papers over a period of two days in May of the Senior year.

Paper 1, students have a completion time of 1 hour and will answer the four questions from **Prescribed Subject 3: The Move to Global War**.

Paper 2, a completion time of 45 minutes, and will select one question to answer from **Topic 10: Authoritarian and Single-Party States and Topic 12: The Cold War: Superpower tensions and rivalries (20th century)**.

Paper 3, a completion time of 1 hour 30 minutes based on their study of the History of the Americas during the Junior Year. They will select two questions to answer.

Course Textbook: Berliner et al. *History of the Americas Course Companion*. Oxford, New York., 2011.

*Students are responsible for maintaining their textbooks in good condition.

Student Assessments – Students will be evaluated on the following.....

1. Written essays, history projects (50%)
2. OPVL's on primary source documents, DBQ's, maps, possible quizzes on textbook and lectures, assigned responses to Google Classroom posts, etc. (40%)
3. 10% for daily grades such as note-taking on assigned text.

Note: Senior Internal Assessment proposal will be in May of 2022

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Note: Quizzes, tests, DBQ's, and OPVL's model the IB format preparing students for the External Assessment of the Senior Year. Students will write essays enabling them to gain further understanding of the process required for IB success.

Semester 1

Topic 12: The Great Depression and the Americas (mid 1920s-1939) 20 days - app. Aug 16-Oct. 11

This section focuses on the causes and nature of the Great Depression as well as the different solutions adopted by governments in the region and the impact on these societies. The Great Depression produced the most serious economic collapse in the history of the Americas. It affected every country in the region and brought about the need to rethink economic and political systems. The alternatives that were offered, and the adaptations that took place, marked a watershed in political and economic development in many of the countries of the region.

- ◆ The Great Depression: political and economic causes in the Americas.
- ◆ Nature and efficacy (ability to produce an intended result) of solutions in the United States: Hoover; Franklin D. Roosevelt and the New Deal
- ◆ Critics of the New Deal; impact of the New Deal on US political and economic systems
- ◆ Nature and efficacy of solutions in Canada: Mackenzie King and RB Bennett
- ◆ Impact of the Great Depression on society; specifically the impact on women and minorities; impact of the Great Depression on the arts and culture

Then, we are required to do a case study on one country in Latin America for the next 2 bullets—we'll do Brazil and Getulio Vargas

- ◆ Impact of the Great Depression; political stability and challenges to democracy; economic and social challenges
- ◆ Latin American responses to the Great Depression; import substitution industrialization (ISI); social and economic policies, popular mobilization and repression

Topic 14: Political developments in Latin America (1945-1980) 20 days – app. Oct. 13-Dec. 10

This section focuses on domestic and political developments in Latin America after 1945. Most Latin American countries experienced social, economic and political changes and challenges. Political responses to these forces varied from country to country—from the continuation of democracy to “populist” movements to outright conflict, revolution and the establishment of authoritarian regimes in the 1960s and 1970s. Areas of study will include the conditions for the rise to power (R2P) of new leaders, economic and social policies as well as treatment of minorities.

- ◆ The Cuban Revolution: political, social and economic causes
- ◆ Rule of Fidel Castro: Cuban nationalism; political, economic, social and cultural policies: treatment of opposition: successes and failures: impact on the region
- ◆ Populist leaders in 2 countries: rise to power and legitimacy: ideology: social, economic and political policies: successes and failures: the treatment of opposition. (Getulio Vargas & Juan Peron)
- ◆ Democracy in crisis: political, social and economic reasons for the failure of elected leaders
- ◆ Rise of a military dictatorship in one country: reasons for their R2P: economic and social policies: repression and treatment of opposition
- ◆ Guerrilla movements in one country: origins, rise and consequences
- ◆ Liberation theology in Latin America: origins, growth and impact

Semester Two

Topic 15: Political developments in the United States (1945-1980 and Canada (1945—1982) 20 days - app. Dec. 14, 16 –Feb. 24

This section explores the domestic concerns and political developments in the US and Canada, with a specific focus on the domestic policies and achievements of particular leaders in each country. In the United States, there is also a focus on economic development and the changes in the main political parties. In Canada, there is an exploration of the separatism of the Quiet Revolution.

- ◆ Truman and the Fair Deal: domestic policies of Eisenhower

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- ◆ Kennedy and the New Frontier: Johnson and the Great Society
- ◆ Nixon's domestic policies: Watergate and possible impeachment resulting in his resignation: Ford's domestic policies and pardon of Nixon: Carter's domestic policies: changes and internal conflicts within the Democratic and Republican parties in the 1960s and 1970s, and the impact on elections
- ◆ Domestic policies of Canadian prime ministers: St. Laurent, Diefenbaker: political stability and nationalism: social and political change under Pearson and Trudeau
- ◆ Causes and effects of the Quiet Revolution: rise of Quebec nationalism, the Front de Liberation du Quebec (FLQ) and the October Crisis of 1970

Topic 16: The Cold War and the Americas (1945-1981) 18 days - app. Feb. 28-April 29

This topic will focus on the development and impact of the Cold War on the region. Most of the second half of the 20th century was dominated by the global conflict of the Cold War. Within the Americas, some countries were closely allied to the US and some took sides reluctantly. Many remained neutral or sought to avoid involvement in Cold War struggles. A few, influenced by the Cuban Revolution, instituted socialist governments. No nation, however, escaped the pressures of the Cold War, which had a significant impact on the domestic and foreign policies of the countries of the region.

- ◆ Truman: containment and its implications for the Americas: the rise of McCarthyism and its effects on domestic and foreign policies of the US: social and cultural impact of the Cold War on the Americas
- ◆ Korean War, the US and the Americas: reasons for participation: military developments: diplomatic and political outcomes
- ◆ Eisenhower and Dulles: New Look and its application: characteristics and reasons for the policy: short-term and long-term impact on the region
- ◆ US involvement in Vietnam: the reasons for, and nature of, the involvement at different stages: domestic effects and the end of the war: Canadian non-support of the war: Latin American protest against the war
- ◆ US foreign policies from Kennedy to Carter: the characteristics of, reasons for, and successes and failures of the policies: implications for the region: Kennedy's Alliance for Progress: Nixon's covert operations and Chile: Carter's quest for human rights and the Panama Canal Treaty (1977)
- ◆ Cold War in 1 country (except the US): reasons for foreign and domestic policies and their implementation (Chile)

Proposal for Senior Internal Assessment 7 days -app. May 3-19

- Historical Investigation

This is a problem-solving activity which enables IB candidates to demonstrate the application of their skills and knowledge in a chosen area. The students will be required to complete this in May and it will count as 20% of the grade (final exam). They will be asked to develop a Research question, summarize the evidence, evaluate two primary source documents, provide an analysis of their research and include a list of sources. The paper must be between 1500-2000 words. This will be a practice for the Senior year requirement.

During their Senior year, the student will have the paper to tweak and perfect before submitting. There are a maximum of 25 IB marks that can be obtained, and the paper comprises 20% of the student's total IB points. The investigation will be internally assessed by the teacher and externally moderated by the IBO.

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I am thrilled to work with your child in this new and exciting educational opportunity! If you need me for anything, please feel free to call me at **506-7592** until 10 PM or email me at **mary.rogers@lattavikings.com**. As you can tell, we have a great deal to accomplish and with your support, this will be a successful year for your child.

Mrs. MB Rogers

(please sign below and turn in this page for the first quiz grade!!!)

International Baccalaureate Courses are taught on a college level. Your signature indicates that you have read and understood the course syllabus and gives the teacher permission to use his/her discretion to use collegiate material in class as part of whole class instruction or assignments.

Student signature: _____ Date _____

Parental signature: _____ Date _____