

# *International Baccalaureate Senior IB History*



## *Senior Year Syllabus*

*Mrs. MB Rogers*

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

\*Subject matter, essays, Reading Assignments, etc. are all subject to change according to amount of time available!!!!

# IB Senior History Course Description

In the second year of IB History, the student returns to deepen knowledge on our **Prescribed Subject 3: The Move to Global War** along with a focus on **Topic 10: 20th Century Authoritarian States**, **Topic 12: The Cold War: 20th Century Superpower tensions and Rivalries**.

This year will build on your knowledge of the Americas, giving a more in depth understanding of what you've already learned, introducing more 20th century history. The aims of the higher level history course are to promote the acquisition and understanding of historical

knowledge in breadth and in depth and across cultures, in order to challenge you to explain cause and effect of historical events, to enable you to interpret and evaluate various viewpoints and theories, and to present historical arguments based on evidence. You will also learn to incorporate other historian's opinions within your essay writing. This substantiates your facts and your analysis of history!

**Teaching Strategies:** A variety of strategies will be used including a combination of lecture and discussion where you will be encouraged to generate thought provoking questions and respond to open-ended questions based

on all levels of thinking. There will be small group work to solve problems or to create problems!!!!

You will have opportunity to comprehend, critically analyze, evaluate and integrate primary source documents as historical evidence!

Through MUCH essay writing, you will present clear, coherent, relevant, and well-substantiated evidence to demonstrate an understanding of history!

## Unit 1: The Move to Global War, 1931—1941

This prescribed subject focuses on military expansion from 1931 to 1941. Two case studies are prescribed, from different regions of the world, and both of these case studies must be studied.

The first case study explores Japanese expansionism from 1931 to 1941, and the second case study explores German and Italian expansionism from 1933 to 1940.

The focus of this prescribed subject is on the causes of expansion, key events, and international responses to that expansion. Discussion of domestic and ideological issues should therefore be considered in terms of the extent to which they contributed to these expansions.

### Readings

- *Move to Global War* by Andy Dailey

The student will focus on the following areas...

**Case study 1: Japanese expansion in East Asia (1931–1941)**

### Causes of expansion

- The impact of Japanese nationalism and militarism on foreign policy
- Japanese domestic issues: political and economic issues, and their impact on foreign relations
- Political instability in China

### Events

- Japanese invasion of Manchuria and northern China (1931)
- Sino-Japanese War (1937–1941)
- The Three Power/Tripartite Pact; the outbreak of war; Pearl Harbor (1941)

### Responses

- League of Nations and the Lytton report
- Political developments within China—the Second United Front
- International response, including US initiatives and increasing tensions between the US and Japan

### Case study 2: German and Italian expansion (1933–1940)

### Causes of expansion

- Impact of fascism and Nazism on the foreign policies of Italy and Germany
- Impact of domestic economic issues on the foreign policies of Italy and Germany
- Changing diplomatic alignments in Europe; the end of collective security; appeasement

### Events

- German challenges to the post-war settlements (1933–1938) Italian expansion: Abyssinia (1935–1936); Albania; entry into the Second World War
- German expansion (1938–1939); Pact of Steel, Nazi–Soviet Pact and the outbreak of war

### Responses

- International response to German aggression (1933–1938)
- International response to Italian aggression (1935–1936)
- International response to German and Italian aggression (1940)

### Readings

- *Move to Global War* by Andy Dailey

Approximately 20 days....  
Aug 17–Oct 12



Work  
on IA  
Nov 1  
-23  
Due  
Nov

## Unit Two: 20th Century Authoritarian States

This topic focuses on exploring the conditions that facilitated the rise of authoritarian states in the 20th century, as well as the methods used by parties and leaders to take and maintain power. The topic explores the emergence, consolidation and maintenance of power, including the impact of the leaders' policies, both domestic and foreign, upon the maintenance of power.

### Readings

- *Pearson A & SP states*, Chapters 1-5 (Authoritarian and Single-Party)

The student will focus on the following areas.....

- Introduction to the characteristics of the A & SP States
- Fidel Castro & Cuba
- Joseph Stalin & the USSR
- Mao Zedong & China

*Mao Zedong*



## Unit Three: The Cold War - Superpower tensions and rivalries (20th century)

The Cold War dominated global affairs from the end of WWII to the early 1990s. This topic focuses on how superpower rivalries did not remain static but changed according to styles of leadership, strength of ideological beliefs, economic factors and crises involving client states.

Approximately 25 days....  
Jan 24-March 31

April is used to study for May IB Papers or it's called "revision"

### Readings

- *Pearson, The Cold War*, Selected chapters

The student will focus on the following areas.....

- Introduction to the ideologies of Communism vs. Capitalism
- Steps to Political, Economic, & Military Division of Europe
- Who was responsible?
- C,P,E—Types of Warfare
- The Korean War & NSC-68
- USA & Containment in Asia
- Cuban Missile Crisis
- Viet Nam War
- Why did Détente end in a 2nd Cold War?

## The Cold War continued....

- Challenges to Soviet Control (1945-1980)
- Collapse of the Soviet Union



*Mikhail Gorbachev*



*Leonid Brezhnev*

**Year One Topics**

- Great Depression in US, Canada and Latin America (1920-1940s)
- Political Developments in Latin America (1945-1980)
- The Cold War and the Americas (1945-1981)

**Year Two Topics**

- Prescribed Subject 3: The Move to Global War
- Topic 10: 20th Century Authoritarian States
- Topic12: The Cold War: 20th Century Superpower tensions and Rivalries.
- Internal Assessment—November 2021
- Review for IB Exam—April 2021

**Internal Assessment (5 days)**

- Historical Investigation - 20% of IB grade

*This is a problem-solving activity which enables candidates to demonstrate the application of their skills and knowledge in a chosen area. The students will be required to complete this in late November of the Senior Year.*

*This historical investigation is made up of three sections with a maximum word limit of 2,200 words.*

1. Identification and evaluation of sources
2. The investigation
3. A Reflection

**External Assessment**

- The external assessment consists of 3 papers which make up 80% of their total IB points.

**\*Paper 1** is a one-hour document-based paper focusing on Prescribed Subject 1—The Move to Global War. Students will answer 4 questions—20% of IB grade.

**\*Paper 2** is a 45 minute essay based on the 20th century world topics - Authoritarian States, Causes and Effects of 20th Century Wars and the Cold War. Students will select 1 questions to answer—25% of IB grade.

**\*Paper 3** is a one hour, 45 minute essay based on the Junior year study of the History of the Americas. The students will select 2 questions to answer—35% of IB grade.



*Fidel Castro*



*Che Guevara*

I am thrilled to work with your student in this new and exciting educational opportunity! If you need me for anything, please feel free to call or text 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!

**Mrs. MB Rogers**

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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 , assignments and grading.

Student signature: \_\_\_\_\_ Date \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date \_\_\_\_\_

Parent email: \_\_\_\_\_