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**PINEWOOD – THE AMERICAN INTERNATIONAL SCHOOL OF THESSALONIKI, GREECE**

**NAME OF COURSE:**

IBI History

**GRADE LEVEL:**

11

**SCHOOL YEAR:**

2011-2012

**COURSE DESCRIPTION**

The following is taken from the IBO's document on History

The aim of the history in the Diploma Programme is to explain trends and developments, continuity and change through time and through individual events. The course is concerned with individuals and societies in the widest context; political, social, economic, religious, technological and cultural. Year one of the course covers 19<sup>th</sup> century Europe through and including WWI and WWII. (Students in the IB History program should have taken world history in the 10<sup>th</sup> grade).

**LEARNING OBJECTIVES**

The aim and objectives of the Diploma Program history are :

1. enable the student to recognize that the content and methodologies of the subjects in group 3 (Europe in the 19<sup>th</sup> and mid-20<sup>th</sup> century) are contestable and their study requires the toleration of uncertainty
2. comprehend, analyze, evaluate and integrate primary source material critically as historical evidence
3. develop in the student the capacity to identify, analyze critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
4. promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations
5. explain cause and effect of historical continuity and change
6. write and present arguments in a clear coherent manner that demonstrates an in-depth understanding of analysis of multiple perspectives
7. read with discrimination and express ideas coherently, precisely and clearly present historical explanations from an international perspective
8. plan, organize and present an individual historical investigation.  
understand the relationship of the study of history to other social sciences and disciplines
  - a. In addition to all the above the candidates at a higher level will be expected to
11. demonstrate an in-depth historical understanding of approximately 100 years of history (1875 to 2000) of one region.

## SCOPE AND SEQUENCE \*

The components of the course are divided into two levels, with students opting for four at Higher Level (HL) or three at Standard Level (SL) depending on the options within the IB.

The IB Diploma Programme History course of study is a two year curriculum at both the Standard and Higher Levels, which consists of a core curriculum that includes a prescribed subject and topic of units. For the purpose of the Pinewood American International School of Thessaloniki History course, our core curriculum will focus on **20<sup>th</sup> Century World History**. The breakdown of the 2-year 20<sup>th</sup> Century World History course will be as follows

### 20<sup>th</sup> Century World History Course (Route2)

#### **I. Prescribed Subject (Standard and Higher Levels) (Paper One) for both HL and SL candidates**

The prescribed subject is an in-depth study, chosen from a prescribed list of potential subjects provided by the IBO. This in-depth subject of study will be covered by students at both Standard (SL) and Higher (HL) Levels. The prescribed subject for the History course at Pinewood will be *Peacemaking and Peacekeeping -International Relations, 1918-1936 ( Paper One) for both HL and SL students source based structured questions-(1 hour; weighing 30% SL and 20% HL)*

**Paper 2:**(( SL&HL) 20<sup>th</sup> century World Topics: 2 topics including 2 regions will be chosen: We are required by the IBO to cover 2 topics however we will cover 3 out of the 5 as it is recommended . It is recommended we cover 3 because of the overlap between SL and HL studies. **\*\*\*\*Our school has HL and SL students in the same class; SL students will do a modified curriculum until we start the 20<sup>th</sup> century.**

*Topics we will be covering: (Paper Two for both HL and SL, two essays 90 minutes weighing 45% for SL candidates and 25% for HL candidates.*

*Topic 1. Causes and Practices, Effects of War*

*Detailed study: WWI, WWII, Spanish Civil War (HL) Russian and Chinese Civil Wars*

*Topic 3. Origins and Development of Authoritarian/Single party States*

*Detailed study of: Mao, Hitler, Stalin, Peron Nasser, Castro (HL) Lenin , Mussolini*

*Topic 5. The Cold War*

*Detailed study of: Yalta and Potsdam/Truman doctrine, Marshall plan , Nato*

*Sino –Soviet relations, US-Soviet relations, US- Chinese relations*

*Germany-Berlin, Afghanistan, Korea, Cuba, Vietnam, Middle East*

*Castro, Gorbachev, Kennedy, Stalin, Mao, Reagan, Truman*

**Paper 3 HL.** *Aspects of history in Europe and the Middle East. “The examination paper will consist of 24 questions. Extended-response questions will be set on each syllabus sections. Students are to select and answer 3 questions from the 24”. It is a 2:30 hour exam and weighs 35% of the total grade.*

❖ ***The syllabus is divided into 12 sections. Candidates must cover 3—There is overlap between paper 2 and paper 3 particularly in the 20<sup>th</sup> century.***

- 1.The French Revolution & Napoleon--mid 18th century to 1815
- 2.Unification & consolidation of Germany & Italy 1815-90
- 3.Ottoman Empire from early 19th to early 20th century
- 4.Western & Northern Europe 1848-1914
- 5.Imperial Russia, revolutions, emergence of Soviet State 1853-1924
- 6.European diplomacy & WWI 1870-1923
- 7.War and change in the Middle East 1914-49
- 8.Interwar years: conflict & cooperation 1919-39
- 9.USSR & Eastern Europe 1924-2000
- 10.WWII and post-war Western Europe 1939-2000
- 11.Post-war developments in the Middle East 1945-2000
- 12.Social & economic developments in Europe & the Middle East in 19th & 20th century

**QUARTER I - 8 wks. Approximately ( SL and HL) Topic 1 High Level- SL students will do a modified version of the following : (See explanation above)**

1. Introduction –setting the stage- What is History? Historical skills-
  - a. **Map studies** How was the world different from today?/ **Political Boundaries, Economic /Social systems**
  - b. Survey of major themes and developments that had happened up to that point.
  - c. Causes/ Course of the Revolution(s) French/ U.S (causation and impact)
  - d. Napoleon/Empire Builder
  - e. Congress of Vienna/Restoration Policies
  - f. Legacies of the Revolutions
  - g. Age of Ideologies/Conservatism/Liberalism
  - h. Revolutions and Counter Revolutions/Europe 1815-1848
  - i. Result of European Revolutions
2. **Industrial Revolution- Industrial vs. Non -industrialized areas of the world.**
  - a. Economic Conditions/Concepts of Economic Change
  - b. Social Consequences/Economic Consequences of Industrial Revolution
  - c. Thought and culture/ imperialism
  - f. Reform movements
  - g. Global Migrations
  - h. 19<sup>th</sup> Century thought of Ideas/Nationalism, Socialism/Liberalism/Marxism

**QUARTER II (8 ½ weeks app.) Topic 3 –( HL&SL) Level – Standard Level will do a modified version of the following:**

1. **Russia and Eastern Europe in the second half of the 19th century**
  - a. Russian territorial aims, decline of the Ottoman Empire, eastern question
  - b. Crimean War , Balkan nationalism, Poland
  - c. Alexander II, 1855 to 1881, emancipation of the Serfs, other reforms, reaction
  - d. Alexander III, 1881 to 1894, economic policies, Witte, repression
  - e. Nature of stardom, growth of opposition
2. **Changing balance of power between Prussia/ Germany and Austria up to 1871**
  - a. Austria and Prussia, 1815 to 1848
  - b. Economic developments, the Zollverein

- c. 1848 revolutions
- d. Bismarck, domestic and foreign policies, to 1871
- e. Wars, unification of Germany
- f. The dual monarchy, Austria – Hungary
- 3. Prussia/Germany, 1862 to 1918, and Austria – Hungary, 1867 to 1921**
- a. Bismarck and Prussia / Germany, 1862 to 1890
- b. Wilhelmine Germany, 1890 to 1918; domestic and foreign policies
- c. Dual monarchy in Austria- Hungary, 1867 – 1918
- d. Austria- Hungary and Germany, involvement in the First World War
- e. Dissolution of Austro- Hungarian Empire, problems of nationalities

**QUARTER III ( 8 ½ weeks app.) Topic 1 both SL and HL -**  
Causes and Effects of War

**1.The causes, course and effects of the First World War**

- a. Long-term, short-term and immediate causes (origins and causes)
- b. The historical debate on the origin and causes of WWI- Which country was to blame?
- c. Course of WWI- campaigns, war at sea, technology effects on civilian population
- d. Factors leading to the defeat of the central powers
- e. Social and economic changes during and after the war
- f. World war and Total War
- g. The Paris Peace Settlement and the political and economic effects on Europe

**2.The inter-war years, 1919 to 1939**

- a. Foundations, structure, work and decline of the League of Nations
- b. Search for collective security, alliances and treaties, eg Rapallo and Locarno
- c. Weimar Germany, the Third Republic in France, Great Britain
- d. Economic problems, Wall Street Crash, the Depression
- e. The breakdown and abandonment of the principle and practice of “collective security”

**3.Tsarist Russia to communist USSR**

- a. Nature of tsarism: Nicholas II, 1894 to 1917
- b. Growth of revolutionary opposition and Soviets
- c. 1905 revolution, reforms and reaction, 1905 to 1914; impact of the First World War
- d. 1917 February / March Revolution, the Provisional government
- e. 1917 October/ November Bolshevik Revolution
- f. Formation of the Soviet state “the USSR”, Lenin, Trotsky, civil war, communism, New Economic Policy
- g. Power struggle and the emergence of Stalin to 1929

**QUARTER IV ( 8 1/2 weeks app.) Topic 3- both SL & HL**  
Origins and Development s of Authoritarian /Single Party States

**1.Totalitarian Europe, 1922 to 1953: Fascist Italy, Nazi Germany and Stalinist Russia**

- a. Nature of one-party states, ideologies, repression, propaganda, state control
- b. Mussolini’s rise and rule, 1922 to 1945: domestic and foreign policies
- c. Rise of Hitler and the Nazi Party
- d. Hitler in power, 1933 to 1945: domestic and foreign policies
- e. Stalin in Power, 1928 to 1953: domestic and foreign policies
- f. Franco and Spanish Civil War/ theater for WWII

## **2.The Second World War, 1939 to 1945: causes, course and consequences**

- a. International diplomacy in the inter-war years
- b. Appeasement, collapse of the league of Nations
- c. Aggressive policies of Hitler and Mussolini
- d. Total war and its effects
- e. War in the air, at sea, on land, the home front
- f. Political, social and economic consequences of the war
- g. Mao's rise through beginning WW11 (including Civil War 1927-37, 1946-49 (overview)

✚ *Internal Assessment – Historical investigation-*  
*The historical investigation enables students to demonstrate the application of their skills and knowledge to a historical topic that interest them and that need not be related to the syllabus. Students must produce a piece of written work of between 1500 and 2000 words , which makes up 25% (SL) and 20% (HL) of the total assessment. This is due in February of the second year.*

✚ **Summer Holidays**

✚ **Revision and consolidation of all work covered in year one:**

✚ **Planning and researching Internal Assessment**

*\*Note that the order in scope and sequence is subject to change during the school year.\*\**

❖ **Some of the subjects covered will be as research projects and or presentations.**

### **HOMEWORK POLICY**

- **3 research essays per quarter**
- **3 source analysis tasks or sets of questions from books**
- **Analysis of historical essays-writing summaries and critiques of an historical source**

### **ASSESSMENT**

- **Unit tests /quizzes to cover the understanding of the concepts learned in unit**
- **Research reports**
- **Analytical essays**
- **Essays based on IB questions (outcomes)**
- **Analysis and evaluation of historical essays**
- **Oral presentations**
- **Debates on historical issues drawn from the content of the course**
- **Critiques of an historical source**

**Each quarter grades will be awarded according to the following system:**

**40% - written work**

**40% - tests**

**20 % - participation and level of commitment**

### **RESOURCES**

**There isn't really a limit to the books you can read for history, but for starters we use:**

- **Modern World History** **Lowe, Norman**
- **Europe 1870-1991** **Morris. T and Murphy Daniel**
- **Challenging History- Europe 1890-1990** **J. Traynor**

**ACADEMIC HONESTY**

1. Academic honesty is fundamental to the integrity and operation of our school. Acts of academic dishonesty, including plagiarism (the act of presenting others' words and ideas as one's own without crediting the source), stealing in quizzes and tests, copying work from other students or allowing their own work to be copied, or using notes during a test, are considered serious offences. The consequences of academic dishonesty will be a zero grade on the specific test/assignment, and additional disciplinary action. The said student will be ineligible or removed from the National Honor Society