



---

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

**NAME OF COURSE:**

**IB II History**

**GRADE LEVEL:**

**12**

**SCHOOL YEAR: 2011– 2012**

**COURSE DESCRIPTION**

(Include prerequisites where necessary)

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. "There is a strong intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view." (History Guide, pg 2)

The course is concerned with individuals and societies in the widest context; political, social, economic, religious, technological and cultural. Year two of the course covers 20<sup>th</sup> century Europe, Asia and Middle East in the wake of the Cold War years.

**LEARNING OBJECTIVES**

The aims and objectives are:

1. develop an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations
2. 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
3. develop in the student the capacity to identify, to analyze critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
4. write and present arguments in a clear coherent manner that demonstrates an in-depth understanding of analysis of multiple perspectives
5. develop an understanding of one's own historical identity through the study of the historical experiences of different cultures
6. read with discrimination and express ideas coherently, precisely and clearly
7. present historical explanations from an international perspective
8. plan, organize and present an individual historical investigation.

9. understand the relationship of the study of history to other social sciences and disciplines

### **SCOPE AND SEQUENCE \***

#### **QUARTER I 8 weeks – (SL&HL)) Prescribed Subject 1, topic 1, Topic 3; 20<sup>th</sup> Century World History**

##### **1.Review of Year One:**

a.The Effects of WWI and the Inter-War Years-1919- 1939 (European history)

**b *Criteria and work on Internal Assessment***

**c. *Criteria and work on Internal Assessment and Extended Essay***

##### **2.Totalitarian Europe 1922-1953: Fascist Italy, Nazi Germany**

**(Causes course and Consequences Topic 1, Topic 3, 20<sup>th</sup> Century World History)**

**(Causes course and Consequences –Prescribed Subject 1, Topic 1, Topic 3, 20<sup>th</sup> Century World History)**

a. Study of Stalin, Lenin, Hitler, and Mussolini's Rise to Power/Domestic Policies

##### **3.The Second World War,1939-1945; Cause and Consequence**

a. International diplomacy in the Inter -War Years

b. Aggressive Policies of Hitler/Mussolini/

c. Total War and its Effects

d. Political /Economic/Social Consequences of the War.

#### **QUARTER II 8 ½ weeks Standard and High Level**

##### **1. The Cold War: ( Prescribed Subject 3 topic 5, 20<sup>th</sup> Century World History**

a. East –West Relations 1945-1995

b. Origin of East-West Rivalry

c. Mutual Distrust/ Fear/Suspicion /USSR/ Wartime Allies becoming Post War Enemies

d. Nature of the Cold War/ Ideological Opposition

e. Superpowers and Spheres of Interest

f. Opposing Alliances and the Arms Race/ Nuclear Weapons

g. Developments in Europe: Germany (Berlin)/Truman Doctrine/Marshall Plan

h. NATO

i. USSR/Policies/COMECON/ East European Satellites/Warsaw Pact

j. Containment/US Foreign Policy/ Brinkmanship/Peaceful Coexistence/Detente

##### **2.Cold War and Related Wars**

a. The China Effect/Korean War/

b. Cuba/ Fidel Castro/Concept of Guerrilla Warfare/Bay of Pigs

c. Vietnam / American Involvement/attitude USA and USSR

##### **3.Origins of War (In Cold War)**

a. Course of War/ Guerrilla /Chemical / Weapons

b. Revolutionary War/ Terrorism/Freedom Fighters/ Revolutionary War

**d. The Middle East/**

**e .Arab –Israeli Conflict**

### **QUARTER III 8 weeks (Standard and High Level)**

#### **1.China, 1908-2000 (Topic 1, Topic 3, Topic 5)**

- a. Background to China/Economic/Social/Cultural
- b. The fall of Qing / Civil War/Civil War/War Lord
- c. Nationalism and Communism/
- d. Effects of Western Imperialism/ Versailles and Effect
- e. Rise of CCP Mao Zedong
- f. Rural Revolution/ War Time Communism / Soviet Union/ Impact WWII
- g. Economic/ Political Reconstruction /Social Reorganization under Mao/Year Plan
- f. Rectification Campaigns/Hundred Flowers Campaign
- h. Great Leap Forward and Consequences
- I. Great Proletarian Revolution/Cultural Revolution
- j. Foreign Affairs

#### **2. USSR 1935-2000 and the end of the Cold War (Subject 3, Topic 3,& 5 European History)**

- a.Domestic and Foreign policies/Krushev and Brezhnev
- b.Gorbachev and Reform / Perestroika /Glasnost
- c.Oppositon to the Regime within communist countries
- d. Distintegration of USSR and Communist Regime

### **QUARTER IV - Standard and Higher Level ( MOSTLY REVIEW)**

#### **1. Eastern and Central Europe (excluding USSR) 1919-95( Topic 3 &5)**

- a. The Impact of Post- WWI Settlements on New and Successor States in ECE
- b. ECE during WWII
- c. Liberation/ decline of Communist Regimes.
- d. Tito& Yugoslavia/Non-Alignment
- f. Economic Policies /Problems/Balkan conflicts
- h. Balkan Conflicts

#### **I. REVIEW- WWI /TOV & Interwar Europe**

#### **j. WWII/ causes and results/Cold War/causes and results**

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

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

### **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 bases 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 grade will be awarded according to the following system:**

**40% - written work**

**40%- tests**

**20% - participation and level commitment**

### **RESOURCES**

**The main texts are:**

- **Mastering European History Since 1815 Norman Lowe**
- **Years of Change: European History 1890 -1990 R.Wolfson and J. Laver**
- **Europe 1870-1991 T. Morris and Murphy Daniel**
- **Challenging History –(Europe 1890-1990 ) J. Traynor**

### **ACADEMIC HONESTY**

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