

## Introduction

Welcome to History of the Americas! This is the first year of a two-year IB history course. HOA can be the first year for those continuing on to SL Global Politics or HL World History. This year is devoted to the required regional study (fellow first year social science students study Asia and Oceania, Africa and Middle East, or Europe). Here at CR the PB world history class you took last year was designed to introduce you to note taking, research, history essay writing, discussion skills and a practice of the Internal Assessment. (Make sure you know where your 10<sup>th</sup> grade notes are as you may need to refer to them over the next two years.) The skills you started using last year will be further developed over the next two years.

As a regional study, HOA requires that teachers facilitate student learning for **three** of eighteen content units. We will indeed examine three units in depth and part of a fourth unit, so that we meet specific state requirements for US history. The work completed this year is in preparation for the Paper 3 exam that you will take in May of 2019. The content for Paper I is split between this year and next year. The topic is *Rights and Protest*; this includes the US Civil Rights Movement (studied this year) and the first half of the Apartheid era in South Africa (studied next year). The content for Paper II will be studied next year, but the skills for both the Paper II and III are the same. Thus, the timed essay-exam will be used for assessment purposes consistently over the next two years.

## Course Overview: Semester One

### What is History?

What do historians do? How do we know what we know about the past? Does history change? What is bias? Are there rules?

### US Independence, the Constitution and early years

This unit focuses on the political, economic, and social influences and forces that led to the British North American colonies declaration and fight for independence. The leaders, documents, and policies that established the new nation will be studied. The primary text for this unit is *America and its Peoples: A mosaic in the Making*. For the impact on Canada, excerpts from *A Short History of Canada* will be provided.

#### Past Exam Questions:

2011: For what reasons, and with what results, was the Monroe Doctrine established in 1823? Analyze the issues that led to changes in the United States' political system between 1792 and 1797.

2012: With reference to two countries of the Americas, analyze the contribution of political factors to the outbreak of wars of independence.

2013: Compare and contrast the contributions of two of the following leaders to the process of independence in the Americas: Adams, Jefferson, San Martin, Bolivar.

2015: Examine the influence of political ideals on the nature of the United States Declaration of Independence.

## United States Civil War: causes, course and effects 1840-1877

This unit focuses on the United States' Civil War between the North and the South (1861-1865), which is often perceived as the great watershed in the history of the US. It transformed the country forever, but the war created a new set of problems: how would the country be reunited? How would the South rebuild its society and economy? How would the four million freed former slaves fit into society?

- Slavery: cotton economy and slavery, conditions of enslavement; adaptation and resistance; abolitionist debate—ideological, legal, religious and economic arguments for and against slavery, and their impact.
- Origins of the Civil War the Nullification Crisis; states' rights' sectionalism; political issues; economic differences between the North and South
- Reasons for, and effects of, westward expansion and the sectional debates; the crises of the 1850s; compromise of 1850; political developments, including the Lincoln-Douglas debates and the presidential election of 1860
- Union versus Confederacy: strengths and weaknesses; economic resources; role and significance of leaders during the Civil War; role of Lincoln; significant military battles/campaigns
- Factors affecting the outcome of the Civil War: role of foreign relations; the Emancipation Proclamation; and participation of African Americans in the war.
- Reconstruction: presidential and congressional plans; methods of southern resistance; economic, social, political successes and failures
- African Americans in the New South: legal issues, the black codes; Jim Crow laws.

#### Past Exam Questions:

2012: "Sectionalism, not slavery, was the major cause of the US Civil War." To what extent do you agree with this statement? To what extent had Reconstruction fulfilled its aims in 1877?

2013: In what ways and to what extent did the events of the 1850s contribute to the increase of sectionalism and the outbreak of the US Civil War? Why, and with what results, was there political opposition to the plans for Reconstruction in the US between 1863 and 1867?

2015: "The problems associated with westward expansion were the most significant causes of the US Civil War." To what extent do you agree with this statement? Compare and contrast the effectiveness of one Union and one Confederate military leader during the US Civil War.

2016: "The election of Abraham Lincoln in 1860 was the catalyst for the US Civil War." Discuss. "Despite their contributions to the Union victory, African Americans achieved little from their participation in the US Civil War." Discuss.

## Semester Two

### The Great Depression and the Americas mid 1920s-1939

This unit 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 countries in the region. With respect to the last three bullets, a case-study approach should be adopted, using one country from the region as an example. The chosen country should be identified in the introduction to the examination answers.

- The Great Depression: political and economic causes in the Americas
- Nature and efficacy 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 Latin America; political instability 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

- Impact of the Great Depression on society: specifically the impact on women and minorities; impact of the Great Depression on the arts and culture

### **Civil Rights and Protest/ and social movements in the Americas post 1945**

This section examines the origins, nature, challenges and achievements of civil rights and social movements after 1945. Causes of some of these movements may be pre-1945. These movements represented the attempts to achieve equality for groups that were not recognized or accepted as full members of society, and they challenged established authority and attitudes. Specific to the African American civil rights movement, the study will examine the nature and characteristics of discriminations; protests and actions; role of key actors and groups.

- Indigenous peoples and civil rights in the Americas
- African Americans and the civil rights movement: origins, tactics and organizations; the US Supreme Court and legal challenges to segregation in education; ending of segregation in the south (1955–1980)
- Role of Dr Martin Luther King Jr in the civil rights movement; the rise of radical African American activism (1965–1968): Black Panthers; Black Power and Malcolm X; role of governments in civil rights movements in the Americas
- Feminist movements in the Americas; reasons for emergence; impact and significance
- Hispanic American movement in the United States; Cesar Chavez; immigration reform
- Youth culture and protests of the 1960s and 1970s: characteristics and manifestation of a counter-culture

#### **Past Exam Questions:**

(paper 1 topic for 2017—essay prompt: evaluate the impact of the Brown v Board of Education decision on desegregation in US schools up to the end of 1957.)

2013: Evaluate the successes and failures of the feminist movement in one country in the region in the period 1945-1979. How successful were US governmental institutions in advancing civil rights for African Americans after 1945?

2015: Evaluate the contributions of either Dr. Martin Luther King or Malcolm X to the Civil Rights Movement. Examine the extent to which the native people of one country in the Americas advanced their civil rights after 1945.

2016: Evaluate the effectiveness of the tactics used to support Civil Rights for African Americans in the US up to 1968.

**Per Unit there will be one all-HOA activity that may require costumes, dancing, speech making, singing or other culturally significant (but not necessarily advanced) skills!**

#### **Texts for this class:**

Farmer. *United States Civil War: causes, course, and effects 1840-1877*.

Fellows and Wells. *The Great Depression and the Americas 1929-1939*.

Martin. *America and its Peoples: A mosaic in the making*.

Burns. *Latin America: An Interpretive History*. Stacey.

*Civil Rights and Social Movements Post 1945*.

#### **Class Essentials**

**History binder:** Divide into four sections. Independence-early US; Civil War, Great Depressions; Civil Rights.

Within each section include a) class notes, b) reading notes from text and other materials—hand written, c) seminar questions, answers and connections to TOK. The binder will be part of your grade; it needs to be orderly and will be necessary for those going on to HL World History. Notes are graded on +, √, - quality: + is thorough, √ is

satisfactory, and – is some-what complete. A group of notes will then earn a letter grade either bi-weekly or per unit.

**Classwork and homework:** Assignments will be both overnight and extended. Not all homework will be graded, but non-completion will affect success in future assignments, especially project work. Project assignments will include several steps and usually result in something ‘amazing’ like a speech, presentation, debate, mind-expanding game of historical strategizing. . .(you get the idea).

**Seminars:** May be larger group or small group, and at times they will be connected specifically to TOK. Seminar expectations and grading will vary per instructor.

**Quizzes and Exams:** Periodic content quizzes and reading checks are formative assessments. Essay exams graded using the IB Paper 3 rubric are summative assessments. The first one or two may be weighted less heavily as students become more familiar with the expectations.

**“IA”** The Internal Assessment. Every IB course has one—yea! The History IA is a research paper with a very specific rubric that identifies specific research and writing skills. There will be one practice IA and then the final IA. Instructors will give feedback on the practice IA; however, on the final IA very minimal teacher assistance may be given. This assessment will be graded by the instructor, but a selection of papers will be externally moderated by IB examiners. This assessment is 25% of the final IB History Grade!

**Note on plagiarism:** All assignments must be your own work! The IB honor code is serious about authentic work—and you should be too. Cheating is copying someone else’s work, discussing a test or quiz with another student who has not yet taken the test or quiz; not citing a source when taking information from a published or posted source; using a previous IB student’s work. When in doubt, cite the source. The general rule is NO Late Work will receive credit. If extenuating circumstances arise, they must be discussed before the due date or ASAP.

### **Grades**

Quarter and Semester Grades will be determined as follows:

*10% quizzes    10% Binder    15% Participation/project    25% two IAs    40% Exams*

Note: Essays grades using the IB rubric will be adapted to a 4 point scale that will be used consistently for graded work. (We will go over the rubric and this conversion.) The 4 point scale looks like this:

4.0=A	3.5=B+	3.2=B-	3.0=C+	2.6=D
3.7=A-	3.4=B	3.1=C+	2.7=D+	

### **Getting Help**

This class will be a challenge for many students. There is a lot of material to understand and it is easy to become overwhelmed. I am available before schools and after school most days. When in doubt ask a question. If you e-mail, I will respond but it may be the next day: [david.douglas@vansd.org](mailto:david.douglas@vansd.org)

### **Internet/electronic Information**

The syllabus, monthly calendars, handouts, and some reading material is available through Canvas or teacher website. For example, google “Mr Douglas”.

**Student**

I have read and understood the requirements and expectations for this course. I agree to work to the best of my ability to meet these expectations:

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

**Parent/Guardian**

I have read and understood the requirements and expectations for this course. I agree to support my daughter/son in her/his effort to be a successful IB history student.

Parent/Guardian signature: \_\_\_\_\_ Date \_\_\_\_\_