



Mr. Cunningham  
 IB History of Europe  
 Douglas County High School  
 2018 - 2019



### I. Purpose and Objectives

History is an inquiry based discipline that requires interpretation and analysis by engaging in multiple types of sources and pursuing answers through various, sometimes competing, perspectives.

The IB history course “encourages students to think historically and to develop historical skills as well as factual information.”

The key concepts of historical investigation are “Change, Continuity, Causation, Consequence Significance, and Perspective.”



### Student objectives for this course include:

1. To learn factual information about the past (*Lectures, Readings, Documentaries*).
2. To develop the skills of a historian
  - A. Asking proper historical questions (*Questions that do not have an answer but may have several answers, or are, as of yet, unanswered*).
    1. Why did things happen the way they did (and not a different way, at a different time, at a different place)?
    2. What caused historical change?
    3. What caused historical continuity?
    4. What were the effects of historical change?
    5. What were the effects of historical continuity?
    6. Why are these effects important?
    7. Are there biases, limitations, or assumptions that are influencing the answers to these questions?
  - B. Answer historical questions properly and succinctly through a thesis. (*Short answers, discussion*)
  - C. Defend theses with well reasoned arguments (*Essays, research papers, presentations, debates*)

*Student initials*

*Parent initials*

## II. Grading:

Grades will be comprised of Exams, Quizzes, Projects, Homework, and Participation. In the senior year, there will also be IB Papers 1, 2, and 3, and an internal assessment (IA).

**Grading will be based on county-decided percentages.**

### Assessments

	<u>Percentage categories for Assessments*</u>
<u>Formative assessments</u> (Quizzes, Homework, Classwork, etc...)	30%
<u>Summative assessments</u> (Exams, Major Presentations, Major Projects, etc...)	50 %
<u>Final Exam</u>	20%

\*Some assignments may be weighted differently for various reasons, but these are the overall guidelines.

<i>Student initials</i>	<i>Parent initials</i>

## III. Course Content

The IB history course is designed to give students and teachers the opportunity to study specific areas of history in depth. As such, the overall IB course contains topics that cover a wide variety of historical periods and cultures; however, in order to reach the level of depth required, teachers must limit their course to specific topics and periods.

This class will cover the medieval and the early modern period with a concentration in Europe and the Middle East.

A more detailed outline of the course can be found on my website - [jcunningham.org](http://jcunningham.org)

This website is often a work in progress with new things being added and updated.

Students will take three (3) IB exams (External Assessments) in May of their senior year.

In addition, students will complete an Internal Assessment (IA) sometimes called an Historical Investigation (HI), which is essentially a research paper. These assessments will make up their IB history grade for the IBO in the determination of rewarding their IB diploma.

<i>Student initials</i>	<i>Parent initials</i>

#### IV. Academic Honesty

In accordance with county policy and IB policy, students are expected to complete their own work. Plagiarism will not be tolerated, nor will any form of academic dishonesty. Violation of this policy will result in a grade of zero being assessed for that work, as well as an administrative disciplinary referral, and a referral to the IB office.

Any form of academic dishonesty as defined in the Douglas County School Handbook and/or IB policies will be enforced. Any dishonesty, including but not limited to plagiarism, collusion, outside sources during assessments, etc., will be given a grade of a Zero (0). The Zero will remain and no extra credit will add any points or remove the Zero. This zero will also be exempt from any “drop the lowest” decision. (i.e. If you get a zero for cheating, it is there for the rest of the year.) In addition, IB students caught cheating will be brought before the academic honesty committee for further disciplinary action.

<i>Student initials</i>	<i>Parent initials</i>
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#### V. Policies

##### Textbook

There are several books that we will use throughout this year; they will be check out from the Library and are the student’s individual responsibility. Some of these books are good for the Junior year (and review senior year) and others are good for the senior year. There is no “one place textbook” for this class. Additional readings will be assigned.

##### Lost Book Policy

Board Policy Descriptive Code: IFAD

The student will be charged full replacement cost for any textbook lost, regardless of condition. The amount to be charged for a textbook damaged by a student will be determined by the principal.

##### Make-Up Work

It is the responsibility of each student to complete all work missed due to an absence from class. **Make up work for excused absence** - One (1) day for each day absent. If the assignment was assigned before the absence, then the student will be responsible to email any assignment that can be emailed on, or before the due date by the end of the school day. Other assignments will be expected to be turned in on the day of return. Make-up quizzes and tests will be scheduled following the absence. (Note- students may be expected to take an assessment during the return class period, or may be expected to schedule a time). After this make-up time, any missing assignment will be given a grade of Zero (0). Additional time may be given if communication is made from the student to the teacher. At the end of a progress period (9 weeks) all missing work will be given a grade of a Zero (0), and the work will not be allowed to be made up. **Make-up work for unexcused absence** - may not be allowed to be made up and a grade of a zero (0) will stand.

There will be no make-up for presentations that are not completed on a scheduled time (unless in a dire emergency as determined by me).

## **Late Work**

Assignments are expected to be completed and turned in on time, (before class begins on the due date of an assignment). Work turned in late (including one second after they have been collected) will suffer a 10% penalty to the final grade for that assignment, with an additional 10% for each day late. No work will be accepted if more than five (5) days late unless accompanied by an excused absence form, and only if the assignment was not one that could be emailed. All assignments are to be completely ready to be turned in before class begins. Any assignment that is late, whether it is due to it not being printed, stapled, unexcused student tardiness to class, etc..., is late and will be penalized. Assignments turned in during the same day or even the same class period after being collected will be considered late. If absent, send a picture of the completed assignment before the due time, and then bring a hard copy upon return.

An Assignment that was supposed to be typed and was turned in hand-written will also receive a 10% penalty because it is assumed that the student could type the assignment and turn it in late. Computer/Technology problems are not an excuse for late work. If it is important, make back-ups.

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## **VI. Misc.**

### **Required Materials**

- Pen, blue or black ink only - for things turned in.
- Three highlighters of different colors.
- Paper
- A flash drive will probably come in handy.

### **Classroom Rules**

1. Tardiness: Will not be tolerated. Chronic tardiness will result in an administrative referral. Be seated and prepared to begin class when the bell rings.
2. Class Disruption: Zero level tolerance. There will be plenty of opportunity for each student to participate fully, to ask questions, engage in discussion and debate during the course of this class. However, all such activity will be done in an orderly and respectful manner and as directed by the instructor.
3. Be Prepared to Work: Bring all required materials to class each day and be ready to discuss assigned readings and to otherwise participate fully in class.
4. No Electronic devices: You may not use or have out an mp3 player/recorder, etc...
5. Cell Phone Policy: This class will follow the DCHS cell phone color code system.
6. Food and Drink: Drinks allowed; no food.
7. ...

## **VII. Reading Assignments**

Reading assignments may be handed out or given an online link. However, students are required to have reading assignments available each class period.

### VIII. Tutoring

Tutoring is by appointment only.

### IX. Communication

I can be reached at [john.Cunningham@dcssga.org](mailto:john.Cunningham@dcssga.org)

The phone to the office is 770-651-6500.

I have a website with helpful information at [jcunningham.org](http://jcunningham.org)

*Please scan, photograph, or make a copy of this syllabus for your reference.*



# IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

**Student Signature** \_\_\_\_\_

**Parent Signature** \_\_\_\_\_

*Signature acknowledges receipt and understudying of the syllabus, acknowledgement that it may be changed, and that a photograph, scan, or copy has been made for reference.*

**\*\*Syllabus and/or outline is subject to change**

# IB History Course Outline

Paper 1 - Military Leaders (Source Criticism)

Paper 2 - World History Comparison

Paper 3 - History of Europe

## Paper 1

### Prescribed subject 1: Military leaders - Genghis Khan and Richard the Lionhearted

This prescribed subject focuses on two well-known medieval military leaders, the Mongol leader Genghis Khan and Richard I of England, and on their impact. Two case studies are prescribed, from different regions of the world, and **both** of these case studies must be studied. The first case study focuses on Genghis Khan and the expansion of the Mongol Empire in the early 13th century. The second case study focuses on Richard I of England, from his revolt against his father, Henry II, in 1173 until his death in 1199.

#### Case study 1: Genghis Khan (c1200–1227)

##### Leadership

- Rise to power; uniting of rival tribes
- Motives and objectives; success in achieving those objectives
- Reputation: military prowess; naming as Genghis Khan (1206)
- Importance of Genghis Khan's leadership to Mongol success

##### Campaigns

- Mongol invasion of China: attacks on the Jin dynasty; capture of Beijing (1215)
- Mongol invasion of Central Asia and Iran; Mongol invasion of Khwarezmia (1219–1221)
- Mongol military technology, organization, strategy and tactics

##### Impact

- Political impact: administration; overthrowing of existing ruling systems; establishment of Mongol law/Yassa; move towards meritocracy
- Economic impact: establishment, enhancement and protection of trade routes
- Social, cultural and religious impact: population displacement; terror, looting and murdering; raiding and destruction of settlements; religious, cultural and technological exchange; religious freedom under the Mongols

#### Case study 2: Richard I of England (1173–1199)

##### Leadership

- Rise to power: revolt of Richard I and his brothers against Henry II (1173–1174)
- Reputation: military prowess; chivalry; "Richard the Lionheart"
- Motives and objectives: defense and recovery of the French lands; defense of the crusader states and recovery of lost territory; success in achieving those objectives

##### Campaigns

- Occupation of Sicily (1190–1191); conquest of Cyprus (1191)
- Involvement in the Third Crusade (1191–1192)
- The course, outcome and effects of Richard I's campaigns in France, the Mediterranean and the Middle East

##### Impact

- Political impact in England: absence of the king; political instability; revolt of John and Philip in Richard's absence
- Political impact in France: growth in prestige and strength of the Capetian monarchy; expansion of royal control
- Economic impact: raising money for campaigns; taxation of clergy; raising of the ransom after his capture and imprisonment by Leopold V, Duke of Austria and Henry VI, Holy Roman Emperor (1193)
- Social, cultural and religious impact: anti-Jewish violence; treatment of Muslim prisoners during the Third Crusade

*Paper 1 is a source based exam. Students will be given four sources usually three text sources and one non-text, unusually in a combination of primary and secondary sources. Students will be asked to illustrate an understanding of one or two of the sources (give one significant point for each mark value of the question). Students will then be asked to analyze the value and limitations of a source based on the source's origin, purpose, and content, all of which should be discussed. Students will be asked to compare and contrast what two of the sources reveal about a particular historical topic. Finally, students will be asked to use all of the sources and their own knowledge to examine/evaluate a historical view (thesis/hypothesis), assumption, impact, or contribution to continuity or historical change over time.*

## ***Paper 2*** ***World History Comparisons***

Paper 2 World History topics include twelve topics ranging chronologically from 750 AD until the end of the 20th century. The topics include:

- 1 *Society and economy (750–1400)*
- 2 **Causes and effects of medieval wars (750–1500)**
- 3 **Dynasties and rulers (750–1500)**
- 4 **Societies in transition (1400–1700)**

**Bold - directly covered in-depth**  
*italics - indirectly covered, not in-depth.*

Students will be given two questions from each topic and will be required to answer a total of two questions each from a different topic. Thus, from topics 2,3,4 a total of six questions will be given and students will choose two questions to write their essays. (Both questions may not come from the same topic. Almost every question will require the student to compare and contrast the historical idea from two different parts of the world (see map below), using the key historical concepts of **Continuity** versus **Change over time**, **Causes**, **Consequences**, **Significance**, and write with clarity that shows good analysis of historical events along with the consideration of differing **Perspectives**.



**Students will be required to compare events/time periods from two different parts of the world.**

## World History Topic 2: Causes and effects of medieval wars (750–1500)

Students will be expected to make reference to specific conflicts in their responses. Some examination questions will require them to make reference to conflicts from two different regions, so examples of dynastic, territorial and religious conflicts from different regions of the world must be studied. Please note that the suggested examples for this topic include “cross-regional” wars such as the Crusades. In examination questions that ask students to discuss examples of wars from different regions, students may use these wars in a regional context (for example, the impact of the Crusades in the Middle East) but may not then use these same wars in a different region (for example, the impact of the Crusades in Europe) in the same response.

### \* Types of wars

- \* Dynastic,
- \* Territorial,
- \* Religious Disputes

### \* Causes of Wars

- \* Economics - Competition for resources
- \* Ideological and Political Causes
- \* Religious Causes
- \* Long term/short term/immediate causes

### \* Course and practices

- \* Role and significance for leaders
- \* Raising armies: knighthood, military service, mercenaries, taxation
- \* Logistics, tactics, and organization of warfare
- \* Women and war

### \* Effects of wars

- \* Conquest, boundary changes, and dynasty changes
- \* Treaties and Truces
- \* Political Repercussions
- \* Economic changes
- \* Cultural Changes
- \* Social Changes
- \* Religious changes
- \* Demographic changes and population movements

### Examples of wars:

**Norman conquest of England (1066);**  
**England and France at war (1154–1204);**  
**The Hundred Years' War (1337–1453);**

**The Crusades (1095–1291) (3rd);**

**Great 'Abassid Civil War (809–813);**

### Examples of leaders:

**Saladin (1137/1138–1193);**

**Richard I of England (1157–1199);**

**Genghis Khan (c1162–1227);**

*Note: Students should approach the effects and change of society brought about by the Crusades from the Muslim perspective in order to compare to European wars such as the Norman Conquest or the Hundred Years' War*

### World history topic 3: Dynasties and rulers (750–1500)

The question of how dynastic states emerged will be a central focus of this topic. What powers did individual rulers hold and lay claim to? How did they govern their states and legitimize their rule? What institutions emerged? Students will be expected to make reference to specific dynasties in their responses, and some examination questions will require them to make reference to dynasties from different regions of the world.

- \* Dynasties and Rulers
  - \* Individual Rulers'
    - \* Nature of power and rule
    - \* Aims
    - \* Achievements
  - \* Methods to legitimize, consolidate, and maintain rule
  - \* Expansion
    - \* reasons for expansion
    - \* Methods to expand power
    - \* invasion and settlement
- \* Law, governing institution, and administration
  - \* Models and methods
  - \* sources of religions and secular law
  - \* Administration and interpretation of Law
  - \* Role and duties of officials
  - \* Role of the nobility and the elite
- \* Challenges
  - \* Success and Failures of dynasties and rulers
  - \* Internal challenges to power
  - \* External challenges to power
  - \* Success with which these (internal and external) challenges were overcome
  - \* Rebellion and/or political opposition
  - \* Rivalries and issues of succession

#### Examples of dynasties:

Carolingian Empire (800–888);

Abbasid Caliphate (750–1258);

#### Examples of rulers:

Charlemagne (768–814);

Harun al-Rashid (786–809);

## World history topic 4: Societies in transition (1400–1700)

This topic focuses on exploring societal change. It centers on the transition from the medieval to the modern world; a period of dramatic economic, social and cultural change. Students will be expected to make reference to specific examples in their responses, and some examination questions will require students to make reference to examples from two different regions of the world.

### \* Social Change

- \* Chaining social structures and systems
- \* Role of Women in Society
- \* Population expansion and movements
- \* Treatment of minorities

### \* Economic Change

- \* Development and changing patterns of
  - \* trade
  - \* Role of Merchants and travelers

### \* Cultural change

- \* Artistic movements
- \* Cultural movements
- \* Cross Cultural Exchange

### \* Intellectual Change

- \* Intellectual movements
- \* Scientific developments
- \* technological developments
  - \* Social and cultural impact of those technological and scientific developments
- \* Role and significance of key intellectual/scientific figures

### \* Religious Change

- \* Religion and the State
  - \* Interactions and relationships
  - \* Religion as support or challenge to the state
- \* Religious expansion and conversion
- \* Religious division
- \* Religious conflict
- \* Religious discrimination and persecution

Europe:

**The Renaissance;**

**Gutenberg printing press (1450);**

**Decline of feudalism;**

**The Reformation and Catholic Reformation;**

**Impact of scientific pioneers such as Copernicus, Kepler, Newton or Galileo**

**Christian art and architecture in Ethiopia;**

## **Paper 3**

### ***History of Europe In-depth Study***

There are eighteen options ranging from 1066 until the year 2000. The options are as follows:

**1: Monarchies in England and France (1066–1223)**

*3: Late medieval political crises (1300–1487)*

**4: The Renaissance (c1400–1600)**

*5: The Age of Exploration and its impact (1400–1550)*

**6: The Reformation (1517–1572)**

*7: Absolutism and Enlightenment (1650–1800)*

**8: The French Revolution and Napoleon I (1774–1815)**

**Bold - directly covered in-depth**

*italics - indirectly covered, not in-depth.*

Students will be given two questions from each of the eighteen topics and will choose three total questions to answer in essay form. Essays must be in-depth, full of detail, clearly illustrating historical analysis of the significance of the historical details to prove a thesis built on continuity versus change over time, causes, consequences, and illustrate an understanding of different historical perspectives.

## 1: Monarchies in England and France (1066–1223)

This section deals with the establishment, characteristics and changing nature of royal government in England and France. It is concerned with the impact of the Norman invasion of England, which introduced many changes in government and administration. During the second half of the 11th and 12th centuries, monarchies in England and France became more sophisticated and powerful by substantiating their claims to increased authority, although noble power remained a key feature in both.

- Pre-Norman England and the impact of the Norman invasion
- Normans in England: William I, Duke of Normandy (King of England 1066–1087); establishment of authority; domestic and foreign policies; Domesday Book; Henry I (1100–1135)
- Angevin Commonwealth: Henry II (1154–1189); policies in England, Ireland and Gascony
- The Duchy of Normandy and its relations with France: rivalry and wars between the dukes of Normandy, as kings of England, and the kings of France; role played by John, Richard I, Henry II and Phillip II; effects in England and France
- Extension of the royal demesne and power in France under the Capetians (1108–1223); expansion of Capetian power under Louis VI, Louis VII and Phillip II, the nature of their governments, and reasons for their success in expanding royal authority
- Comparison of the nature of royal government in England and France

## 4: The Renaissance (c1400–1600)

This section examines the origins and characteristics of Renaissance government and society in Italy in the 14th century, and its later spread throughout Europe. The wealth and cultural vitality of the Italian cities played a crucial role in the Renaissance. Powerful princely and ecclesiastical patrons promoted art for a range of reasons—economic, political and dynastic. This period also saw the advent of new ideas on the nature of authority and the state.

- Origins, causes and development of the Renaissance in Italy; social and political situation in Florence
- Forms of government in Italian city states: Milan; Florence; Venice
- The importance of patronage: role and significance of Lorenzo de Medici and Ludovico Sforza; papal patronage
- Cultural and intellectual developments: art, literature, architecture and political writings
- The northern Renaissance: spread to Burgundy and Germany
- Case study of the spread and impact of the Renaissance to **one** European country not already mentioned in this section

## 6: The Reformation (1517–1572)

This section focuses on religious change in Europe in the 16th century. It examines the development of Protestantism, including its origins and spread, within Germany and more broadly. The attitudes of kings and princes will also be considered, especially those who protected and fostered Protestantism. There will also be focus on the religious reasons for the spread of Protestantism. The section also includes the reactions of the papacy and the Catholic powers to Protestantism, and the outbreak of religious conflict up to 1572.

- The state of the Catholic church in Europe at the start of the 16th century, and reasons for criticism
- The religious ideas and impact of Luther and Calvin
- Reasons for the successful spread of Lutheran ideas in Germany to 1547, including the attitudes of the German princes
- Religion and conflict in Germany: the Peasants' War; the Schmalkaldic League and the Peace of Ausburg (1555)
- The role of spread and impact of Protestant ideas in any **one** of England, Scotland, France or the Netherlands: religious factors; aims and role of rulers; economic reasons; popular sentiments; religious conflicts
- The Catholic Reformation: spiritual movements; the Jesuits and other Catholic orders; clerical education and discipline; the Council of Trent (1545–1563)

## 8: The French Revolution and Napoleon I (1774–1815)

This section deals with the origins, outbreak, course and impact of the French Revolution. It focuses on the social, economic, political and intellectual challenges confronting the *Ancien Régime* and the stages of the revolutionary process during this period, culminating in the rise and rule of Napoleon Bonaparte. The section requires investigation of the impact of the French Revolution, as well as Napoleon's domestic and foreign policies, upon France and its European neighbors.

- Crisis of the *Ancien Régime*: role of the monarchy, specifically Louis XVI; intellectual, political, social, financial and economic challenges
- Monarchy to republic: causes and significance of the Revolution; the 1791 Constitution; the fate of the monarchy; the terror; Robespierre; the Thermidorean reaction
- The political, social and economic impact of the Revolution; French revolutionary wars (1792–1799)
- Establishment of, nature of, and collapse of the Directory (1795–1799)
- Rise and rule of Napoleon (1799–1815); impact of Napoleon's domestic and foreign policies on France
- Napoleonic Wars (1803–1815); collapse of the Napoleonic Empire; military defeat; the Hundred Days