

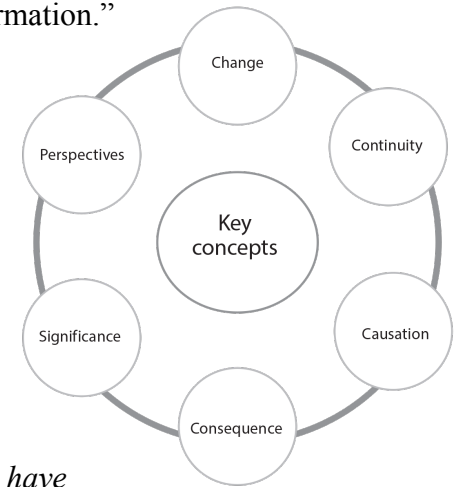


## I. Purpose and Objectives

History and Historiography 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 and Historiography 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, Research*).

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 consequences of changes over times?
5. What were the Consequences of continuity over time?
6. Why are these effects important to recognize?
7. Are biases, limitations, or assumptions influencing the answers?

B. Answer historical questions properly and succinctly through a thesis.

(*Short answers, discussion, presentation*).

**- We are not finding answers; we are creating answers.**

C. Defend theses with well reasoned arguments

(*Essays, research papers, presentations, debates*).

*Student initials*

## II. Grading:

Grades will be comprised of Exams, Quizzes, Projects, Homework, and Participation. Students will not be allowed to re-take an exam, quiz, or homework. Occasionally, (but rarely) replacements may be available for a limited number of assignments (see “extra credit” below). For the IB Diploma: in the senior year students will take IB Papers 1, 2, and 3. They will also complete an Internal Assessment (IA) [this is a research paper] during the second semester of their Junior Year. These components make up a student’s IBO score.

**Grading will be based on the following percentages:**

### Assessments

#### Percentage categories for Assessments\*

<u>Formative assessments (Quizzes, Homework, Classwork, etc...)</u>	<u>40%</u>
<u>Summative assessments (Exams, Major Presentations, Major Projects, etc...)</u>	<u>50 %</u>
<u>Final Exam, or Final Project</u>	<u>10%</u>

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

*Student initials*

### **Testing Protocols**

In line with IB testing guidelines, during major assessments in this course, students are not allowed to have in their possession any cell phones, smart watches, or other electronic devices that can store or transmit data. If a student is found to have one of these devices in their possession during an assessment, they will be given a grade of zero for breaching this policy and will be subject to consequences relating to our Academic Integrity and Continuation Contracts. To protect exam integrity, all devices, notes, and study guides should be placed in student bookbags and moved to the front or back of the room. Only required/approved testing items should be at student desks during testing.

### **Major Project(s)**

There is one major project for this course which is 20% of the IBDP HL History Course: The Historical Investigation (HI), sometimes referred to as the Internal Assessment (IA). The Historical Investigation is a 1200-word research paper that includes two sections: "Part A" with a detailed evaluation of two sources and "Part B" which consists of scholarly sources. Additionally, there is a "Part C" where students reflect on the challenges faced by academic historians during the investigation and how those challenges were overcome.

Tentative IA due dates are as follows:

November 15: Research Topic and Question

December 10: Paper proposal with starting bibliography of primary and secondary sources

January 15: Annotated Bibliography and revised paper proposal

February 28: Completed first draft of research paper (Part B)

March 30: First draft of source evaluation (part A)

April 20 : Completed second draft of source evaluation and second draft of research paper

May 1: Completed Final Draft of research paper and final draft of source evaluation;  
complete First draft of reflection paper (part C). Completed IA submitted to managebac

May 10: Final draft of reflection (part C).

May 12 : Completed IA digitized and uploaded on managebac.

### 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 mostly cover the 20th century with a concentration in the Americas but within a global context.

More information for the course can be found at [JCunningham.org](http://JCunningham.org)

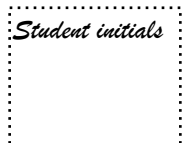
*This website is often a work in progress with new things being added and updated.*

### 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. *See the IBDP student contract and code of conduct.*

*Student initials*



## V. Classroom Policies

### A. Assignment Deadlines

**For physical assignments** that are turned in Assignments are expected to be completed and turned in on time which means that an assignment must be completely ready (typed, printed, stapled) at the beginning of the class period in which it is due. Even one minute late constitutes a late assignment. 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.

**For digital assignments**, the due date will be posted with the assignment. Timestamps for submitted work must be before the cutoff. If your work is late (even if it is by a measly little minute according to the Google Classroom or email timestamp), a late penalty of 10% per day will be applied.

**All late assignments will be penalized 10 points per day late.**

### B. Make-Up Work

It is the responsibility of each student to complete all classwork missed due to an absence from class. **Make up work for excused absence - *All in-class quizzes, exams, and assignments must be made up within one calendar week from the last date of absence*** (extended absences may be given longer periods of time based on the teacher's decision). If the assignment was assigned before the absence, then the student will be responsible to email any assignment (including text-readable pictures before the due date and time, and a hard-copy will be expected to be turned in on the day of return) before the start of his/her class period on due date. Make-up quizzes and tests will be scheduled following the absence and should be completed within one calendar week. (Note - it is the teacher's decision for a student to take an assessment during the return class period or schedule a time outside of class; students should be prepared for either). After this one-calendar-week make-up time, any missing test or quiz may be given a grade of Zero (0). Additional time may be given if communication is made from the student to the teacher, but is at the discretion of the teacher. At the end of the week, the work will not be allowed to be made up and a Zero will be recorded. **Make-up work for an unexcused absence** may not be allowed to be made up, and a grade of a Zero (0) may stand. This also applies to in-class assignments; digital assignments are due at the beginning of class on the due date. Any work not submitted at the time of collection is considered late (see above).

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

*Student initials*



### **C. Digital Learning (if needed)**

**Students are expected to keep their cameras on and face visible at all times during virtual instruction.** This class is a community, and I like to see all members of the community.

However, there are certain “netiquette” things I would like to emphasize:

- Be on time. I’m starting class on time - with or without you.
- Please wear proper attire.
- Please go to the bathroom before or after our class time - not in the middle. If it is an absolute emergency, please do not take your technology to the bathroom.
- Keep the chat box on our Google Meet clean. If you have questions, please ask them. However, do not post profanity or things that are not relevant to the class.
- Do not attempt to multitask. If it’s class time, it’s not time to listen to music or watch videos.
- Refer to the Douglas County High School “Virtual Learning Netiquette” document for other guidelines.

### **D. Extra Credit**

Extra credit is a rare opportunity. There may be some opportunities, but students should not expect individual extra credit as make-up or replacement assignments.

### **E. Textbook**

There is no “one place textbook” for this class. There will be many assigned readings throughout the year that will be from websites, scholarly articles, posted assignments, &etc...

Reading assignments may be handed out or given through an online link. However, students must be able to access the readings each class period.

### **F. Classroom Rules**

1. *During Digital Learning* each student must keep his/her camera on, keep their face in frame and be actively paying attention with other tabs close and other devices away.
2. Students must exercise proper *digital learning etiquette* including allowing participating while also allowing others to speak, using only appropriate language, being dressed properly for school, and being considerate of the unique challenges of a digital learning environment.
3. Tardiness: Will not be tolerated. Chronic tardiness will result in an administrative referral. Be seated and prepared to begin class when the bell rings.
4. Class Disruption: 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. ***Disruptions include distracting others or the teacher.***
5. 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.
6. No Electronic devices: You may not use or have out an mp3 player/recorder, etc...

7. Cell Phone Policy: This class will follow the DCHS cell phone color code system.
8. Food and Drink: Drinks allowed; **no food**.
9. You may not go to another class to get your materials.
10. **Respect the group; do not act entitled, selfish, or oblivious.**

## **VI. Miscellaneous**

### **A. Required Materials**

- Pens, (Blue or Black ink for things turned in)
- Three highlighters of different colors.
- Paper (Style optional)
- Binder/notebook (for notes and handouts)
- 4 x 6 Index Cards (Lined on one side)
- Access to Google Classroom

### **B. Tutoring**

During traditional learning, Mr. Cunningham is is generally available for tutoring on Tues., Wed., and Thurs. before school; but a student will need to make an appointment.

### **C. Communication**

I can be reached at [John.Cunningham@dcssga.org](mailto:John.Cunningham@dcssga.org) The phone to the office is 770-651-6500

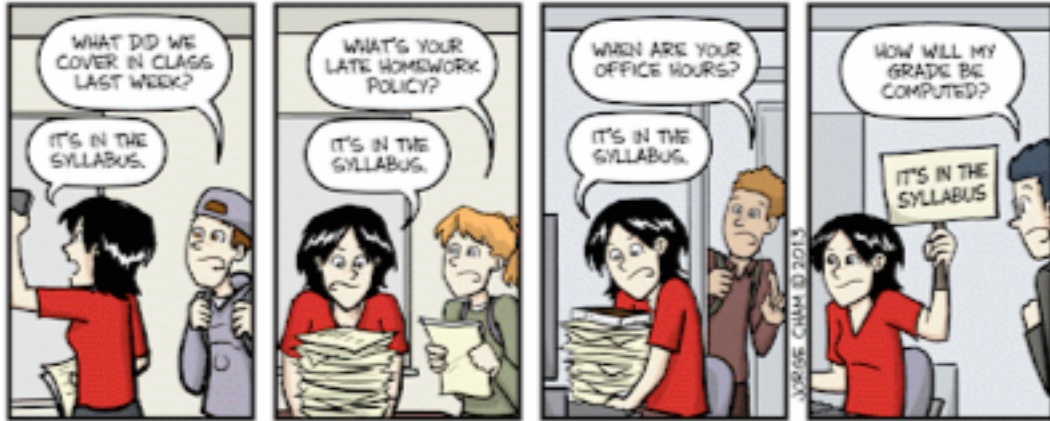
## **VII. Rho Kappa**

Rho Kappa is the Social Studies Honor Society. Invitations to join were sent out last year to those who qualified (3.75 GPA in Social Studies courses and 3.5 overall GPA, recommendation from Social Studies teacher). There are opportunities to serve in leadership roles for any students who meet the requirements to join the honor society who are responsible, and who are ambitious enough to help.

I have a website with helpful information at [JCunningham.org](http://JCunningham.org)  
Our Google Class meet may also have a link to my website and other resources.

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

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



# 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***

## Prescribed subject 4: Rights and protest

This prescribed subject focuses on struggles for rights and freedoms in the mid-20th century. Two case studies are prescribed, from two different regions of the world, and **both** of these case studies must be studied. The first case study explores the civil rights movement in the US between 1954 and the passing of the Voting Rights Act in 1965. The second case study explores protests against apartheid in South Africa. It focuses specifically on the years 1948–1964, beginning with the election of the National Party in 1948 and ending with the imprisonment of Nelson Mandela and his co-defendants following the Rivonia trial in 1964.

Case studies	Material for detailed study
Case study 1: Civil rights movement in the United States (1954–1965)	<p>Nature and characteristics of discrimination</p> <ul style="list-style-type: none"> <li>• Racism and violence against African Americans; the Ku Klux Klan; disenfranchisement</li> <li>• Segregation and education; Brown versus Board of Education decision (1954); Little Rock (1957)</li> <li>• Economic and social discrimination; legacy of the Jim Crow laws; impact on individuals</li> </ul> <p>Protests and action</p> <ul style="list-style-type: none"> <li>• Non-violent protests; Montgomery bus boycott (1955–1956); Freedom Rides (1961); Freedom Summer (1964)</li> <li>• Legislative changes: Civil Rights Act (1964); Voting Rights Act (1965)</li> </ul> <p>The role and significance of key actors/groups</p> <ul style="list-style-type: none"> <li>• Key actors: Martin Luther King Jr; Malcolm X; Lyndon B Johnson</li> <li>• Key groups: National Association for the Advancement of Colored People (NAACP); Southern Christian Leadership Conference (SCLC) and Student Non-violent Coordinating Committee (SNCC); the Nation of Islam (Black Muslims)</li> </ul>
Case study 2: Apartheid South Africa (1948–1964)	<p>Nature and characteristics of discrimination</p> <ul style="list-style-type: none"> <li>• “Petty Apartheid” and “Grand Apartheid” legislation</li> <li>• Division and “classification”; segregation of populations and amenities; creation of townships/forced removals; segregation of education; Bantustan system; impact on individuals</li> </ul> <p>Protests and action</p> <ul style="list-style-type: none"> <li>• Non-violent protests: bus boycotts; defiance campaign, Freedom Charter</li> <li>• Increasing violence: the Sharpeville massacre (1960) and the decision to adopt the armed struggle</li> <li>• Official response: the Rivonia trial (1963–1964) and the imprisonment of the ANC leadership</li> </ul> <p>The role and significance of key actors/groups</p> <ul style="list-style-type: none"> <li>• Key individuals: Nelson Mandela; Albert Luthuli</li> <li>• Key groups: the African National Congress (ANC); the South African Communist Party (SACP) and the MK (Umkhonto we Sizwe—“Spear of the Nation”)</li> </ul>



## World history topic 10: Authoritarian states (20th century)

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. Examination questions for this topic will expect students to make reference to specific authoritarian states in their responses, and may require students to make reference to examples of states from two different regions of the world. In order for students to be able to make meaningful comparisons across all aspects of the prescribed content, it is recommended that a minimum of three authoritarian states should be studied.

Topic	Prescribed content
Emergence of authoritarian states	<ul style="list-style-type: none"> <li>Conditions in which authoritarian states emerged: economic factors; social division; impact of war; weakness of political system</li> <li>Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda</li> </ul>
Consolidation and maintenance of power	<ul style="list-style-type: none"> <li>Use of legal methods; use of force; charismatic leadership; dissemination of propaganda</li> <li>Nature, extent and treatment of opposition</li> <li>The impact of the success and/or failure of foreign policy on the maintenance of power</li> </ul>
Aims and results of policies	<ul style="list-style-type: none"> <li>Aims and impact of domestic economic, political, cultural and social policies</li> <li>The impact of policies on women and minorities</li> <li>Authoritarian control and the extent to which it was achieved</li> </ul>

### Suggested examples

Please note that the examples provided here are **suggestions only**. Teachers are free to use examples from this list or any other appropriate examples, depending on the particular needs and interests of the teacher and students.

Africa and the Middle East: Tanzania—Nyerere; Egypt—Nasser; Iraq—Saddam Hussein; Kenya—Kenyatta; Uganda—Amin

The Americas: Argentina—Perón; Cuba—Castro; Chile—Pinochet; Haiti—Duvalier; Nicaragua—Somoza

Asia and Oceania: China—Mao; Indonesia—Sukarno; Pakistan—Zia ul Haq; Cambodia—Pol Pot

Europe: Germany—Hitler; USSR—Lenin and Stalin; Italy—Mussolini; Spain—Franco; Poland—Pilsudski