

**ANATOLIA COLLEGE IB DIPLOMA PROGRAMME
HISTORY COURSE GUIDE
UPDATED SEPTEMBER 2023**

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Welcome to your IB History course! This document is important – please read it carefully and refer to it frequently. Keep it in a safe place for easy reference!

NATURE OF THE SUBJECT

The following section is taken from the IB's History Guide:

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as **CAUSE, CONSEQUENCE, CHANGE, CONTINUITY, SIGNIFICANCE, PERSPECTIVE.**

History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

HISTORY AND INTERNATIONAL MINDEDNESS

International-mindedness is an umbrella term through which the IB defines the goal of international education, and which is exemplified by the emphasis in all IB programmes on promoting global engagement, multilingualism and intercultural understanding.

The DP history course is designed in such a way as to explicitly reinforce the emphasis on the development of international-mindedness. For example, one of the key concepts

that weaves throughout the course is **perspectives**, and, more specifically, an emphasis on encouraging students to appreciate multiple perspectives. In addition, all students are required to study case studies and examples from different regions of the world, with comparison of such examples helping to ensure that the course adopts a transnational perspective. Teachers also have a great deal of freedom to choose relevant examples to explore with their students, helping to ensure that the course appropriately meets their students' needs and interests regardless of their location or context.

Throughout the DP history course, students have the opportunity to explore historical events that have played a key role in shaping the world today, deepening their understanding of the complex and interconnected nature of past and present events. For example, students explore historical examples of many of the global challenges facing the world today, such as conflict, rights and governance. This helps to meet one of the central aims of the course – to increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

AIMS OF HISTORY

The aims of the history course at SL and HL are to:

1. develop an understanding of, and continuing interest in, the past
2. encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
3. promote international-mindedness through the study of history from more than one region of the world
4. develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
5. develop key historical skills, including engaging effectively with sources
6. increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

HISTORY AND TOK

History is one of the eight areas of knowledge that are at the centre of the TOK course. It is an interesting area of knowledge because it raises questions such as how far we can speak with certainty about anything in the past, and whether historians' accounts are necessarily subjective. All of the elements of the history course provide excellent scope for making links to TOK. However, the most explicit link to TOK comes in the internal assessment task (see the "Internal assessment" section of this guide). Students are required to reflect on what completing their historical investigation taught them about the role of methods used by, and challenges facing, the historian. This provides excellent links to TOK, where students will, for example, compare the methods used to gain knowledge in history with the methods used to gain knowledge in other areas of knowledge.

Examples of discussion questions that can be used to make links to TOK include the following.

- o What is the role of the historian?
- o What methods do historians use to gain knowledge?
- o Is it possible to describe historical events in an unbiased way?
- o Do we learn from history?
- o What is the difference between bias and selection?

- o Who decides which events are historically significant?
- o To what extent does studying history help us to better understand ourselves in the present?
- o What is the role of individuals in history?
- o How does the context within which historians live affect historical knowledge?

THE STRUCTURE OF THE EXAMINATION

What is the nature of the examination that you will be taking in 2024 or later?

The Examination – Higher Level

The IB History exam at Higher Level consists of 3 papers:

- a) a 1-hour document-based exam on a prescribed subject
- b) a 1.5 hour essay-based exam on topics from 20th century world history
- c) a 2.5 hour essay-based exam on 20th century History of Europe

In addition, you must do an Internal Assessment, an historical investigation of no more than 2200 words, which will be internally assessed by me and moderated at the IB.

The Examination – Standard Level

Standard Level (SL) candidates do only papers 1 and 2 and the historical investigation. SL is NOT less difficult – there is just less content.

In addition, you should note that the weightings for the papers are different according to whether you do HL or SL.

Assessment Component Weighting SL

External Assessment (= examinations) 2 hours 30 minutes: 75%

P1 1 hour: 30%

P2 1 h 30 m: 45%

Internal assessment = Historical Investigation: 25%

Assessment Component Weighting HL

External assessment (= examinations) 5 hours: 80%

P1 1 hour: 20%

P2 1 h 30m: 25%

P3 2 h 30 m: 35%

Internal assessment = Historical Investigation 20%

HISTORY SYLLABUS

The History course will be focused on 20th Century World History. The Course will be constructed around the following elements:

1. Paper 1: PRESCRIBED SUBJECT (SL, HL)

An in-depth study of a particular subject/aspect, examined by a 1-hour document based examination.

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 study 1: Civil rights movement in the United States (1954---1965)

Nature and characteristics of discrimination

- o Racism and violence against African Americans; the Ku Klux Klan; disenfranchisement
- o Segregation and education; Brown versus Board of Education decision (1954); Little Rock (1957)
- o Economic and social discrimination; legacy of the Jim Crow laws; impact on individuals

Protests and action

- o Non-violent protests; Montgomery bus boycott (1955---1956); Freedom Rides (1961); Freedom Summer (1964)
- o Legislative changes: Civil Rights Act (1964); Voting Rights Act (1965);

The role and significance of key actors/groups

- o Key actors: Martin Luther King Jr; Malcolm X; Lyndon B Johnson
- o 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)

Case study 2: Apartheid South Africa (1948---1964)

Nature and characteristics of discrimination

- o “Petty Apartheid” and “Grand Apartheid” legislation
- o Division and “classification”; segregation of populations and amenities; creation of townships/forced removals; segregation of education; Bantustan system; impact on individuals

Protests and action

- o Non-violent protests: bus boycotts; defiance campaign, Freedom Charter
- o Increasing violence: the Sharpeville massacre (1960) and the decision to adopt the armed struggle
- o Official response: the Rivonia trial (1963---1964) and the imprisonment of the ANC leadership

The role and significance of key actors/groups

- o Key individuals: Nelson Mandela; Albert Luthuli
- o Key groups: the African National Congress (ANC); the South African Communist Party (SACP) and the MK (Umkhonto we Sizwe “Spear of the Nation”)

2. Paper 2: World History Topics (SL, HL)

Examined by a 1.5 hour essay paper, requiring 2 answers in 2 Topic areas. Topics are studied through a selection of case studies drawn from at least 2 different regions of the world.

World history topic 8: Independence movements (1800 2000)

This theme focuses on the emergence of new states in the 19th and 20th centuries. It explores the origins and rise of independence movements, the reasons for their success, the challenges that new states faced in their first 10 years, and the responses to those challenges. Some examination questions will require students to make reference to two movements, each chosen from a different region.

Origins and rise of independence movements, up to the point of independence

- o Development of movements: role and relative importance of nationalism and political ideology
- o Development of movements: role and relative importance of religion, race, social and economic factors
- o Wars as a cause and/or catalyst for independence movements
- o Other internal and external factors fostering growth of independence movements Methods used and reasons for success
- o Methods of achieving independence (including violent and non-violent methods)
- o Role and importance of leaders of independence movements
- o The role and relative importance of other factors in the success of independence movements Challenges faced in the first 10 years, and responses to the challenges
- o Challenges: political problems; ethnic, racial and separatist movements
- o Social, cultural and economic challenges
- o Responses to those challenges, and the effectiveness of those responses

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 some examination questions will require discussion of states from more than one region 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.

Emergence of authoritarian states

- o Conditions in which authoritarian states emerged: economic factors; social division; impact of war; weakness of political system
- o Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda

Consolidation and maintenance of power

- o Use of legal methods; use of force; charismatic leadership; dissemination of propaganda
- o Nature, extent and treatment of opposition
- o The impact of the success and/or failure of foreign policy on the maintenance of power

Aims and results of policies

- o Aims and impact of domestic economic, political, cultural and social policies
- o The impact of policies on women and minorities
- o Authoritarian control and the extent to which it was achieved

3 Paper 3: Aspects of the history of Europe. (HL only)

Three sections to be selected for in-depth study. There is some overlap between some of the aspects covered here and subjects in section 2; this should make your lives a little easier!

5. Imperial Russia, revolutions, emergence of the Soviet State, 1853 – 1924

- Alexander II (1855-81): emancipation of the serfs; military, legal, educational, local government reforms; later reaction
- Policies of Alexander III (1881 – 1894) and Nicholas II (1895 – 1917); backwardness and attempts at modernisation; nature of tsardom; growth of opposition movements
- Significance of the Russo-Japanese War; 1905 Revolution; Stolypin and the Duma; the impact of WW1 on Russia.
- 1917 Revolutions: February/March Revolution; Provisional Government and dual Power, October/November Bolshevik Revolution; Lenin and Trotsky.
- Lenin's Russia 1917 – 1924: Consolidation of the new state; Civil war; War Communism; NEP; terror and coercion; foreign relations.

14: European states in the inter-war years (1918–1939)

This section deals with domestic developments in certain key European states in the period between the two world wars. It requires the study of four European countries: Germany, Italy, Spain and any one other country. The section considers the impact of the end of the First World War, then examines the economic, social and cultural changes in each country during the 1920s and 1930s.

- o Weimar Germany: constitutional, political, economic/financial and social issues (1918---1933); initial challenges (1918---1923); “Golden Era” under Stresemann (1924---1929); the crisis years and the rise of Hitler (1929---1933)

- o Hitler's Germany (1933---1939): consolidation of power; Hitler's pre-war domestic policies, including economic, social and political policies; nature of the Nazi state; the extent of resistance to the Nazis
- o Italy (1918---1939): rise of Mussolini; consolidation of power; Mussolini's pre-war domestic policies, including economic, social and political policies; nature of the fascist state
- o Spain (1918---1939): political, social and economic conditions in Spain; the Primo de Rivera regime; polarization and political parties under the Second Republic; Azaña and Gil Robles; causes of the Civil War; foreign involvement; reasons for nationalist victory under Franco
- o Case study of domestic political, economic and social developments in one European country (other than Germany, Italy or Spain) in the inter-war years.

16: The Soviet Union and post-Soviet Russia (1924---2000)

This section examines the consolidation of the Soviet state from 1924 and the methods applied to ensure its survival, growth and expansion inside and outside the borders of the Soviet Union. It explores the rise and nature of the rule of Stalin, Khrushchev, Brezhnev and their policies. East---West relations post-1945 in relation to Soviet aims and leadership should also be considered. Finally, the decline and collapse of the Soviet Union should be considered, as well as political and economic developments in post-Soviet Russia.

- o The Soviet Union (1924---1941): Stalin and the struggle for power (1924---1929); defeat of Trotsky; Stalin's policies of collectivization and the Five-Year Plans; government and propaganda under Stalin; the purges and the Great Terror
- o The impact of the Great Patriotic War (1941---1945); post-war Soviet Union (1945---1953): political and economic developments
- o Khrushchev and Brezhnev: domestic policies and foreign relations
- o Transformation of the Soviet Union (1985---1991): Gorbachev (aims, policies and extent of success); political developments and change
- o Collapse of the Soviet Union; post-Soviet Russia to 2000; role and policies of Yeltsin; political and economic developments to 2000

Internal Assessment: The Historical Investigation

The Historical Investigation is the internally assessed component of the course. It is a problem-solving activity that enables you to demonstrate the application of your skills and knowledge to a historical topic that interests you and that need not be related to the syllabus.

The investigation is no more than 2200 words long and must follow a specific format which is rather more structured than an essay. Full information on the Historical Investigation will be handed out towards the end of the first year of the course and will be fully explained then.

In addition to the content of the syllabus, study skills will be emphasized. Students will learn:

- ! Reading for gist and detail
- ! Extracting the main points from a text and summary writing
- ! Constructing a historical essay

- ! Note-taking and note-making
- ! Interpreting source materials
- ! Interpreting maps and diagrams
- ! Organizing study time
- ! Self-evaluation
- ! Organizing a major research paper
- ! Research skills

Course Outline

I have tried to organize the content material chronologically, but throughout the course, I will be drawing out the main topic themes and there will be some overlap in terms of chronology. The times noted are approximate. I have tried to leave plenty of time for revision and additional work. You will be expected to do additional reading at home.

Proposed Course outline

HL and SL Semester 1 (September to December)

- 1) General introduction: IB learner profile, ATL skills, CAS and TOK, working with sources. How historians work. Introducing key concepts.
- 2) Rights and Protest. Case Study One: Civil Rights Movement (P1 prescribed subject)
- 3) Russia 1853-1917 (P3)

Semester 2 (January to May)

- 4) Independence movement in Vietnam (P2 Topic 8)
- 5) Russia 1917- 1924 (P3)
- 6) Nazi Germany and Fascist Italy (P2 Topic 10, P3 Topic 14 Interwar Years)
- 7) Stalin's Rise and Period in Power (P2 Topic 10 and P3 Topic 16)
- 8) Spanish Civil War (P3 Topic 14 Interwar years)
- 9) Intro to the Internal Assessment (Historical Investigation)

Summer break.

Summer Revision and History Project

Semester 3 (September to December)

- 1) China under Mao (P2 Topic 10)
- 2) Soviet Union 1945-2000 (P3) – from Khrushchev to Yeltsin
- 3) Rights and Protest. Case Study Two: Apartheid and South Africa (P1 prescribed subject)
- 4)

Semester 4 (January to March):

- 1) Ghana independence movement (P2 Topic 8)**
- 2) Revision for P3 and getting ready for the mock exams**

The Extended Essay in History

If you choose to do your EE in History, you will receive full information later in the course.

Course work required of IB History students.

- 1) Regular homework assignments either reading or writing. Writing will be document analysis, essays or notes for debates/presentations.
- 2) The IB requires an internally assessed Historical Investigation. This will be introduced during semester 2 and will be completed by semester 4.
- 3) HL students will be required to work individually or in pairs on more in-depth projects. These will be concentrated from semester 2 onwards.

Workload

The IB requires that we provide 150 hours of teaching for SL, 240 hours for HL. All students need at least 20 hours for the Historical Investigation

A major key to success at IB is good time management. Get used to timing yourself carefully; get a planner, write down all assignments and work out when to do them. Remember that you are given 3 weeks (e.g.) to write an essay/prepare a debate etc because it is assumed that you will need that time to prepare effectively – this is not work that can be done the night before. You are not expected to learn the contents of the textbook off by heart, although it is important to learn key events and dates around which you can structure your arguments.

Typical workload for history is as follows:

- a) Reading preparation after each lesson. You will be asked to read a few pages and usually to do a preparation for a discussion/ activity or answer a question or two. This is essential if you are to come to lessons ready to participate fully. It is also essential if you are to keep up with the reading required in the subject. You will also need to take your own notes as far as possible. I occasionally post links to Moodle
- b) a writing homework once a week – questions, document analysis, short essay.
- c) A bigger essay/presentation/project homework every 3 weeks or so. This may well be going on at the same time as the above-mentioned homework. Time yourself carefully!

What are History lessons like?

Lessons are opportunities for learning and expressing ideas. Lessons are boring if only the teacher talks and/or lectures. You are required to play as constructive a part as possible in class, through debates, discussions and presentations, which will be graded according to clear criteria.

Essays & Questions.

I will teach you how to write a good history essay and how to respond to questions. Remember that your essays need to be approximately 1,000 words long and to show evidence of extensive reading through references in the text and in the bibliography. The preparation for the essay will take a long time – you will not be able to do it the night before it is due. Careful time management is essential, as is reading. There will also be the occasional in-class essay which will follow the IB format and time length.

Documents

I will use documents as much as possible during the course, so you will have the opportunity to practice well before the exam. Questions on the IB document paper always follow the same format, so you will become very familiar with it through the course.

Reading is crucial for success in history because you need to be exposed to as many views as possible. I will expect you to read sections from textbooks and so on independently. Every essay you write will need you to research and borrow books from the library. It must be emphasized that the course books are really just the beginning, providing you with very basic information. You are expected to read other materials extensively, especially as the historical investigation requires you to critically analyze written sources.

Anatolia has excellent library facilities, so make sure that you learn how to access the different materials/ data bases well. Our librarians are keen to help you with finding material, articles and with referencing. Do remember, though, that books are shared, so please respect return dates.

Internet

The Internet has rapidly become a major resource for historians – many historical documents from the 20th century are now available online.

Check out the History Channel, BBC education, PBS education and so on for information as well.

Assessment during the course

Written assessment throughout this course will be based on IB essay questions, on questions from the document paper and on basic comprehension /interpretation questions based on your reading. You will also be awarded a participation grade which will be based on your completion of reading materials, in-class activities, oral activities and so on. Structured debates, role-plays and presentations will be graded according to specific criteria and translated into an internal IB grade band for assessment purposes. Every term you will have two in-class summative assessments that will be counted towards your term grade, but I will also take into account other factors and elements when forming the grade.

Essays

This is the most important type of written work in IB History. Your essays will be graded according to IB criteria from the beginning. However, I will interpret the criteria rather more leniently in the beginning of the course. In year two, your grades will be exactly as if I were examining the final papers.