



Enseignement secondaire		
Classes internationales		
	Régime anglophone	
History HL et SL		
Programme 1 (2019-2021)		
2IB et 1IB		

Leçons hebdomadaires : 3 at Standard Level (SL) and 5 at Higher Level (HL)
Langue véhiculaire : anglais
Nombre minimal de devoirs par semestre : 2 at SL and 4 at HL

Pre-Requisites

There are no formal pre-requisites. Students should nonetheless have good and chronologically sound command of major events and developments over 20th century world history. Any previously taken history class based on source analysis and essay writing will be of advantage.

The aims as stated in the IB History Guide:

- develop an understanding of, and continuing interest in, the past
- encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
- promote international-mindedness through the study of history from more than one region of the world
- 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
- develop key historical skills, including engaging effectively with sources
- increase students' understanding of themselves and of contemporary society by encouraging reflection on the past



Course components (Standard Level)

Rights and Protest (Prescribed subject for source based Paper 1)

Civil Rights Movement in the USA (1954-1965)

Nature and characteristics of discrimination

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

Protests and action

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

The role and significance of key actors/groups

- Key actors: Martin Luther King Jr; Malcolm X; Lyndon B Johnson
- Key groups: National Association for the Advancement of Coloured People (NAACP); Southern Christian Leadership Conference (SCLC) and Student Non-violent Coordinating Committee (SNCC); the Nation of Islam (Black Muslims)

Apartheid in South Africa (1948-1964)

Nature and characteristics of discrimination

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

Protests and action

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

The role and significance of key actors/groups

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



Independence Movements from 1800 to 2000 (World History Topic 1 for essay based Paper 2)

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.

Three case studies will be studied: India and Pakistan, Cuba, and Algeria

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

- Development of movements: role and relative importance of nationalism and political ideology
- Development of movements: role and relative importance of religion, race, social and economic factors
- Wars as a cause and/or catalyst for independence movements
- Other internal and external factors fostering growth of independence movements

Methods used and reasons for success

- Methods of achieving independence (including violent and non-violent methods)
- Role and importance of leaders of independence movements
- 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

- Challenges: political problems; ethnic, racial and separatist movements
- Social, cultural and economic challenges
- Responses to those challenges, and the effectiveness of those responses

The Cold War: Superpower tensions and rivalries (20th century) (World history topic 12 for essay based Paper 2)

The Cold War dominated global affairs from the end of the Second World War to the early 1990s. This topic focuses on how superpower rivalries did not remain static but changed according to styles of leadership, strength of ideological beliefs, economic factors and crises involving client states. The topic aims to promote an international perspective on the Cold War by requiring the study of Cold War leaders, countries and crises from more than one region of the world.

Rivalry, mistrust and accord

- The breakdown of the grand alliance and the emergence of superpower rivalry in Europe and Asia (1943–1949): role of ideology; fear and aggression; economic interests; a comparison of the roles of the US and the USSR
- The US, USSR and China—superpower relations (1947–1979): containment; peaceful co-existence; Sino-Soviet and Sino-US relations; détente
- Confrontation and reconciliation; reasons for the end of the Cold War (1980–1991): ideological challenges and dissent; economic problems; arms race



Leaders and nations

- The impact of two leaders, each chosen from a different region, on the course and development of the Cold War
- The impact of Cold War tensions on two countries (excluding the USSR and the US)

Cold War crises

- Cold War crises case studies: detailed study of any two Cold War crises from different regions: examination and comparison of the causes, impact and significance of the two crises

Course components (High Level Option 2: History of the Americas)

The Second World War and the Americas (1933–1945)

As the world order deteriorated in the late 1930s, resulting in the outbreak of war in Europe and Asia, the countries of the region reacted in different ways to the challenges presented. This section focuses on the changing policies of the countries in the region as a result of growing political and diplomatic tensions prior to, and during, the Second World War. It also examines the impact of the war upon the Americas.

- Hemispheric reactions to the events in Europe and Asia: inter-American diplomacy; cooperation and neutrality; Franklin D Roosevelt's Good Neighbour policy—its application and effects
- Involvement and participation of any **two** countries of the Americas in the Second World War
- Social impact of the Second World War; impact on women and minorities; conscription
- Treatment of Japanese Americans, Japanese Latin Americans and Japanese Canadians
- Reasons for, and significance of, US use of atomic weapons against Japan
- Economic and diplomatic effects of the Second World War in any two countries of the Americas

The Cold War and the Americas (1945–1981)

This section focuses on the development and impact of the Cold War on the region. Most of the second half of the 20th century was dominated by the global conflict of the Cold War. Within the Americas, some countries were closely allied to the United States and some took sides reluctantly. Many remained neutral or sought to avoid involvement in Cold War struggles. A few, influenced by the Cuban Revolution, instituted socialist governments. No nation, however, escaped the pressures of the Cold War, which had a significant impact on the domestic and foreign policies of the countries of the region.



- Truman: containment and its implications for the Americas; the rise of McCarthyism and its effects on domestic and foreign policies of the United States; social and cultural impact of the Cold War
- Korean War, the United States and the Americas: reasons for participation; military developments; diplomatic and political outcomes
- Eisenhower and Dulles: New Look and its application; characteristics and reasons for the policy; repercussions for the region
- United States' involvement in Vietnam: the reasons for, and nature of, the involvement at different stages; domestic effects and the end of the war; Canadian non-support of the war; Latin American protest against the war
- United States' foreign policies from Kennedy to Carter: the characteristics of, and reasons for, policies; implications for the region: Kennedy's Alliance for Progress; Nixon's covert operations and Chile; Carter's quest for human rights and the Panama Canal Treaty (1977)
- Cold War in either Canada or **one** Latin American country: reasons for foreign and domestic policies and their implementation

Civil rights 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.

- 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 counterculture



Assessment Outline

External Assessment	Weighting SL	Weighting HL
Standard Level (2 hours 30 minutes)	75%	
High Level (5 hours)		80%
Paper 1 (1 hour) Source based paper on the prescribed subject / 4 short-answer / structured questions (24 marks)	30%	20%
Paper 2 (1 hour 30 minutes) Essay based paper on world topics / 2 extended-response questions on 2 different topics (30 marks)	45%	25%
Paper 3 (2 hours 30 minutes) Essay based paper on regional options / 3 extended-response questions for the selected region (45 marks)		35%
Internal Assessment (20 hours approximately)	25%	20%
Students are required to complete a historical investigation into any topic of their choice (25 marks)		

Course Materials

Paper 1

Michael Scott-Baumann, Peter Clemens, ***Access to History for the IB Diploma, Rights and Protest***, Hodder Education, 2015, ISBN 978-1-4718-3931-3

Paper 2

Jean Bottaro, Allan Todd, ***History for the IB Diploma, Independence Movements (1800-2000)***, Cambridge University Press, 2015, ISBN 978-1-10-755623-2 (**Second Edition!**)

Keely Rogers, Jo Thomas, ***Pearson Baccalaureate World History, The Cold War: Superpower Tensions and Rivalries***, Pearson, 2015, ISBN 978-1-4479-8236-4 (**Second Edition!**)

Paper 3

John Wright, ***Access to History for the IB Diploma, The Second World War and the Americas 1933-1945***, Hodder Education, 2016, ISBN 978-1-4718-4128-6 (**Second Edition!**)

Vivienne Sanders, ***Access to History for the IB Diploma, The Cold War and the Americas 1945-1981***, Hodder Education, 2015, ISBN 978-1-4718-4137-8 (**Second Edition!**)

Vivienne Sanders, ***Access to History for the IB Diploma, Civil Rights and Social Movements in the Americas post-1945***, Hodder Education, 2016, ISBN 978-1-4718-4131-6 (**Second Edition!**)