

# IB EUROPEAN HISTORY

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Class resources at: [www.historyhaus.weebly.com](http://www.historyhaus.weebly.com) ♦ Class updates available at: [www.twitter.com/HausmanHistory](http://www.twitter.com/HausmanHistory)

Online grade updates available at: [www.jupitergrades.com](http://www.jupitergrades.com) (use the login information that I provide for access)

## COURSE OVERVIEW AND SYLLABUS

- The IB Mission:** “To promote international understanding and responsible world citizenship through high academic standards and the development of lifelong learners who think critically and compassionately.”
- The Ultimate Task:** (for which this class preparing you) The IB Higher Level History Paper 3 Exam (24 essay questions; you select 3 to answer; you have 5 minutes to choose; you have two and a half hours to write three essays). If you choose to pay to take the actual IB History exams, they are given in May of your senior year and, with a high enough score, you can earn college credit (be sure to see the specific policies of the colleges in which you have interest, since their policies vary widely).
- The Class Purposes:** . . . are derived from the IB mission and the ultimate task (IB History Paper 3 exam):
- Developing skills (essay writing, reasoning, historiographical thinking) in the study of History that will serve you well at the collegiate level and on the IB History exam AND . . .
  - Applying those skills to become an internationally aware and inquiring citizen.
- In the process of accomplishing these purposes we will:
- Examine IB-designated topics of European history (Russia, 1855-1924, and the First World War in Semester 1; Fascism, Nazism and the Inter-War Years in Semester 2) in significant depth. In keeping with the IB approach, **this is not a class that surveys European history in general.**
- This course is Year One of **a two-year program** (IB Modern World History is Year Two) that is designed to work together to accomplish the ultimate goal of preparing you to successfully take the IB History exam. For example, the research project is in Year Two.
- The Ultimate Standard:** . . . that guides us is the **IB History Rubric** (attached inside) established by the International Baccalaureate Organization, which is used to score the actual IB History exam AND our in-class essay exams. Here are some basic facts about it:
- The rubric is divided into 8 levels of performance (each with their own “descriptions”).
  - It is scored on a 1-20 scale (20 is the highest possible mark, but very rare; **the 9-10-11 range roughly equates to a passing level on the actual IB History exam**).
  - The job of the examiner is to select the description level that best fits a student’s essay, providing feedback about the student’s performance in the process.
- The Training Tool:** . . . takes the form of *in-class essay examinations*, almost always using actual questions from past IB exams. **As on the real IB exam, no notes may be used during the in-class essay exams.** There will be two in-class essays per semester:
- Semester 1 Exams:** During this semester, students are provided two possible exam questions one class period before the exam will be given. During class, the entire class will write on the same essay question, which will be determined using random means in class. Students will have 60 minutes to complete the “Midterm” Essay Exam (October 2011) and 50 minutes to complete the “Final” Essay Exam (December 2011).
  - Semester 2 Exams:** During this semester, students *no longer receive any exam questions in advance* (in order to prepare students for exam conditions in IB Modern World History and on the actual IB exams). However, *students will be able to choose which one of the three or four possible questions they will answer.* Students will have 60 minutes to complete the “Midterm” Essay Exam (March 2012) and 50 minutes to complete the “Final” Essay Exam (late April 2012).
- The in class essays prepare students for the actual *Paper 3 Essay Exam*, which occurs in **May 2013**. As is the case with the real IB exams, and most collegiate midterms or final exams, in-class essay exams are **high-stakes exams**. They are assessed using the IBO’s 20-mark essay rubric and there is no opportunity to revise or retake them. *Careful study and preparation is essential.*

## The Skills:

1. Figure out what the question is asking and write an answer that meets all of the specific *demands* of the question. **This is the most important step in the process because if your answer is not on the question asked, the score will suffer.**
2. Write an answer that makes a coherent argument, provides good depth and breadth of analysis (thinking), accounts for historical context and historiography, and is consistent with multiple causation. **We call all these thinking elements “commentary.” Commentary is the next most important factor in determining your score on the exam.**
3. Support your analysis with relevant and concrete examples and details. **Facts, dates, names and places are important when they support your commentary, set the historical context and advance your argument, but they are ultimately *less important* to your score than your commentary itself.**
4. Organize your essay so that it has an “analytical structure.” **Using analytical organization is designed to increase the amount of commentary in your essay, and keep you focused on answering the question. It is important as a means to an end.**
5. Use proper writing conventions and follow History style use rules (formal language, third person perspective, past tense, etc.) **These elements of writing are important in all subjects at all levels - especially in promoting clarity - but they are not specifically assessed on the IBO History rubric.**

## The Goal:

Gradual, ongoing improvement in performance and knowledge. This *is* a highly challenging task, **and** you *can* do it. It's a process (rarely an easy one). Give yourself permission to start at *whatever* level of performance you find yourself and work *from there* in order to produce the best results.

## Topics of Study: Semester 1

The IBO “megaunit” titled “*Russia, 1855-1924*” is the main basis for 1st semester instruction. Highlighted topics include:

- ☐ **Tsarist Russia, 1855-1917:** Alexander II (1855-81): emancipation of the serfs, additional reforms, later reaction; policies of Alexander III (1881-94) and Nicholas II (1894-1917): backwardness and attempts at modernization; nature of tsardom; growth of opposition movements; significance of the Russo-Japanese War, the 1905 Revolution, Stolypin and the Duma, the impact of the First World War (1914-18) on Russia.
- ☐ **1917 Revolutions in Russia:** February / March Revolution; Provisional Government and Dual Power (soviets); October / November Bolshevik Revolution; Lenin and Trotsky in the revolutions.
- ☐ **Creating the USSR:** Lenin's Russia (1917-24) - consolidation of new Soviet state, Russian Civil War, War Communism, NEP, terror and coercion, foreign relations; comparing roles of Lenin and Trotsky in creation of the Soviet state.

In addition, we will learn a basic overview of **the causes, course and effects of the First World War** in the month of January. This unit will be a “bridge” that promotes deeper understanding of the 1st and 2nd semester units. But it will not be taught in the same depth and it is not intended that students answer essay questions on these topics during the real IB exam in May 2013.

## Texts to check out in the library:

Marples, David. Lenin's Revolution: Russia, 1917-21 [Seminar Studies in History].

## Topics of Study: Semester 2

The IBO megaunit titled “*Interwar Years: Conflict & Cooperation, 1919-39*” is the main basis for the 2nd semester instruction. Highlighted topics include:

- ☐ **Italy 1919-39:** Mussolini's domestic and foreign policies.
- ☐ **Germany, 1919-33:** Political, constitutional, economic, financial and social problems (featuring the Great Depression).
- ☐ **Germany, 1933-39:** Hitler's domestic and foreign policies.
- ☐ **Spanish Civil War:** Background to the outbreak of the war; causes and consequences; foreign involvement; reasons for the Nationalist victory.
- ☐ **Causes of the Second World War:** Search for collective security; appeasement in the interwar years; the failure of international diplomacy; the outbreak of war in 1939.

## Texts to check out in the library:

DeGrand, Alexander. Italian Fascism: Its Origins and Development. (3<sup>rd</sup> ed.)

Gilbert, Felix and David Clay Large. The End of the European Era, 1890 to the Present (4th ed.).

Lannon, Frances. The Spanish Civil War: 1936-1939 [Essential Histories].

## \* Extremely Important Note for IB Diploma and Certificate students:

**The IB History exam (HL or SL) is not taken until May of your senior year.** *If you think it is at all possible that you will be taking the exam, SAVE ALL NOTES, COPIES & WORK IN A BINDER* to study for the European portion of the exam at that time. We will use them in conjunction with review sessions in April 2013. **These materials will not be handed out again later.**

## Grading:

<input type="checkbox"/> Essay Exams	“Midterm” (30%) + “Final” (30%) = 60%
<input type="checkbox"/> Assignments	20%
<input type="checkbox"/> Multiple choice exams (such as Chrono Quiz)	15%
<input type="checkbox"/> Discussions	5%

**This is a college-level course.** Graded daily assignments will accordingly be less frequent than in some other classes and exam / test scores will weigh significantly more than assignments.

<u>'MARKS' ON IB RUBRIC =</u>	<u>LIKELY IB EXAM SCORE =</u>	<u>LETTER GRADE (POINTS)</u>
1-2 marks	1	F/D (variable, from 20-60 pts.)
3-4	1 or 2	D/D+ (64, 68 pts.)
5-6	2 or 3	C (72, 76 pts.)
7-8	3	B-/B (80, 84 pts.)
9-11	4 (Passing on IB exam)	B to A- (86.5, 89, 90.5 pts.)
12-14	5	A- (92, 93, 94 pts.)
15-17	6	A (95, 96, 97 pts.)
18-20	7	A+ (98, 99, 100 pts.)

## Classroom Expectations:

**1. LISTEN:** When I am speaking to the class, pay attention and do not talk. When I call for attention, turn away from other students and pay attention. The same expectation applies to situations in which guest speakers - or students who have been called upon or who are making a presentation - address the class.

**2. TURN IT OFF:** Turn off all electronic devices upon entering the classroom. (If there is ever an exception to this rule, I will specifically tell you during class. Otherwise, assume it is always true. If there is a good reason you need a device to be on, see me personally at the start of class).

**3. KEEP IT OUT OF SIGHT:** Put away **all** food or drink (except non-flavored, non-colored water) AND put away **all** electronic devices so that both are **out of sight of all students and the teacher during the entire class period**. School policy will be followed regarding confiscation and deposit of devices in the main office, where they can be retrieved after school (as long as it is your first offense in any class all year).

**4. BE RESPECTFUL & SAFE:** Use language that shows respect for your teachers, classmates, and those people who are not present in the classroom. Making racist, sexist or homophobic remarks, taking other people's property, writing on desks, moving out of an assigned seat, or throwing objects are all signs of disrespect that also distract from learning. Anything that makes for an unsafe environment must be addressed.

**5. BE RESPONSIBLE:** You are the only one who can take care of yourself while you are at school. If you don't understand something, please ask me about it. If you need to reschedule a test or make up an assignment, get the work and come see me before or after class to schedule a time to go over it. Ultimately, it is your education and your grade - so it is your responsibility to take action to straighten out concerns or problems you see. Similarly, if you violated a class or school policy (see above), don't make it someone else's problem that you got caught. Serve the time and learn from the situation.

To use the restroom or get a drink of water, fill out the hallway passport in your planner completely, raise the planner in the air and I will sign it at the next opportunity. Go to the closest restroom and return to class promptly. However, **there will be no passes during the first 15 or last 15 minutes of class.**

## Attendance:

### Tardies and absences:

- School tardy policy will be in effect: 4<sup>th</sup> tardy = 20 min. classroom clean up; 5<sup>th</sup> tardy (+) = after school detention assigned by the Student Affairs Office.
- School absence policy: Work missed due to an unexcused absence (including exams or quizzes) may not be made up and must be counted as a zero.

### Absences on test days:

- Absences on essay exam days create special complications. It is extremely important to attend class on the day the exam is given. However, if an illness arises and you are unable to attend, please notify me by e-mail or voice mail, and (as always) bring your admit slip from the attendance office when you return.
- Oregon law states that "skipped" periods may not be excused by your parent or guardian; school policy states that assignments and tests missed during unexcused absences may not be made up (a zero will be recorded).
- You will have the number of days you were absent, plus one day, to make up the exam during class - after that time, you will not be able to make it up.
- You will receive different questions than the rest of the class received.

### Makeup Work / Late Work / Plagiarism:

- Work missed due to absence must be made up within the number of days absent, plus one day, to earn credit.
- Late work will be marked down 50%.
- School policy states that work missed due to skipping may not be made up. It is the student's responsibility to bring documentation from the attendance office verifying that a previously unexcused absence is now excused.
- No credit will be given for plagiarized or copied work.

# IB European History Contact Information and Syllabus Signature Form for Mr. Hausman

## STUDENTS:

**Student name** (Please print clearly): \_\_\_\_\_

**Student signature** (Yes, I've read the Course Overview & Syllabus fully): \_\_\_\_\_

Be sure to register an account at [www.historyhaus.weebly.com](http://www.historyhaus.weebly.com): It has an embedded Twitter feed that explains what happened in class when you were gone and any homework you missed. It also includes some class documents and occasional links to videos. In addition, there is a link to [www.jupitergrades.com](http://www.jupitergrades.com), where you can check your grade. You can also create an account on JupiterGrades and set it to send you emails whenever your grade drops below a certain level you set (such as C, D or F), among other options. Finally, it also contains information you may need in order to submit work to [www.turnitin.com](http://www.turnitin.com) (only for certain assignments), such as Class ID# and class enrollment password, as well as a brief explanation of how to set up your account. Bookmark it on your computer and/or mobile device browser for easy access. You can also access it before or after school from the school's computer labs.

## PARENTS:

I am excited to have the opportunity to work with your son or daughter! In order to make success more likely for everyone involved, effective communication is important. If you have questions during the semester, please contact me through e-mail or by phone (both are listed below).

If you would like current grade information, I encourage you to see my attached directions to set up a parent account at [www.jupitergrades.com](http://www.jupitergrades.com). I will only use eSIS to enter the letter grade at each progress report period [note: this is the final year of eSIS]. One of the nice things about JupiterGrades is that it is customizable for parents. You can, if you choose, set it to send you alerts when your son or daughter's grade falls below a certain level that you choose. You can also ask it to send emails when your student is absent or missing an assignment. Or you can avoid all email alerts and simply login to check the grade as you may have done in the past with eSIS. I apologize for the inconvenience of giving you an additional grading site to check. As a fellow parent, I appreciate the challenges of keeping up with your kids' school performance. However, the advantages of JupiterGrades, for students, parents and teachers alike, are significant (everything from iPad data entry to Spanish translation of important messages home). You can set it once so you receive the alerts you'd like, and then forget it, if you'd prefer. I also provide students with resources (and a Twitter feed of work we did in class and at home while they were gone) at [www.historyhaus.weebly.com](http://www.historyhaus.weebly.com), so feel free to check that out too, if you are so inclined. Thank you for taking the time to read this syllabus. I am looking forward to a great year!

Sincerely,

Craig Hausman  
[chausman@ttsd.k12.or.us](mailto:chausman@ttsd.k12.or.us)  
(503) 431-5583

**Parent name:** \_\_\_\_\_

**Parent e-mail address (super important: please write very legibly - thanks!):**

\_\_\_\_\_

**Parent's daytime phone number:** \_\_\_\_\_

**Parent signature (I've looked over the World History Course Overview):**

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