

AICE History 9389 (AS) - International Option

Florida Course Number: 2100490.

Teacher: Mrs. Rudd

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Course Description

Cambridge International AS/A Level History is accepted by universities and employers as proof of knowledge and understanding of History. Successful candidates gain lifelong skills including:

- assessing different interpretations of an argument
- formulating their own ideas about a subject
- presenting clear and logical arguments
- evaluating historical evidence
- developing an understanding of historical concepts such as cause and effect, similarity and difference and continuity and change.

Cambridge International AS and A Level History is one of the most recognised qualifications around the world. It is accepted as proof of academic ability and of historical knowledge for entry to universities.

Every year, thousands of students with Cambridge International AS and A Level History win places at good universities worldwide.

Course Objectives

The broad learning objectives of International History (AS Level) are based on the criteria set by Cambridge International Examinations and Cambridge University. The course content also adheres to the Florida Next Generation Sunshine State Standards. The objectives of the course include:

- acquire an in-depth subject knowledge
- develop independent thinking skills
- apply knowledge and understanding to new as well as familiar situations
- handle and evaluate different types of information sources
- think logically and present ordered and coherent arguments
- make judgements, recommendations and decisions
- present reasoned explanations, understand implications and communicate them clearly and logically
- work and communicate in English.

Communication Policy & Expectations

Accurate and timely communication is vital in a collaborative setting. With the accessibility of today's technology and the high expectations of this course, you will need to keep in regular contact with the teacher. If you are going to be absent from class, please send an email to the teacher ASAP so that you do not fall behind.

Students will use their school-based email accounts for all communication with the teacher, their classmates for class assignments and projects, and for any online accounts associated with the class (e.g. TurnItIn.com).

When working on group projects or assignments, students should also use collaborative resources provided by the school, such as Google Drive.

Students will have a Google Classroom account that is based on their school email account. Google Classroom will be the primary way that the teacher will communicate updates to the students and share class resources. More information about how to access Google Classroom will be provided separately from this syllabus.

Students will follow the directions (also provided separately) to create a Remind101 account. This will allow the teacher to send last minute notifications or reminders to students (e.g. tomorrow's test has been postponed).

Courseware

Material for the course will come from a variety of sources. However, the majority of the material will be based on content presented in the following books. **You need to acquire a copy of the books ASAP.** Failure to do so will put you at a serious disadvantage during the course and for the Cambridge International Examination AS Level test at the end of the school year.

Williamson, D. G.. *War and peace: international relations 1878-1941*. 3rd ed. London: Hodder Education, 2009. **ISBN: 978-0340990148**

Wadsworth, Phil. *International history 1871-1945*. Cambridge: Cambridge University Press, 2013. **ISBN: 978-1107613232**

There will also be various articles, handouts, and readings provided by the teacher throughout the course in addition to these texts.

Students need to be able to have access to the Internet on a regular basis in order to have access to the much of the course material. Access to the Internet at a Broward County Library is free as long as the student has a valid Broward County Library Card (which is also free, but requires a parent's permission to receive).

Materials

Students are required to have the following materials in class everyday:

1. Composition notebook (to leave in class)
2. Spiral notebook
3. A blue OR black pen - no pencil or other colored ink will be accepted (get a pen that is comfortable to your hand - you will be writing frequently and voluminously)
4. Four (4) different colored highlighters - preferably yellow, pink, green, and blue
5. A folder with pockets
6. Loose-leaf notebook paper
7. The 2 books listed under COURSEWARE

Quarterly Grade Calculations

Student grades are calculated based on a point system. The point system is divided into categories, with each category having a different weight (impact) on the final grade. Students will receive points for various assignments, including (but not limited to) homework, coursework, tests, quizzes, essays, and possible projects.

The weighting of the categories is the following:

- Tests & Quizzes = 50%
- Classwork/Homework = 30%
- Essays/Projects = 20%

Class Expectations & Rules

1. **RESPECT!** This includes respect for your fellow students in the class, the student body, members of the faculty and administration, the classroom environment, and me.
2. Raise your hand to ask and answer questions during class. Do not just call out answers, questions, or to get the teacher's attention.
3. No electronic devices (cell phones, iPods, MP3 players, etc.) are to be used in class without permission from the teacher.
4. Food and beverages, **especially chewing gum**, are not allowed in class at any time (bottled water with a re-sealable top is acceptable).
5. Cheating is not allowed.
6. Bring all necessary materials to class every day.
7. Keep the classroom neat and orderly. Dispose of any trash that you might have when you are dismissed from class.
8. The restroom is to be used only in an emergency. You should use the restroom between classes and during lunch.
9. Tardy Policy: 3 unexcused tardies will result in a detention. **NO EXCEPTIONS!**
10. **Homework Policy:** Homework will be collected or checked for completion only at the beginning of the class period in which the assignment is due. **If an assignment is due on a day that the student has an absence, then the assignment will be due when the student returns from the absence.**

11. **Late papers will not be accepted.** (Unless you were absent, in which case you will have two days for every day absent, not including the first day back, to make up the missed work.)
12. Your car is not to be used as a locker. Please do not ask me during class if you are allowed to go to your car.

Homework & Coursework

This course will be very demanding in terms of the amount of work you will need to complete outside of this class. You will be expected to stay up-to-date with reading assignments as quizzes can be expected at any time.

I will try to give you at least one week's notice for tests. Quizzes will be both announced and unannounced. Class time will be devoted to making sure you understand the material you are reading at home.

The bottom line is simple: To get the most out of this class – **you must keep up with the assignments!** It is your responsibility to stay up-to-date with assignments. **Assignments are due at the beginning of class and late work is not accepted.**

Make-up Tests & Quizzes

Make-up work for scheduled tests and quizzes will be allowed for all absences. It is the **student's responsibility to contact the teacher** for all make-up tests and quizzes before or after school.

Absent prior approval, your failure to make-up any assigned tests and/or quizzes on your first day back to school will result in a failing grade (F) for that work.

Cheating & Plagiarism

Cheating and plagiarism will not be tolerated in this course. Each of you has accepted the challenge of a college-level course and I encourage you to take pride in your work.

Cheating and plagiarism include copying homework from another student, providing your work to another student, giving or receiving information during a test, quiz, and/or class work assignments without teacher authorization, copying and pasting information directly from the Internet, copying and pasting from the Internet while changing a few words, passing off work as your own when it is the work of someone else, etc.

Anyone who cheats or plagiarizes will receive a zero and be referred to their grade level administrator.

Conferences

If you are having problems, it is your duty and responsibility to come and see me. I am generally available before and after school, but do not assume. Check with me first or you can always reach me by email.

If I feel there is a problem with your performance or attendance, I will be in touch with your parent/guardian.

Exam Exemptions

Starting with the 2009-2010 school year, students in grades 9-12 who earn a grade of “B” or better in a particular course may be exempt from the mid-term and/or final exams in that course under the following criteria:

- In schools on a 6 or 7 period schedule, or an A/B block, a student may exempt up to 3 mid-terms and 3 finals in a school year.
- All midterm and final exam exemptions require parent permission.
- For AP courses, midterms may not be exempted. Teachers may give an alternative assessment in lieu of a final.
- Dual-enrollment, IB, and AICE mid-terms and finals may NOT be exempted.

Scope & Sequence

The following topics are the intended scope of the AICE History 9389 (AS) - International Option course. However, unforeseen events may occur during the course of the school year that might cause the scope and sequencing of the course to be altered:

Semester 1

International relations, 1871-1918

- Why, and with what results, was there a growth in imperial expansion during the last quarter of the nineteenth century?
 - Reasons for imperial expansion in the late nineteenth century
 - The ‘scramble’ for Africa; Treaty of Berlin (1885)
 - Disputes over the Chinese Empire; wars in South Africa
- How and why did the USA emerge as a world power?
 - Economic growth and the need for trade
 - The Spanish-American War (1898), the Panama Canal and the development of an ‘American Empire’
 - Reasons for and implications of the USA’s entry into World War I
- How and why did Japan emerge as a world power?
 - Rapid modernisation and military development
 - Wars with China (1894–95) and Russia (1905); treaty with Britain (1902)
 - Japan’s strong position in 1918
- Why, and with what results, did a system of rigid alliances develop between European nations?
 - The aims and objectives of each of the European powers
 - The development of the Triple Alliance and the Triple Entente
 - Implications of the alliances for international peace and stability

International relations, 1919-1933

- Why did the peace settlements of 1919–1920 fail to secure lasting peace?

- Terms and implications of the various treaties
- Disenchantment of France, Italy, Bolshevik Russia and the defeated powers; implications of the USA's failure to ratify the settlement
- Problems in "successor states" created by the post-war settlements
- What attempts were made to improve international relations between 1919 and 1933 and how successful were they?
 - Disturbed relations (1919–23) in the aftermath of peace settlements
 - Improvement in international relations: Washington Conferences (1921–22); Genoa Conference (1922); Dawes Plan (1924); Locarno Treaties (1925); Kellogg-Briand Pact (1928); Young Plan (1929); World Disarmament Conference (1932–33)
 - The impact of world economic problems after 1929
- How did relations between the USSR, Britain, France, and Germany develop between 1919 and 1933?
 - France's attempts to deal with the problem of Germany from 1919 to 1933
 - The USSR's realisation of the need for peaceful coexistence and cooperation with the capitalist world
 - Relations between the USSR and Britain, France and Germany
- What were the main aims and implications of US foreign policy, 1919–1933?
 - Reasons for and the impact of the USA's return to isolationism
 - Importance of overseas trade, investment, and war debt to foreign policy
 - The impact of US foreign policy on the world economic crisis after 1929

International relations, 1933-1939

- What were the aims and implications of Mussolini's foreign policy?
 - Desire to make Italy great and feared – Corfu Incident and Fiume
 - Diplomacy from 1923 to 1934
 - Aggression after 1934: Abyssinia; Spanish Civil War; Rome–Berlin Axis; Albania; Pact of Steel
- Why did civil war break out in Spain in 1936?
 - Reasons for King Alfonso XIII's abdication in 1931
 - Problems facing the new republic
 - Reasons for and implications of Franco's victory

Semester 2

International relations, 1933-1939 (continued)

- What were the aims and implications of Hitler's foreign policy?
 - Hitler's general aims – destroying Versailles Treaty, building up army, recovering lost territory, bringing all German-speaking people into the Reich
 - Successes, 1933–38; appeasement
 - Czechoslovakia and Poland, 1938–39
- Why did war break out in 1939?
 - Long-term issues such as dissatisfaction with the Treaty of Versailles and the failure of collective security
 - Historical debate regarding Hitler's intentions

- Appeasement and the role of the USSR

The search for international peace and security, 1919-1945

- What were the origins and aims of the League of Nations?
 - The role of US President Wilson
 - Cecil (UK), Smuts (South Africa), Bourgeois (France) and Hymans (Belgium)
 - Peacekeeping, collective security, and international co-operation
- How was the League of Nations organized?
 - Reasons why the USA, Russia, and Germany were not involved
 - The General Assembly and The Council
 - Permanent Court of International Justice, The Secretariat, Commissions and Committees
- What were the successes and failures of the League of Nations?
 - Successes – organisations for labour, refugees, health; Mandates Commission; minor political disputes
 - Failures – Disarmament Commission; major political disputes (e.g. Manchuria, Abyssinia)
 - Reasons for the League's failure to preserve peace
- What were the origins and aims of the United Nations?
 - The role of US President Roosevelt
 - The San Francisco Conference and the Charter
 - Similarities and differences between the United Nations and the League of Nations

Examination Skills

- What skills will be tested in examination, and how?
- Knowledge and understanding questions
- Analysis and evaluation questions
- Source-based questions

Exam Policy:

- Students enrolled in Cambridge (AS & A level) **MUST** sit for the examination at the end of the school year even if the examination is administered after graduation or after the end of the school year. **If a student fails to sit for the exam, he or she is responsible for paying the test administration fees. GPA will also be adjusted to reflect 1.0 weight instead of 2.0 weight.** The only viable reason for missing an examination would be a clearly documented case of illness or bereavement.
- Exam fees – Cambridge AS: \$78.20; Cambridge A: \$119.30 (Subject to change based on new/revised fee schedules)

AICE HISTORY 9389 (AS) - International Option

Teacher: Mrs. Rudd

Please note that every effort will be made to follow this syllabus but the instructor reserves the right to make changes as the year progresses.

Please complete the following and return this page to the teacher.

I have read the syllabus carefully and understand the course requirements and procedures for AS level International History.

Student Name: _____

Student Signature: _____

Date: _____

Student e-mail: _____

Parent Name: _____

Parent Signature: _____

Date: _____

Parent Phone: _____

Parent Email: _____

Please note any other questions, academic concerns, or allergies:
