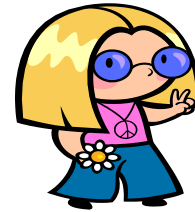


AICE International History Syllabus

Instructor: Dr. Sandra B. Carihfield

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Location: Room 210, Building 13

Course Description → International Relations 1945-1991

This paper focuses on key developments that shaped the international order after 1945.

These developments will be studied in the light of the following themes:

- Theme 1 The Origins of the Cold War after World War II
- Theme 2 The Globalization of the Cold War
- Theme 3 The Crisis of Communism and the end of the Cold War
- Theme 4 The Nuclear Arms Race, 1945-91
- Theme 5 The Development of the International Economy, 1945-91
- Theme 6 The Third World

Text → *International Relations Since 1945, A Global History* and *The Cold War, An International History 1947-1991* (See full citation below.) Each student will receive a text to take home to use. The student is responsible for returning the text, in good condition, at the end of the year or pay for a replacement (\$72.00). A classroom set of the old Advanced Placement books will be available in the classroom. This is a complete text with in depth material to supplement the AICE text. It is Faragher, J. M., Buhle, M. J., Czitrom, D., & Armitage, S.H. (2002). Out of Many, A History of the American People.

Primary Resources for Supplemental Reading → The student is required to read additional material throughout the semester. (See full citations listed below) The readings will be available in the classroom, the library, and on the web. The articles will be read in the library, the Internet, or the classroom on the student's own time. The library sources may be copied on the library copier. The schedule of readings is attached and may be changed or added to throughout the semester.

References

- Ball, S. J. (1998). The Cold War, An International History 1947-1991. (2009). UK: Hodder Education.
- Binder, F. M. & Reimers, D. M. (2000). The Way We Lived, Vol. 2 (4th ed.). NY: Houghton Mifflin Co.
- Davidson, J.E. & Lytle, M. H. (1992). After the Fact, the Art of Historical Detection.
- Elkins, S. & Mc Kittrick, E. *Political Science Quarterly*, Vol. LXXXVI, No. 1 (June 1961).
- Faragher, J. M., Buhle, M. J., Czitrom, D., & Armitage, S.H. (2002). Out of Many, A History of the American People. Upper Saddle River, N.J.: Prentice Hall.
- Marcus, R. D., & Burner, D. (1989). America Firsthand Vol. II, From Reconstruction to the Present. NY: St Martin's Press.
- Nash, R. & Graves, G. (1991). A Biographical Approach to American History, Vol. I. NY: Harper Collins.
- NY: McGraw-Hill, Inc.
- Riggs, R. E. & Plano, J. C. (1994). The United Nations, International Organization and World Politics. Belmont, California: Wadsworth Publishing Company.
- Wilson, J. (ed.). (1991). Forging the American Character, Vol.1. New Jersey: Prentice Hall.
- Young, J.W. & Kent J. (2004). International Relations Since 1945, A Global History. UK: Oxford University Press.
- Zielger, D. W. (1987). War, Peace, and International Politics, 4th ed. US: Little, Brown & Company Limited.

Website and E-Mail ➔ The website has all the materials the student needs to successfully navigate the course. It also has links to the text, supplemental readings, and a calendar for the course. Web site URL: <http://shshistory.com> All communications via e-mail should be at the school address sandy_crihfield@sarasota.k12.fl.us. I check my e-mail at least once a day but do not expect an immediate answer it will take 24 hours for a guaranteed reply. If you want me to preview an assignment or store a document you may use the Angel network to send it. At the same time e-mail the school e-mail address to tell me to look for it. I only look at the Angel network when something is due to grade or when you ask me to look at it. Make sure to put your full name and AICE American History in the subject line. All assignments need to be sent to the Angel network or handed in to me in person. If you do not have an e-mail address you may use the Yahoo account by signing in as [dr_crihfield](#) and the password is [school](#). This account is only for students who do not have an e-mail address to send from (not to me).

Instructor Course Goals ➔ The student will be able to:
Develop a desirable attitude toward the study of history

Develop a clear understanding of the interdisciplinary approach to the study of history

Develop a clear understanding of the larger historical themes and to correlate the supporting task

Understand the value of other's feelings and the importance of seeing worth of their individual as a human being

Understand that the principal names and events in history are of importance to the personal orientation

Identify and appreciate the reasons why knowledge of the past is relevant and important to every American

See the influence of the past on the present and to understand that American history is much more than a list of presidents or a series of name and dates

See the influence of the history upon the future

Conceptualize and develop analytical questions for analyzing political, economic, and social systems

Write historical persuasive essays based on factual evidence\write an essay based on a primary source document

Correctly utilize the tools of historical research

Construct and read graphs, timelines, maps, and political cartoons

Correctly cite material used in all assignments

Evaluate materials as to the ethnic and gender bias in documents, texts, and media

Create their own interpretations and themes of American History based on a body of facts

Utilize research tools relevant to the study of history

Compile a body of factual information on American History

Correctly utilize note taking skill, writing skills, and discussion skills in the science of history

AICE Course Aims ➡ The educational aims of Cambridge A & AS Level History are for candidates to gain historical knowledge understanding and skills. These aims include:

- **Developing an interest in the past and an appreciation of human endeavor**
- **Gaining a greater knowledge and understanding of historical periods or themes**
- **Gaining a greater awareness of historical periods or themes**
- **Appreciating the nature and diversity of historical sources available, and the methods used by historians**
- **Exploring a variety of approaches to different aspects of History and different interpretations of particular historical issues**
- **Thinking independently and making informed judgments on issues**

- Developing empathy with people living in different places and at different times

Assessment ➡ The primary method of assessment in the course will be essay or as the AICE program calls them – papers. There will be quiz assessment of vocabulary, readings, lectures, and terms but the primary method will be essay assessment. The final AICE exam or paper is described below.

Assessment objectives: To pass the Cambridge History, candidates must be able to:

1. Demonstrate an understanding of the complexity of issues and themes within a historical period
2. Distinguish and assess different approaches to, interpretations of, and opinions about the past
3. Express awareness of historical concepts such as change and continuity, cause and effect
4. Present a clear, concise, logical and relevant argument
5. Evaluate and interpret source materials as historical evidence and use them effectively

Assessment objectives 1 through 4 will be tested in essay questions. No attempt will be made to allocate mark weightings separately to these four objectives. Assessment objective 5 will be tested in source-based questions.

Scheme of assessment:

Essay questions: The essays will be assessed on Assessment objectives 1-4. Each essay question will have a weighting of 25 marks.

Candidates' answers should be focused on the question, and show a depth of historical understanding and evidence of reading. In addition, answers should demonstrate a high level of conceptual understanding and /or evaluation of the assumptions implied in the question. Where candidates are expected to answer in continuous prose, the quality of the language they use will be taken into account in marking. Essay questions will not be set on subject matter selected for source-based study.

Source –based questions: The source-based question will be assessed on assessment objective 5. The source-based question will have a weighting of 25 marks and will consist of one sub-question. The will present candidates with an assertion which they need to test against given sources and their background knowledge of the issue.

Candidates will be expected to have a sound “A” Level knowledge of the topic, and be familiar with the kinds of sources available, and the uses to which they can be put. Questions will be based on sources that might be used by historians in building up an

account of the period or topic. Candidates will be expected to have an understanding of the ways in which sources may be evaluated.

Source Based study: The Development of the United Nations, 1945-91

Candidates should have an understanding of how effective the United Nations has been in meeting its responsibilities, within the context of the changing international system. They should be aware of different view on the explanation of the effectiveness of the United Nations.

The study will focus on:

- The power of the UN: the Covenant; the powers of Security Council, General Assembly and the Secretary-General; the role of the superpowers
- Collective Security: peace-making, peace-keeping and peace enforcement
- International Law: UN Conventions on Human Rights; UN Convention on the Law of the Sea (UNCLOS); laws against international terrorism; laws against genocide
- Social and economic progress: the role of the UN with regard to economic development, population, refugees, children, the environment

Essay Topics

Seven essay questions will be set, as follows:

- Themes 1,3,4,5, & 6 - One question set on each theme
 - Theme 2 (The Globalization of the Cold War) - Two questions set on this theme
- Note: candidates will only be permitted to answer one of these. The two questions will be set on a specific country, and the other will be thematic, requiring candidates to use examples drawn from any two countries of the candidate's choice.

Employability Skills➡ According to school board policy, the following skills will be observed and recognized. The skills are: attendance, punctuality, bringing required materials to class, appropriate on task behavior, task completion, and displaying an attitude of cooperation. The employability component of the course is 20% of the course grade for each nine weeks. Additional information about employability skills will be discussed later in this document.

Seminars➡ The instructor will hold after school seminars to assist students in writing essays, and reviews of material during the first semester. The second semester the instructor will conduct review seminars to prepare for the AICE exam. The second semester seminars will be held one day a week from March till the end of school. The days will alternate depending on my school schedule for the year. These seminars are voluntary on the part of the students and do not affect the student grade.

Evaluation The nine week evaluation is based on the following criteria: essays, quizzes, cards, and employability skills. Employability skills count 20% and the academic achievement is the remaining 80% of the grade. This 80 % is equally based on the following four criteria: 1) The student will write one in class essay each nine weeks. 2) The student will be responsible for creating study cards on material from readings, the text, class lecture notes, and ongoing vocabulary and persons. Cards will be graded twice each nine weeks. 3) The student will have oral or written quizzes on the material on the seven themes from the study cards created by the student. Quizzes will be every two weeks. 4) The student will have text and supplemental reading assignments each nine weeks, students are responsible for this ongoing assignment. Missed or late assignments will count as 0% and receive no credit. Make sure you have up to date information as to due dates, assignment criteria, and evaluation procedures. Plagiarism, cheating with the computer or phone, or splitting assignments with friends, and missed assignments will not be tolerated. If you are caught doing any of the above I will give any student involved a 0% and present their name to the AICE coordinator to discuss dismissal from the AICE program and diploma. All assignments must be word processed in Microsoft Word except the study cards where it is optional.

Assignments → 1) Read the text in an ongoing manner to match material from lectures (approximately 10 pages a day) and read additional texts as suggested by the AICE program 2) Supplemental Readings should be read in an ongoing manner (see calendar for exact dates) 3) Additional assignments, as necessary, to prepare the student for the successful completion of the one historical persuasive essay each nine weeks (topics will match the course themes 4) Create study cards. 5) Create one complete essay during a in class timed writing assignment

CREATION OF STUDY CARDS

The student is responsible for creating study cards on text readings, supplemental readings, lecture notes, vocabulary, and important persons. The cards will be graded every four weeks and will be weighted .50 each time they are graded. The grading rubric is as follows: all information correct and complete with all organizational notations - 100%, all information complete but with incorrect information with incorrect format notations - 75%, 2/3rds to 1/2 complete but with incorrect and /or incorrect notations - 50%, less than half done with sloppy or incorrect notations - 25% and less than half done or all late cards - 0%. There are no other grade options so complete the cards with appropriate material and make them organizationally complete. These cards must be maintained throughout the year and must be available for quizzes, the midterm, and final exam. If the cards are not present for quiz days the instructor will select the questions for the quiz from a prepared list by the instructor. If the cards are lost the student is responsible for getting the material replaced (see instructor

for details). The cards are physically handed in to the instructor the day they are due. If the student is absent the day the cards are due, the cards are due the day of the student returning to class. This the last day the assignment is due as the assignment is an ongoing project and should not be done the night before. Cards may be turned in early for extra credit. Absence from school is not an excuse for lateness as the dates are posted from the first day of the semester.

How to prepare cards:

Purchase 250 index cards, any size, or you can create your own, hole punch them in the top left. Purchase a metal or plastic ring that can go through 250 cards. Place a title card in front with AICE America History, your name, and the class period on the first card, then create a second card with the title **THEME ONE- THE ORIGINS OF THE COLD WAR AFTER WORLD WAR II**. You may use different colored cards for the six different themes or decorate them in any way you wish so long as you follow the directions below. You may do these on the computer but you will have to print them on heavier stock paper than regular paper as they will not last the year. I would suggest to pre-write the identification notations for the current theme's cards at the beginning of the theme when you have the time so you do not have to do that part at the last minute. Each theme has 4-9 text reading cards, 25 vocabulary cards, 7 lecture cards, 1 validity card for supplemental readings, 5 supplemental reading fact cards, and 5-9 cards that will vary each unit.

Format for Main Topics from Reading Cards:

Find the major topics(centered on page and in the index) in each chapter (ex. chapter 2 has 9 main topics) and place each one on a separate card (front). In the top right corner of the card place the text, chapter # and under it place the pages in the chapter. On the center of the front of the card place the title of the main topic. In the bottom front right of the card place the theme, card type, your last name, and card number. On the back of this card it should have 5 facts (phrases or sentences not a single word) that modify the main topic. See example below:

front

	text chapter 2 pp.9-59
The Search for Preponderance, 1947-1952	
The Origins of the Cold War after World War II Main Topics from Text Carihfield #1	

back

- Truman Plan and the Marshall address problems in Europe
- Truman and Marshall were not very optimistic about the new world after WWII
- America and its growing economy dominate the post war years
- America's focus was on an American based rebuilt Europe

The other card's format is as follows:

Vocabulary Card:

front

p. #

Vocabulary Word

back

Theme Name
Card Type
Student Last Name
Card #

Definition of term or person

Context in the theme

Lecture Note Card:

front

Lecture Month

Theme
Main Topic

back

Theme
Card Type
Student Last Name
Card#

- fact one
- fact two

Supplemental Reading Notes Validity Card:

front

Name of Reading
Author of Reading
Date of Publication
Publication

Theme Name
Card Type
Student Last Name
Card #

back

Validation of the author

Pro statement

Con statement

Your statement of validity of the source

Supplemental Reading Notes Card:

front

Title of Reading

Topical Heading

Essential Question

Theme Name

Type of Card

Student Last Name

Card#

back

- fact one (these should be sentences)
- fact two
- fact three
- fact four
- fact five

Extra Credit Assignment:

ORAL HISTORY PROJECT:

- ✚ This project is an oral history project. Elements of the project are as follows:
- ✚ The Oral History the student develops must concentrate on the Cold War Era, the nuclear question, the crisis of communism, the United Nations, the third world, or the international economic crisis in the EC.
- ✚ The student then needs to find an oral history on line and listen or read the transcript of the oral history they have chosen. A link to slave, Florida, and AIDS oral histories are on the Class Readings and Video Clips if you chose this one. There are many other topics available by typing in oral histories to the search line. The oral history the student listens to must be from 1945 to the present. Then the student will write a one-two page essay to validate the oral history they listened to. This essay must be cited and referenced.
- ✚ The student will select a subject to interview. The student needs to explain the assignment to the subject and their right to privacy. The subject can request to stay anonymous or use their names. The student needs to create a waiver for the subject to sign (as to privacy and who will read). The student will select topics and time periods to be discussed and develop fifty questions to ask the subject. These questions must be approved by the instructor in advance of the interview.

Questions and answers can be submitted by word-processing the questions and answers or video tape or audio tape the interview. Tapes will not be returned and the student must provide a method to play the interview to the instructor. (They can be dvds or cassette audio recordings without further equipment needed.)

- ✚ The student will write a one-two page overview of their experience. This essay needs to follow the format for writing about the validity of their oral history. The project must be word processed and be turned in on the appropriate date to be accepted for consideration for a grade. Failure to complete this project will result in a grade of 0%.

Grading Rubric for Oral History:

- ✚ Title page and waiver, grammar and structure, clean workable project, followed directions – 10%
- ✚ Fifty questions and approval –10%
- ✚ Fifty answers – 30%
- ✚ Outline on *View from the Bottom Rail* – 10%
- ✚ Essay on oral history of your choice – 20%
- ✚ Essay on your own interview – 10%
- ✚ Uniqueness or extras included in project – 10%

AP AND HONORS COMMITMENT

Present

You have elected to be an honor student; the student must be present for successful completion of course goals. Being absent will cause the student to fall behind and excessive absences will result in a parent conference.

On Time

Being tardy is unacceptable, if you have to be late place the note on my desk and then sit and start note taking or the assignment without disturbing the class or instructor. Changes to the schedule and important announcements will be made at the beginning of the class period

Prepared

Be ready for all class assignments. No late assignments will be accepted. Reading the text and supplemental materials is a minimum requirement. Monitor the website calendar to check due dates for assignments

Respect

The student is responsible to follow all SHS and county rules and guidelines. The student is responsible to articulate his/her needs for a successful semester and behave in a respectable manner to all students and the instructor. There will be zero tolerance to disrespectful language, gestures, or written material as regards to race, sex, or cultural heritage. Tolerance of other people's ideas is important to the understanding and development of the American experience

Responsibility

Come to class ready to work. **NO CELL PHONES!** Cell phones disrupting class is unacceptable, if I see it or hear it, it is gone for the day. If this happens again, half of the employability points will be deducted. The phone will be sent to the office to be picked up by the student. If you need to use the restroom, take the pass and go. We will be moving on.

Attention & Note Taking

This is not a place to do homework, to sleep, to talk on the phone, or to run errands. Playing on the computer during class lectures will cause the privilege to be revoked. If you choose to use a computer, follow all class computer rules. You have chosen to take on this responsibility.

Honesty

Cheating is unacceptable, check your student handbook. Plagiarism is unacceptable and all cases of plagiarism will result in a zero. I will address cheating with the AICE coordinator and consider expulsion from the program. You have chosen to be an honor student, act like one.



International History Paper Themes

- € Theme One: The Origins of the Cold War after World War II
 - The USA and the problems of Europe: economic reconstruction and political challenges
 - The policies of USSR towards Western and Eastern Europe
 - US policies and Containment: the Truman Doctrine, the Marshall Plan, the Berlin Blockade, the formation of NATO
 - The historical debate: traditional, revisionist, post-revisionist
- € Theme Two: The Globalization of the Cold War
 - The Asia-Pacific region: the Korean War, the Vietnam War
 - Latin America: revolution in Cuba, Cuban Missile Crisis

- The Middle East: Arab-Israeli conflicts
- Detente and the 'Second' Cold War; 1963-85
- € Theme Three: The Crisis of Communism and the end of the Cold War
 - The Sino-Soviet conflict; origins and main features
 - The USSR challenges to Communism, reasons for the collapse of the USSR, effects of the collapse of the USSR on Eastern Europe, the West, China
 - Cina; challenges to Communism, reasons for the crisis, response to the crisis of Communism, effects of the crisi of Communism on USA, Russia
- € Theme Four: The Nuclear Arms Race, 1945-91
 - The spread of nuclear weapons; by country, type, delivery system
 - The development of deterrence theories; massive retaliation, MAD, flexible response
 - The control of nuclear weapons; test-ban treaties, limits on nuclear powers, e.g. SALT I and II, ABM START I and II; limits on non-nuclear powers, Non-Proliferation Treaty
 - The historical debate;
 - : Effects of the Nuclear Arms Race on the Cold War, the consequences of the Nuclear Arms Race.
- € Theme Five: The Development of the International Economy, 1945-91
 - The growth and problems of the international economy to 1991: reasons, main features, consequences
 - The development of international economic policies: the World Bank and IMF, the Group of Seven, GATT
 - Issues in trade: free trade versus protectionism; the dominant role of the USA in the world economy; economic development in Japan - reasons for Japan's economic success and its impact on world
- € Theme Six: The Third World
 - Overview of decolonization
 - The emergence of the Third World: Bandung Conference, the Non-Aligned Movement, the formation of UNCTAD

- The moves to establish a New International Economic Order: the Group of 77, the rise of OPEC, the Brandt Report
- The rise of Islamic fundamentalism
- The Third World in the 1980s: the Debt Crisis, the emergence of the Asian Tiger economies, famine in Africa, the decline of OPEC
- Arguments for and against international aid and the role of multi-national corporations