

Diploma Programme subject outline—Group 3: individuals and societies

School name	The International School in Genoa	School code	001380
Name of the DP subject	History (in English)		
Level	Higher <input checked="" type="checkbox"/>	Standard completed in two years <input checked="" type="checkbox"/>	Standard completed in one year * <input type="checkbox"/>
Name of the teacher(s) who updated this outline	Ella ATTERTON; Ilaria DANELUZ		
Date when outline was last updated	September 2022		

* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

If you will teach history, complete the following chart.

Prescribed subject	Topics	HL option and sections
PAPER 1 The move to global war	1 st case study:	Japanese Expansion in East Asia (1931-1941)
	2 nd case study:	Italian and German Expansion (1933-1940)
PAPER 2	1 st topic:	Topic 10 – Authoritarian States (20 th Century)
	2 nd topic:	Topic 12 – The Cold War: Superpower tensions and rivalries (20 th Century)
PAPER 3	1 st section:	14: European states in the inter-war years (1918-1939) – HL
	2 nd section:	15: Versailles to Berlin: Diplomacy in Europe (1919-1945) – HL
	3 rd section:	16: The Soviet Union and post-Soviet Russia (1924-2000) – HL

1. Course outline

This is an outline showing how the topics are distributed over time to ensure that students are prepared to comply with the requirements of the course.

	Topic/unit (as identified in the IB subject guide) <i>Topics/units are listed in the order taught.</i>	Contents	Allocated time		Assessment instruments used	Resources <i>Main resources used, including information technology if applicable</i>
			One class is	minutes.		
			60			
			In one week there are	4	classes.	
Year 1	YEAR 1, SEMESTER 1				<ul style="list-style-type: none"> Individual Source Based Practice questions (paper 1) Paragraph writing (Essay Based Questions) Essay writing (Essay Based Question) Weekly/Bi-Weekly Online Content Quiz Sample and Past Papers 	Textbooks <ul style="list-style-type: none"> A. Daily, <u>Move to Global War</u>, Transatlantic Publications, 2015 S. Foresman, <u>Authoritarian States</u>, Pearson, 2015 A. Mamaux, <u>The Cold War: Superpower Tensions and Rivalries</u>, Oxford University Press, 2015 A. Todd, et al, <u>History for the IB Diploma Paper 3 European States in</u>
	Japanese Expansion in East Asia (1931-1941)	Causes of Expansion, Events, Responses	2-3 weeks			
	14: European states in the inter-war years (1918-1939)	<ul style="list-style-type: none"> 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 	1-2 weeks			
	Italian Expansion 15: Versailles to Berlin: Diplomacy in Europe (1919-1945)	<ul style="list-style-type: none"> Causes of Expansion, Events, Responses Italian and German foreign policies (1919–1941): aims, issues and extent of success 	1-2 weeks (2 lessons for HL only)			
	15: Versailles to Berlin: Diplomacy in Europe (1919-1945)	<ul style="list-style-type: none"> Peace settlements (1919–1923): Versailles; Neuilly; Trianon; St Germain; and Sèvres/Lausanne—aims, 	1 week			

Topic/unit (as identified in the IB subject guide) <i>Topics/units are listed in the order taught.</i>	Contents	Allocated time	Assessment instruments used	Resources <i>Main resources used, including information technology if applicable</i>
		One class is 60 minutes. In one week there are 4 classes.		
	issues and responses			
14: European states in the inter-war years (1918-1939)	<ul style="list-style-type: none"> Weimar Germany: constitutional, political, economic/financial and social issues (1918–1933); initial challenges (1918–1923); “Golden Era” under Stresemann (1924–1929); 	1-2 weeks		<p><u>the Interwar Years (1918-1939)</u>, Cambridge University Press, 2016</p> <ul style="list-style-type: none"> ○ A. Todd, <u>History for the IB Diploma: The Soviet Union and Eastern Europe 1924-2000</u>, Cambridge University Press, 2012
<p>Topic 10 – Authoritarian States (20th Century)</p> <p>14: European states in the inter-war years (1918-1939)</p>	<ul style="list-style-type: none"> Emergence of authoritarian states; Consolidation and maintenance of Power; Aims and results of policies Weimar Germany: the crisis years and the rise of Hitler (1929–1933) 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 	3-4 weeks (4 lessons for HL only)		<ul style="list-style-type: none"> ○ A. Todd, et al, <u>History for the IB Diploma: Interwar Years: Conflict and Cooperation 1919-39</u>, Cambridge University Press, 2013 ○ B. Woodfin & M. Miller, <u>IB Prepared:</u>

Topic/unit (as identified in the IB subject guide) <i>Topics/units are listed in the order taught.</i>	Contents	Allocated time		Assessment instruments used	Resources <i>Main resources used, including information technology if applicable</i>
		One class is <input type="text" value="60"/> minutes.	In one week there are <input type="text" value="4"/> classes.		
German Expansion 15: Versailles to Berlin: Diplomacy in Europe (1919-1945)	<ul style="list-style-type: none"> • Causes of Expansion, Events, Responses • German foreign policies (1919–1941): aims, issues and extent of success • Collective security and appeasement (1919–1941): aims, issues and extent of success; role of British, French and Russian/Soviet foreign policies (1919–1941); Chamberlain and the Munich Crisis • Causes of the Second World War and the development of European conflict (1939–1941); the wartime alliance (1941–1945); reasons for Axis defeat in 1945 and for Allied victory; role of economic, strategic and other factors 	4-5 weeks (2 weeks of HL lessons only)			<p><u>History SL and HL</u>, IB Store, 2012</p> <ul style="list-style-type: none"> ○ Kognity

Topic/unit (as identified in the IB subject guide) <i>Topics/units are listed in the order taught.</i>	Contents	Allocated time One class is <input type="text" value="60"/> minutes. In one week there are <input type="text" value="4"/> classes.	Assessment instruments used	Resources <i>Main resources used, including information technology if applicable</i>
YEAR 1, SEMESTER 2				
15: Versailles to Berlin: Diplomacy in Europe (1919-1945) Japanese Expansion in East Asia (1931-1941)	<ul style="list-style-type: none"> ● Impact of the Second World War on civilian populations in any two countries between 1939–1945 (Germany) 	1 week		
Topic 10 – Authoritarian States (20 th Century) 14: European states in the inter-war years (1918-1939) 16: The Soviet Union and post-Soviet Russia (1924-2000)	<ul style="list-style-type: none"> ● Emergence of authoritarian states; Consolidation and maintenance of Power; Aims and results of policies - Stalin ● Case study of domestic political, economic and social developments in one European country (other than Germany, Italy or Spain) in the inter-war years. ● Soviet Union (1924–1941): Stalin and the struggle for power (1924–1929); defeat of Trotsky; Stalin’s policies of collectivization and the 	4 weeks (1 week of HL lessons only)		

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		One class is <input type="text" value="60"/> minutes. In one week there are <input type="text" value="4"/> classes.		
	Five-Year Plans; government and propaganda under Stalin; the purges and the Great Terror.			
14: European states in the inter-war years (1918-1939)	<ul style="list-style-type: none"> 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 	2 weeks		
Topic 10 – Authoritarian States (20 th Century)	<ul style="list-style-type: none"> Emergence of authoritarian states; Consolidation and maintenance of Power; Aims and results of policies - Mao 	3 weeks		

	Topic/unit (as identified in the IB subject guide) <i>Topics/units are listed in the order taught.</i>	Contents	Allocated time		Assessment instruments used	Resources <i>Main resources used, including information technology if applicable</i>
			One class is	minutes.		
				60		
			In one week there are	4	classes.	
	YEAR 2, SEMESTER 1					
Year 2	Topic 12 – Cold War 15: Versailles to Berlin: Diplomacy in Europe (1919-1945) 16: The Soviet Union and post-Soviet Russia (1924-2000)	<ul style="list-style-type: none"> 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 impact of two leaders, each chosen from a different region, on the course and development of the Cold War (Truman & Stalin) 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 (1948 – Berlin Blockade) Impact of the Second World 	4 weeks (2 weeks of HL lessons only)		<ul style="list-style-type: none"> Individual Source Based Practice questions (paper 1) Paragraph writing (Essay Based Questions) Essay writing (Essay Based Question) Weekly/Bi-Weekly Online Content Quiz 	Textbooks <ul style="list-style-type: none"> A. Daily, <u>Move to Global War</u>, Transatlantic Publications, 2015 S. Foresman, <u>Authoritarian States</u>, Pearson, 2015 A. Mamaux, <u>The Cold War: Superpower Tensions and Rivalries</u>, Oxford University Press, 2015 A. Todd, et al, <u>History for the IB Diploma Paper 3 European States in the Interwar Years (1918-1939)</u>, Cambridge University Press,

Topic/unit (as identified in the IB subject guide) <i>Topics/units are listed in the order taught.</i>	Contents	Allocated time	Assessment instruments used	Resources <i>Main resources used, including information technology if applicable</i>
		One class is 60 minutes. In one week there are 4 classes.		
	<p>War on civilian populations in any two countries between 1939–1945 (USSR)</p> <ul style="list-style-type: none"> • The impact of the Great Patriotic War (1941–1945); post-war Soviet Union (1945–1953): political and economic developments 			<p>2016</p> <ul style="list-style-type: none"> ○ A. Todd, <u>History for the IB Diploma: The Soviet Union and Eastern Europe 1924-2000</u>, Cambridge University Press, 2012 ○ A. Todd, et al, <u>History for the IB Diploma: Interwar Years: Conflict and Cooperation 1919-39</u>, Cambridge University Press, 2013 ○ B. Woodfin & M. Miller, <u>IB Prepared: History SL and HL</u>, IB Store, 2012
Topic 12 – Cold War	<ul style="list-style-type: none"> • The US, USSR and China—superpower relations (1947–1979): containment; peaceful co-existence; Sino-Soviet and Sino-US relations; detente • 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 (1962 – Cuban Missile Crisis) 	4 weeks		
16: The Soviet Union and post-Soviet Russia (1924-2000)	<ul style="list-style-type: none"> • Khrushchev and Brezhnev: domestic policies and foreign relations 	2 weeks		

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Topic 12 – Cold War 16: The Soviet Union and post-Soviet Russia (1924-2000)	<ul style="list-style-type: none"> Confrontation and reconciliation; reasons for the end of the Cold War (1980–1991): ideological challenges and dissent; economic problems; arms race Transformation of the Soviet Union (1985–1991): Gorbachev (aims, policies and extent of success); political developments and change 	3 weeks (1 week of HL lessons only)		<ul style="list-style-type: none"> ○ Kognity
YEAR 2, SEMESTER 2				
16: The Soviet Union and post-Soviet Russia (1924-2000)	<ul style="list-style-type: none"> Collapse of the Soviet Union; post-Soviet Russia to 2000; role and policies of Yeltsin; political and economic developments to 2000 	1 week		

2. IB internal assessment requirement to be completed during the course

How and when IB internal and external assessment requirements are worked on, including a timeline of when the requirements are first introduced, when they are due, and how students are prepared to complete them.

- HL students: Internal assessment (IA): A historical investigation (20%)
- SL students: Internal assessment (IA): A historical investigation (25%)

By December of DP1, students come up with a research question.

By the end of DP1, they complete a first draft.

By September of DP2, students submit the final draft.

3. Links to TOK

A sample topic from this course outline that allows students to make links with TOK, with a description of the lesson plan.

Topic	Link with TOK (including description of lesson plan)
The Move to Global War	Over the G11 autumn break, students were required to watch one of four films related to the unit (Grave of the Fireflies, Red Sorghum, The Wind Rises or The Last Emperor). We then conducted a lesson exploring how far fiction and cinematography can be a reliable tool for communicating accurate knowledge about the past, and the role of emotion and storytelling in learning.

4. Approaches to learning

A sample topic from this course outline that allows students to specifically develop one or more of the approaches to learning skill categories (thinking, communication, social, self-management or research).

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
Cold War	Throughout the course, students use various multi-modal approaches to communicate their understanding of history. This includes: short films on the historical concepts, newspaper articles about significant events, short stories about the Cold War, various role play debates and simulations.

5. International mindedness

A sample topic from this course outline that allows students to analyse international-mindedness from different cultural perspectives, including the reasons for this choice and resources that are used to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources used)
Authoritarian States	In our examination of the historiography, we consider different cultural perspectives on Mao and the Cultural Revolution, and explore how we can be open-minded in how we discuss different historical events. This is also applicable to a wide range of other units, such as the Cold War and the history of the USSR.

6. Development of the IB learner profile

A sample topic from this course outline with an explanation of how the contents and related skills pursue the development of the identified attribute(s) of the IB learner profile.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
Diplomacy in Europe 1919 - 1945	How fair was the Treaty of Versailles? Students read 2 different perspectives on the ToV and decide which one they agree with. Classroom debate. This activity develops in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and societies and encourages them to become thinkers.

7. Resources

A description of the instructional materials and other resources used to support the aims and methods of this course.

- One folder for assessments (preferably with a ring-binder)
- Textbooks
 - A. Daily, Move to Global War, Transatlantic Publications, 2015
 - S. Foresman, Authoritarian States, Pearson, 2015
 - A. Mamaux, The Cold War: Superpower Tensions and Rivalries, Oxford University Press, 2015
 - A. Todd, et al, History for the IB Diploma Paper 3 European States in the Interwar Years (1918-1939), Cambridge University Press, 2016
 - A. Todd, History for the IB Diploma: The Soviet Union and Eastern Europe 1924-2000, Cambridge University Press, 2012
 - A. Todd, et al, History for the IB Diploma: Interwar Years: Conflict and Cooperation 1919-39, Cambridge University Press, 2013
 - B. Woodfin & M. Miller, IB Prepared: History SL and HL, IB Store, 2012
- Kognity
- Laptop – note taking or research tasks, fully charged
- Notebook – if this is how you prefer to take notes in class