

HL History 2: Summer Assignment

This summer assignment is designed to help you to gather and review sources for your IB History Internal Assessment.

The History IA is a hybrid research paper that requires you to pose a historically significant question, provide a defensible answer to the question, evaluate the evidence you used to arrive at your answer and reflect on problems of historical methodology. Our purpose is thoughtful engagement with existing debates not groundbreaking scholarship. While the information you gather is important, the argument you make is paramount.

This is not a book report. It can be a stimulating activity on the macro-level by encouraging reflection on what historians do, how they do it and why it's important. It can also be fascinating on the micro-level if you choose a topic you're curious about and become expert in it. In the interest of synergy, we've also defined research areas that will help you meet with success on the external assessments next May. Finally, the History IA is a chance for you to practice the methods of historical research while cultivating an archival temperament™ open to discovery and revision. Working on this project will make you a better student and person.

This assignment is, moreover, important for your progress in the diploma program. For this reason, it must be ready to turn in on the second day of school. Successful on-time completion of this assignment is directly connected to approximately 40% of your first quarter grade (which includes assignments related to the IA as well as your complete IA) and 20% of your IB History score so please give it the time it deserves.

You should plan to spend approximately 10 hours on this assignment.

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Step 1: Possible Research Areas

Choose a bullet point or a piece of a bullet point as an area of interest. Identify a case study that can help you understand the concept at issue in the bullet point. Get far flung. Consider choosing a case from South or Central America, Africa, Asia or the Middle East. The major restriction in terms of the case you choose is that there must be a body of historical evidence and interpretation in English for you to work with.

When you get back to school in the fall, we'll be asking you to craft a narrow question within your topic. These are two examples from the IB History Curriculum Guide:

“How systematic were the deportations of the Jewish population of Dusseldorf to Minsk between 1941 and 1942?” (a case study about the Aims and Results of Authoritarian States)

“What were the most important reasons for the failure of Operation Market Garden?”(a case study about practices of war and their impact on the outcome.)

In other words, the IB wants your topic to be quite narrow in order to be dealt with effectively with the word limit of this essay.

Caution read carefully:

- You **MUST** choose a single case study for this project. No comparative case studies (i.e. industrial rev in England and Japan).
- Moreover, your case study should be from no later than 2000. There is a rule against writing about recent events. **IF THERE'S ANY QUESTION ABOUT BEING OUT OF TIME PERIOD, ERR ON THE SIDE OF CAUTION AND CONSULT A TEACHER.**
- Double dipping with a History EE is verboten. The EE cannot be an expansion of your IA. It *could* be in the same general area of interest. **IF THERE'S ANY QUESTION ABOUT DOUBLE DIPPING, ERR ON THE SIDE OF CAUTION AND CONSULT A TEACHER.**

General Topics and some suggested cases.

Independence Movements: 1800-2000

Origins and rise Of independence movements, up to the point of independence	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Challenges: political problems; ethnic, racial and separatist movements• Social, cultural and economic challenges• Responses to those challenges, and the effectiveness of those responses

Africa and the Middle East: Ben Bella and Algeria; Nkrumah and Ghana; Kenyatta and Kenya; Mugabe and Rhodesia/Zimbabwe

The Americas: José Martí and Cuba; San Martín and the former Viceroyalty of the River Plate; Bolivar and Gran Columbia; Dessalines and Haiti

Asia and Oceania: Nehru, Gandhi and India; Jinnah and Pakistan; Somare and Papua New Guinea; Ho Chi Minh and Vietnam

Europe: Kolokotronis and Greece; Kossuth and the establishment of dual monarchy in Hungary (1867); Collins, de Valera and Ireland

20th Century Authoritarian States

Emergence of authoritarian states	<ul style="list-style-type: none">• Conditions in which authoritarian states emerged: economic factors; social division; impact of war; weakness of political system• Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda
Consolidation and maintenance of power	<ul style="list-style-type: none">• Use of legal methods; use of force; charismatic leadership; dissemination of propaganda• Nature, extent and treatment of opposition• The impact of the success and/or failure of foreign policy on the maintenance of power
Aims and results of policies	<ul style="list-style-type: none">• Aims and impact of domestic economic, political, cultural and social policies• The impact of policies on women and minorities• Authoritarian control and the extent to which it was achieved

Africa and the Middle East: Tanzania—Nyerere; Egypt—Nasser; Iraq—Saddam Hussein; Kenya—Kenyatta; Uganda—Amin

The Americas: Argentina—Perón; Cuba—Castro; Chile—Pinochet; Haiti—Duvalier; Nicaragua—Somoza

Asia and Oceania: China—Mao; Indonesia—Sukarno; Pakistan—Zia ul Haq; Cambodia—Pol Pot

Europe: Germany—Hitler; USSR—Stalin; Italy—Mussolini; Spain—Franco; Poland—Pilsudski

Cause and Effects of 20th Century Wars

Causes of war	<ul style="list-style-type: none">• Economic, ideological, political, territorial and other causes• Short- and long-term causes
Practices of war and their impact on the outcome	<ul style="list-style-type: none">• Types of war: civil wars; wars between states; guerrilla wars• Technological developments; theatres of war—air, land and sea• The extent of the mobilization of human and economic resources• The influence and/or involvement of foreign powers
Effects of war	<ul style="list-style-type: none">• The successes and failures of peacemaking• Territorial changes• Political repercussions• Economic, social and demographic impact; changes in the role and status of women

Africa and the Middle East: Algerian War (1954–1962); Nigerian Civil War (1967–1970); Iran–Iraq War (1980–1988); North Yemen Civil War (1962–1970); First Gulf War (1990–1991)

The Americas: Chaco War (1932–1935); Falklands/Malvinas War (1982); Mexican Revolution (1910–1920); Contra War (1981–1990)

Asia and Oceania: Chinese Civil War (1927–1937 and/or 1946–1949); Vietnam (1946–1954 and/or 1964–1975); Indo-Pakistan Wars (1947–1949 and/or 1965 and/or 1971)

Europe: Spanish Civil War (1936–1939); the Balkan Wars (1990s); Russian Civil War (1917–1922); Irish War of Independence (1919–1921)

Cross-regional wars: First World War (1914–1918); Second World War (1939–1945); Russo-Japanese War (1904–1905)

Origins, Development and Impact of Industrialization: 1750-2000

The origins of industrialization	<ul style="list-style-type: none">• The causes and enablers of industrialization; the availability of human and natural resources; political stability; infrastructure• Role and significance of technological developments• Role and significance of individuals
The impact and significance of key developments	<ul style="list-style-type: none">• Developments in transportation• Developments in energy and power• Industrial infrastructure; iron and steel• Mass production• Developments in communications
The social and political impact of industrialization	<ul style="list-style-type: none">• Urbanization and the growth of cities and factories• Labour conditions; organization of labour• Political representation; opposition to industrialization• Impact on standards of living; disease and life expectancy; leisure; literacy and media.

Examples of countries:

- Africa and the Middle East: Egypt, South Africa
- The Americas: Argentina, US, Canada
- Asia and Oceania: Japan, India, Australia
- Europe: Great Britain, Germany, Russia/USSR

Examples of technological developments: the combustion engine; steam power/the steam engine; gas lighting; generation of electricity; iron production; mechanized cotton spinning; production of sulphuric acid; production of steel and the Bessemer process; nuclear power; growth in information technology

Step 2: Choose an underlying conceptual problem (see attached Guideposts)

Cause & Consequence
Continuity and Change
Historical Perspectives
Significance

Step 3: Gather Resources (allow 4 hours for general research)

It is not sufficient to know that a source exists and be waiting for it to arrive at your doorstep in September. Obtain hard copies or .pdf copies of materials of 8-10 useful sources. We will be writing and workshopping the essay when school begins.

Try to find all of the following:

- 1) A general introduction to your case study in the form of a book.
- 2) 3-4 academic articles or book chapters in which scholars investigate the specific area of interest you've chosen within your case study.
- 3) 2-3 primary sources related to the specific area of interest you've chosen to investigate within your case study. Depending on the topic you've chosen to investigate, these could range from the text of treaties or agreements, speeches, letters, journalistic accounts, memoirs of eyewitnesses, data tables or official government statistics, or a range of other evidence that can help to better understand some aspect of your topic.
- 4) 1 source that will help you to better understand the academic discussion around your area of interest. For example, if you are generally interested in the roles of women on the homefront in Great Britain in World War I, a general source about women and war could help you to contextualize your case and provoke interesting questions.

Step 4: Read. (allow 4 hours for reading)

Begin with the general introduction. Learn about the contours of your case. Allow a couple of hours for this.

Educate yourself on your topic. Seek out answers to the questions you have.

Abstracts, Introductions, Conclusions, the Table of Contents, and the Index are your dearest friends because they will guide you to the most significant parts of the argument for your research.

Your purpose is to flag the material that is most relevant so you can come back to it later.

Step 5: Write an annotated bibliography. (allow 2 hours for writing your annotated bibliography or approximately 15 minutes per entry)

Your annotated bibliography should be approximately 600 words. What we're looking for is that you've identified a body of relevant material and have begun to explore how it is connected to your area of interest and case study. Too much summary would be a waste of your effort so please keep these entries to the point.

Your annotated bibliography must include all of the following.

- 1) The full citation of your source.
- 2) A one sentence evaluation of the reliability of the source. Every historical source has a standpoint so it would be futile to quest for an "objective" source. You need to be cognizant of the slant or perspective in the materials you've gathered.
- 3) A one to two sentence summary of the contents of the source.
- 4) One to two sentence interpretation of how the source relates to your area of interest.

Example entry in an annotated bibliography.

Glickman, Lawrence B. *A Living Wage: American Workers and the Making of Consumer Society*. Ithaca, NY: Cornell University Press, 1997.

Glickman traces the history of the idea of a living wage from the end of the Civil War to the 1930s. He argues that American workers moved from seeing themselves as producers to seeing themselves as consumers, which in turn altered American attitudes towards wage labor and the role of government in the workplace. Relying mainly on discourse analysis, Glickman demonstrates that wage labor was heavily racialized and gendered. The book's main weakness is Glickman's heavy reliance on discourse analysis as a methodology. By placing so much emphasis on rhetoric, Glickman does not give the reader a sense of the details of labor reform, nor does he connect idealized rhetoric with the actual lived experiences of American workers.