Eugene International High School

**Course Information: IB History of the Americas, 2016-2017**

**Teacher:** Kreg Hulings

 hulings\_k@4j.lane.edu

 541-790- 5225 (Churchill IHS Office)

Office Hours: Churchill

**After school by appointment**

 **After school by appointment**

 **After school by appointment**

**IHS Mission Statement: *As global citizens at Eugene International High School, we aspire to value diversity,***

***ambiguity, and discovery and to act with responsibility, integrity, and compassion.***

#### What is History of the Americas?

#### Welcome to History of the Americas! Over the next ten months we will be looking at not only the major events that have shaped the region’s history, but also the peoples of the Americas and their struggles to achieve such goals as freedom, equality, and economic opportunity. Some of the topics and issues that we will focus on throughout the year will be the role and effects of technology on society, territorial expansion and the internal and external population shifts that occurred, domestic and foreign policies, the struggle for equal citizenship and full political participation, revolutionary movements, popular culture and its impressions made on our psyche…just to name a few.

#### While the history of the United States will be a major emphasis, the class will also look extensively at Latin America and how our relationships have evolved according to the social, political, and economic interests of the eras that we will investigate. Further, from the study of history, we hope to develop an appreciation and understanding of history as a discipline, including empathy and understanding for people living in a variety of places at different times.

#### Course Description

IB HOTA is the first class in a two-year course of study; it is designed to successfully prepare students for paper 3 of the higher level IB History exam (papers 1 and 2 correspond to the 20th Century World History class, which is taught senior year). The curriculum for this class has been aligned with the themes that are covered on the IB History exam. All students, whether they take the examination or not, will do the same assignments and be graded on the same basis. Also, everyone in the class will be given credit on their transcript for being in an IB course, which is an important consideration when applying to most colleges.

A variety of primary and secondary sources will be used throughout the course study. We will also take the opportunity to use source materials such as videos and films, political cartoons, song lyrics and paintings, and the wealth of information available on the Internet. Students will constantly be encouraged to critically examine various forms of historical data. Each student will develop the capabilities to learn to comprehend, analyze, explain, plan, interpret, organize, and present historical information.

**Course Themes and Units of Study (subject to revision):**

* Meeting of Two Worlds/ Independence Movements / Formation of the U.S. Government / Constitution
* Westward Expansion / The US-Mexican War
* The U.S. Civil War and Reconstruction
* Struggles for Equality in the Americas
* U.S. Foreign Policy in the Americas 1890-1935/ Cuban Revolution
* The Mexican Revolution
* The Great Depression in the Americas and the New Deal
* Civil / Human Rights in the Americas: 1950’s to 1970, with connections to the present

**Evaluation** (Grades)

**Daily homework assignments.** Homework will be assigned regularly, if not every night, and is due ***at the beginning of class*** the following class period unless otherwise noted.

**Late work:** Homework turned in or completed after the starting bell will be considered late and will receive reduced credit.

Regular assignments will be reduced by 10% per class period.

Projects will be reduced each day.

 Late work will not be accepted after the end of each unit.

If you have an extenuating circumstance, please talk to me and I will consider granting you an extension on a given assignment.

→ When turning in a late assignment, fill out and attach a late slip to your work. Late work will not be accepted without a late slip

**Tardies.** Entering the class after the bell rings is considered a tardy. Homework is considered late if you are tardy to class. Frequent tardies will result in detention and/or referrals to administration, as per host school guidelines.

**Participation.** A large portion of class time will be spent in large group and small group discussion or activities. Spirited discussions of controversial issues are a vital part of learning in our class. To receive full credit in the participation category, you will need to jump into the arena and get your ideas out there on a regular basis in a way that is respectful to others in the class. Expressing your brilliant ideas can be counterproductive if you do it in a way that makes others afraid to speak up. We will not tolerate put-downs or harassment of others in the class, and participation grades will reflect this policy. This section can make the difference between an entire letter grade.

**Exams and Quizzes.** At the end of each unit, students can expect an evaluation for the material covered. Exams will include term identification, short answer, and essay questions, or group projects. These will be announced in advance. Quizzes may or may not be announced and will cover readings and class discussions. Students must contact me in advance if they will be absent the day of a test. I will make appropriate and reasonable modifications and accommodations for students with identified special needs, and for students with reasonable explanations and situations.

**Extra Credit.** I may, from time to time, provide opportunities for class challenges, extra credit or bonus points. These may include film reviews, extra readings, or researching questions that arise in class. Do not plan on being offered an extra credit assignment for each unit! In fact, it will be rare and may not happen at all! Please do not ask for extra credit at the end of the trimester. Instead, stay current with your work and only work on extra credit assignments if you truly feel the need to augment your grade.

**Grades.** Every assignment is important! Missing assignments will greatly affect your grade. The grading scale is as follows:

 A 90-100%

 B 80-89%

 C 70-79%

 D 60-69%

 F Below 60%

**Writing in HOTA:** As you progress in your academic career, the expectations of your ability to write with clarity, conciseness and depth increase. We will do quite a bit of writing in this class. This includes formative (small), and summative writing assignments. We will be building upon the work you have done throughout your schooling and adding some new tools to your writing toolbox. Primarily, we will be focusing on researching, citing sources, and writing to convey content knowledge in this class. We will be using EasyBib in conducting and citing research, as well as Turnitin.com for submitting papers.

**Academic Integrity.** Copying someone else’s work is considered cheating and will result in zero points for both students (this applies to daily work as well as projects). Information plagiarized from the web or other sources will, at the very least, include loss of points. School administration may be involved with handling cases of academic dishonesty. We will talk often and in detail about how and when to cite sources in your academic work, as well as the differences between collaboration and collusion.

**Accommodations.** Appropriate and reasonable modifications and accommodations for students with identified special needs will be made. I will also work with other students who find themselves in difficult situations due to health or family problems. Please talk with me and we can work together to find a way to help you be successful in this course.

**Use of Electronic Devices**: Electronic devises should not be out or on in class unless the teacher has given explicit permission.

If the electronic device is out, the teacher will take it until the end of the period. **No warnings. Repeated infractions will result in referral to the school administration.**

**Help!** Please ask for help if you do not understand something or find yourself struggling with the class—we all need help now and then.

I am looking forward to our time together this year!

Sincerely,

Mr. Kreg Hulings

**Dear IHS Parent/Guardian,**

I am thrilled to have the opportunity to learn and grow with your child in our History of the Americas class. I believe myself, your child, and you, all make up a team that must work together to ensure every student’s success. The junior year of IHS can be especially challenging, so **please take some time together with your child to familiarize yourself with the requirements of specific classes**. After taking a few minutes to review our class syllabus, please complete and sign the form below. Please let me know if you have any questions or comments about its contents. Please feel free to e-mail or call at any time. You should also be aware that I keep a regular class blog for students and parents to follow. You can link to it from the Eugene IHS page.

# Student

I have read and reviewed the course syllabus with my parent/guardian. I will speak to Mr. Hulings to clarify anything I am unsure of.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student signature Date

# Parent/Guardian

I have read and reviewed the syllabus with my student.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian signature Date

The best way to contact me (or leave a message for me) during school hours is via the following phone number and / or e-mail address:

\* Comments (including any custody information which might help me better communicate with you and understand the needs of your child.) **3 extra credit points** for any comments or questions about the material or your child.

Please turn this page into Mr. H and keep the first two pages in your binder at the beginning of your History of the Americas section.