

Oxford Resources for IB  
Diploma Programme



HISTORY 2026 EDITION

# CONFLICT

COURSE COMPANION



David M. Smith

OXFORD



# Take learning online with Kerboodle

## What is Kerboodle?

Kerboodle is a digital learning platform that works alongside your print textbooks to create a supportive learning environment. Available for UK and international curricula, Kerboodle helps you save time and reinforces student learning with a range of supportive resources.

### Use Kerboodle to:

- Enable learning anywhere with online and offline access to digital books
- Enhance student engagement with activities and auto-marked quizzes
- Boost performance and exam confidence with assessment materials
- Support independent learning with easy access across devices
- Deliver responsive teaching underpinned by in-depth reports
- Streamline your work with tools to help you plan, teach, and monitor student progress
- Improve the classroom experience by highlighting specific content
- Get fast access with single sign-on via school Microsoft or Google accounts

Find out more and sign up for a free trial!



For the best teaching and learning experience use Kerboodle with your print resources!

For more information, visit: [www.oxfordsecondary.com/kerboodle](http://www.oxfordsecondary.com/kerboodle)

Need help? Contact your local Educational Consultant: [www.oxfordsecondary.com/contact-us](http://www.oxfordsecondary.com/contact-us)

Save time using the power of AI to get the most out of Oxford's trusted, high-quality content

# Contents

**Guide to Paper 2** ..... **iv**

**Introduction** ..... **v**

## **Chapter 1 Why did conflict emerge?**

1.1	Economic factors: The coming of the Second World War in Asia	3
1.2	Political factors	14
1.3	Social factors: The military campaigns in the medieval Eastern Mediterranean	26
1.4	Environmental factors	36
1.5	<b>Putting it all together: The causes of the First World War</b>	44

## **Chapter 2 What determined the outcome of the conflict?**

2.1	Role of leadership	57
2.2	Strategies and tactics	70
2.3	Mobilization of resources	84
2.4	Technological developments	94
2.5	<b>Putting it all together: The Seven Years War</b>	104

## **Chapter 3 How did the conflict affect people's lives?**

3.1	Economic impact: The First World War (in Europe)	111
3.2	Social impact: The African wars of independence	121
3.3	Women's experiences: Cuban revolution and Chinese Civil War	134
3.4	Marginalized groups' experiences	142
3.5	<b>Putting it all together: The Second World War</b>	148

## **Chapter 4 How was peace established?**

4.1	Military outcome: The Second World War in Europe	164
4.2	Political decision-making: The Korean War	177
4.3	Social factors	186
4.4	Post-conflict peacebuilding: Reconstruction after the US Civil War	199
4.5	<b>Putting it all together: The United Nations</b>	208

## **Chapter 5 Approaching the exam**

5.1	Section A: The concept question	220
5.2	Section B, Part a), The line of inquiry question	222
5.3	Section B, Part b), Structuring the essay	223
5.4	<b>Practice putting it all together</b>	225

**Index** ..... **227**

**Answers** ..... [www.oxfordsecondary.com/ib-hist-support](http://www.oxfordsecondary.com/ib-hist-support)

## 2.3 Mobilization of resources

### The United States in the First World War

While the material required to carry out wars has always been a key factor in the outcomes of wars, that importance has increased vastly since the start of industrialization. Mass production techniques have made it possible to more efficiently produce vast quantities of military supplies, both lethal and non-lethal, and this, in turn, has made possible the enormous growth in the size of armies and navies.

This growing relationship between economic production and military strength highlights an important aspect of military power. From the middle of the 19th century, it became increasingly evident that a country's military power was to be measured in the potential of its industrial production. As we have seen in the causes of the First World War, this production needed to be matched by the reproduction rates in a country. You still needed humans to wear the uniforms and use the weapons. Even this is being challenged at the beginning of the 21st century with the increasing use of Unmanned Aerial Vehicles in combat—drone warfare.

To analyse the impact that the mobilization of resources has on the outcome of conflict, we can think of resources in several categories:

- military resources
- financial resources
- economic resources
- ideological resources
- human resources.

### The United States mobilizes for the First World War

#### Key term

**Contraband:** Often defined as goods traded illegally or contrary to international agreements.



#### Discussion

How can what constitutes "contraband" differ between two countries? What can this tell us about the nature of international relations between countries?

#### Context

From 1914 to 1917, the United States vigorously defended the right of neutral countries to trade peacefully with either side in the war. In so doing it made a clear distinction between **contraband** and non-contraband goods, arguing that it be allowed to ship non-contraband goods. The reality was that the line between transporting contraband such as weapons, ammunition and military supplies, and non-contraband goods for civilian consumption and non-military production, is exceedingly blurry. This was illustrated by the tragic sinking of the *Lusitania*, a passenger ship carrying both civilian passengers and ammunition, which was sunk by a German U-boat. US firms had been supplying both to the allies, and shipments often mixed the two categories of goods. The result of this was a brisk trade for US manufacturing and an expanding US economy.

Further, the first years of the war illustrated that if the United States wanted to maintain what neutrality it had, a believable military threat was going to be

necessary. These arguments, anchored by Republicans and industrial interests, but also echoed by important members of President Woodrow Wilson's administration, fuelled a vigorous debate in the United States as to the extent to which a neutral country should militarize. On the other side of the question, pacifists, socialists and organized labour worried that expanding the military could provoke war and, should the United States be able to maintain its neutral position, would only serve to profit industrialists at the expense of the taxpayer.

## Military mobilization: Expanding the army and navy

By the close of 1915, Wilson had begun to accept that the war—now unfolding as an extended and brutal stalemate—would necessitate a larger and more advanced military, regardless of whether the United States remained neutral or became involved. Wilson presented this argument to both Congress and the American public.

After considerable legislative arguments, Wilson and his supporters in Congress were able to pass important **mobilization acts**. The fact that these laws were passed before the United States entered the war demonstrates an important element in the mobilization of an industrial economy for war. The complexity and expense of mobilization was, by 1915, such that it would take time. If military strength depended on industrial potential, it meant mobilizing resources before declaring war.

### National Defense Act, 1916

This broad and far-reaching act sought to modernize, centralize and expand the United States Army and National Guard. Prior to the Act the United States Army had about 80 000 men. The Act expanded this number, authorizing the army to grow to closer to 250 000 in wartime. It also significantly expanded and restructured the military reserve system, which in the United States is the National Guard, a state-based militia system. The size of this force was increased to 400 000 over the course of five years. The 1916 Act placed these militias, now all officially designated "National Guard", under the authority of the president in times of war and designated these as the main military reserve system in the country. Control of this expanded system was now centralized under the control of the Militia Bureau. New funding and regulation provided for a mandatory 48 days of training for National Guard units per year, up from the previous requirement of an annual five days. Training was further expanded by the creation of the Junior Reserve Officer Training Corps that would operate in educational institutions. Technically, National Guard units were prohibited from being deployed outside of the United States, but this Act provided for the drafting of National Guard personnel into the regular army during times of war.

The National Defense Act also laid the groundwork for the full mobilization and coordination of industry that was to come in 1917 by creating the **Council of National Defense** and its advisory commission. The Council consisted of cabinet members who would be involved in the coming mobilization. Each of the cabinet secretaries nominated members to a broader commission that could advise on various elements of mobilization including agriculture, commerce and labour.



## Theory of knowledge

### Ethics

Many US corporations increased their profits dramatically by feeding wartime demand. For example, the United States Steel Corporation made a profit of \$81 million in 1913. This figure had increased to \$125 million in 1918. Swift and Company, a meat processing company, earned \$9.25 million in 1913 and \$36 million in 1917.

Is it ethical to profit financially from war?

### Key term

**Mobilization acts:** A collection of laws passed by the United States congress that organized the US economy for the war.

### Key term

#### **Council of National Defense:**

This was a temporary council created by the US government in 1917 to coordinate the war effort in the United States.

## Naval Expansion Act, 1916

Before the arrival of nuclear weapons there was no piece of military technology more complex and expensive than naval vessels. As such, plans for the expansion of naval forces needed to be undertaken far in advance of their deployment. Fortunately for US military planners, the US navy had been expanded with the support of President Theodore Roosevelt in his quest for a “Big Stick” with which to enforce his foreign policy. Between 1898 and 1913 the US Navy constructed 25 battleships and more than doubled its personnel. By 1916, however, some of this technology was becoming outdated, especially when compared to the rapidly advancing technology brought on by the war.

The so-called Big Navy Act created a multi-year building programme to construct:

- 10 battleships
- 16 cruisers
- 50 destroyers
- 67 submarines.

The timeline for this building programme says a good deal about the nature of modern militaries and the necessity for long-range plans. All the ships were to be laid down (construction begun) by 1919, though the dreadnaughts and cruisers were to be started in 1916, and all construction completed by 1923. Although they did not know it at the time, this would be five years after the war ended.

Did the impressive naval expansion impact the outcome of this conflict? As with most historical questions, the answer is yes . . . and no. Once the United States entered the war, the nature of modern naval combat was becoming more evident to US decision makers. There were only two major engagements between the surface fleets (that is, not submarines) in the entire war. The bulk of naval warfare concerned commerce raiding by German submarines and the allied attempts to protect their merchant fleets. To meet this new demand, the building programme was altered almost as soon as it began, focusing instead on the construction of many smaller, manoeuvrable escort vessels that could protect merchant convoys. In fact, by 1921 only one of the ten battleships stipulated in the act had been completed (Figure 2.11). Women played an important role in wartime production in the US and other countries.

By 1917 the realities of war were working against Wilson’s idealistic neutrality. The German High Command and government had decided that resuming its policy of **unrestricted submarine warfare**—in which it would sink any ships heading to the Allied powers, regardless of their country of origin—could cripple the British economy. The resumption of this policy would require the sinking of American ships, and this would likely bring the United States into the war. The German High Command, however, believed it would take up to a year for American troops to arrive on the Western Front in France and Belgium, by which time Britain would be weakened enough to have sued (appealed) for peace. On 31 January 1917, the German ambassador in Washington announced that, starting the next day, all ships—regardless of their country of origin—would be considered targets for German submarines. By April the United States had responded with a declaration of war on Germany.

### Discussion

If economics relates to how we make decisions about the allocation of scarce resources, what considerations are there for a government that is deciding to increase military spending in peacetime? For context, from 1910 to 1915, while the United States was at peace, it spent between \$313 million and \$344 million. By 1918, the annual defence budget was \$61.1 billion. By comparison, it spent \$426 million on public education in 1910 and \$764 million in 1918.

### Reference

For more on the role of women refer to Section 3.3, Women’s experiences: Cuban revolution and Chinese Civil War.

### Key term

**Unrestricted submarine warfare:** A policy of the German government that it would sink any ship bound for an enemy port regardless of what country it came from or what it was carrying.



▲ Figure 2.11 Workers at the Puget Sound Naval Shipyard

## Mobilizing human resources: New jobs

During the 19th and early 20th centuries, the United States typically had a small peacetime army. This army could grow when required, as it did during the US Civil War and to a lesser degree during the Spanish–American War. This small army had a good deal to do with the fact that it faced limited continental threats. Canada to the north was an important trading partner and still closely tied to the military strength of the British Empire. Mexico had never been a serious threat, although significant border disputes did lead to the Mexican American War in 1846. By the early 20th century Mexico was involved in a revolution and, while the United States might want to become involved in this revolution, the instability it brought meant that Mexico was no threat. Facing few land-based threats, the United States had little need of a large army. It would have to build a large citizens' army in a hurry now that it was at war with Germany.

### The Selective Service Act, 1917

In his address of 2 April calling for a declaration of war, Wilson had clearly stated that in his view the massive mobilization required by the war must be managed by a strong national government centred in the executive branch. It would require a financial commitment that would mean higher taxes. Just as wealth would need to be conscripted, Wilson also argued for the draft (conscription) to increase the ranks of the small US army (see Figure 2.12).

Although the National Defense Act of the previous year had provided for an expanded army, the declaration of war required that this be drastically increased and very quickly put in place. Although Wilson's preference would certainly have been a massive volunteer army, he understood that time and sentiment would not permit one. He therefore urged the passing of the Selective Service Act, which would draft young men into the army. The debate that ensued proved that the divisions that had preceded Wilson's April address had not disappeared with

the declaration of war. Despite the hostility, the act was passed in May and by June millions of Americans were registering for the draft.



▲ Figure 2.12 Young men registering for the draft in 1917

### Discussion

While the law made specific accommodations for conscientious objectors, public opinion was not always so kind. Why might the general public oppose granting conscriptions exemptions?

Unlike previous forms of conscription in the United States, the Selective Service Act was administered by a civilian bureaucracy rather than by the military. Initially all men between 21 and 30 had to register for the draft, but the nature of the war and the scale of the losses forced the government to change this to all men between the ages of 18 and 45. There were provisions for exemptions for skilled workers in the war effort and certain pacifist religious groups.

The result was dramatic. The peacetime army had had an active strength of about 127 000 men. By the end of the war this had exploded to about four million soldiers. American soldiers were arriving in Europe at a rate of 10 000 a day by June 1918. By September 1918 there were well over one million US soldiers fighting in France. It was this increase that persuaded the German high command that their gamble of unrestricted submarine warfare and the German spring offensive had failed, and the only choice was to sue for peace.

### Theory of knowledge

#### Knowledge and religion:

##### Perspectives

One of the arguments in favour of conscription is that it shares the burden of defending a country equally among its citizens. If this is the case, what is the argument for granting exceptions based on religious belief? Are people outside a specific religious tradition really able to understand its key ideas?

### Concept connections

#### Perspectives

How do you feel about mandatory military service? Choose one of the following positions on conscription in the United States in 1917 that reflects your view:

- In favour of conscription
- Undecided
- Opposed to conscription

1. Write a brief defence of your position.
2. Form groups of four.
3. Have each person explain their position in turn without interruption. This is not a debate.





4. After everybody has presented their ideas, reflect on the following questions:
  - What points brought up by your classmates had you not considered?
  - Did these points shift (not necessarily change) your view at all?
  - Are there any circumstances that might cause you to shift or change your view?
5. As a group, discuss the current views on conscription in your country and how these compare to those in the United States in 1917.

## Financial mobilization: Paying for the war

When the United States joined the war, it became immediately apparent to President Wilson and the government just how critical the situation in Europe was for the allies. They were desperately short of resources—money, troops and supplies. The German blockade was seriously depleting Britain's food reserves, and all nations were getting closer to financial ruin. Although Wilson and most of Congress were opposed to sustaining debt, the immediate demands of their new allies left them little choice. To quickly address these needs, Congress authorized a \$7 billion loan to help mobilize US forces and provide crucial support to Britain and France.

Congress and the President were equally opposed to taxation and this quickly became a contentious issue as Wilson worked to unite the country for the war effort. Alongside income taxes, a variety of duties or taxes were levied on a wide range of goods and services. Additionally, a massive Liberty Bond campaign was launched to secure funding from all corners of the nation.

Ultimately taxes would pay for about 22% of the war's approximately \$32 billion price tag. This included income tax, which rose from 2% to 12% on average, as well as other forms of taxation such as excise taxes (taxes on goods). Victory and Liberty bond campaigns—essentially government borrowing—covered about 58% of the cost of the war. The US federal reserve system, which manages monetary policy and the supply of money in the economy, increased the supply of available money, and this accounted for about 20% of the cost of the war.

### ATL Approaches to learning

#### Research and thinking skills

**Question:** What role do the US Federal Reserve and central banks play in the economy?

Research the activities of either the central bank in your country or the Federal Reserve in the United States and how they affect the supply of money available for spending in the economy. Examine the role of:

- printing money
- interest rates
- regulations.

How does this help answer the research question?

## Coordinating the economy

The enormous scale of the First World War led all participating countries to expand government oversight and coordination of their economies to never before seen levels. In the United States, this meant creating numerous new government agencies to manage and direct the economy in war production.

### The Food Administration

Led by future president Herbert Hoover, this agency managed the production and distribution of food through largely voluntary measures. Its overall goal was to ensure that there were sufficient food supplies for:

- US citizens
- US soldiers
- US allies.

Practically, this meant keeping food prices down and encouraging increased agricultural production. The administration bought crops at a fixed price that proved profitable to farmers. Hoover and his agency encouraged food conservation through national propaganda campaigns like “Meatless Mondays” and “Wheatless Wednesdays”. Food production increased dramatically under the supervision of the Food Administration.

### The War Industries Board (WIB)

The WIB, led by Bernard Baruch, was a massive and complex organization that coordinated the production and purchase of war materials. All industries involved in war production were subject to its direction. The WIB decided what would be produced, and by whom, through a series of priorities that determined which producers would receive resources, and in what order, to ensure production of essential goods. The board worked to fix prices and set wages and hours. The WIB had the authority to order factories that had supplied consumer and other peacetime goods to convert to production of war materials. The WIB created over 50 commodity committees which acted as a link between the government, with its material needs, and various industries, each with its own interests. Any enterprise this large was bound to face challenges coordinating the demands of the various elements of the war effort. It faced resistance from larger industries that saw it as an assault on their economic freedom.

### Fuel Administration

Just as Hoover had guaranteed a profitable price for grain, to encourage increased production, the Fuel Administration did the same thing for coal, with a similar effect. It had limited authority, however, when it came to oil and gas. It coordinated the elements of fuel production and distribution in the United States to ensure wartime needs were met. This was coupled with a public awareness campaign encouraging the conservation of energy. Non-essential production was restricted to conserve coal, and fuel prices were regulated by the administration. The Fuel Administration faced constant coal shortages and distribution issues, causing temporary closures and slowdowns in production.

## National War Labor Board

This organization, with representatives from government, owners and labour, sought to regulate labour relations without resorting to lockouts and strikes to keep wartime industries producing without interruptions. It attempted to create gender equality in pay and the eight-hour workday as well as a **living wage** for workers.

### Key term

**Living wage:** The minimum wage that a worker needs to earn in order to meet their basic living costs.

## Railroad Administration (USRA)

This board coordinated the transportation of goods from mines, factories and fields by operating the various lines and spurs of American railways as one system. To do this, it took control of over 500 different railway properties for the duration of the war. This stopped short of full nationalization, as these companies remained private property. Instead, the USRA, dividing the country into three operation zones, managed rail transportation to ensure that goods and materials arrived when and where they were needed for wartime production. As such it worked closely with the WIB. Again, money helped with coordination. The USRA centralized the purchase of equipment, such as over 100 000 rail cars and 2 000 locomotives. Government funds were also used to upgrade existing lines and spurs. Despite these efforts, there were often backlogs at ports and resistance from railway companies, even with some guarantees of compensation from the government.

## The Shipping Board

This body oversaw the expansion of shipbuilding to maintain the merchant fleet in the face of the U-boat campaign. This campaign had been raging since the beginning of the war and involved German U-boats or submarines sinking merchant supply ships transporting goods to the allies. It was helped by the third act that Wilson signed during 1916 in preparation for war. The Merchant Marine Act, 1916 gave the federal government the ability to own ships and increased federal power to regulate shipping. To meet the demand for sea transport, the Shipping Board also commandeered ships in the process of being built when the United States entered the war. Existing shipyards were expanded as well. Over the course of the war, American shipping tonnage increased by ten times. The Shipping Board also coordinated convoys with the navy and allies.



### Discussion

How does this level of government coordination compare to other wars of the 20th century in which the United States participated, such as the following?

- The Spanish–American War
- The Second World War
- The Korean War
- The Vietnam War
- The War on Terror

## Ideological and information mobilization

The degree of government intervention in both the economy and citizens' lives necessitated by the move to total war was quite alien to the United States. This was the land of free enterprise, personal and economic freedom, and private property. The measures outlined above bit deep into this ideological position. To combat this opposition, both real and imagined, the US government took two approaches. On the one hand it launched a massive propaganda effort to encourage public support. At the same time, it adopted measures to drastically expand the government's ability to control the information that people shared, published and spoke.

## Committee on Public Information (CPI)

Just as war production was to be coordinated, the Wilson administration also attempted to coordinate public opinion. The CPI published pamphlets, posters and newspaper articles to gain support for the US war effort. Tens of thousands