

Summary

Paper 1 - Move to Global War (Japan)

Subject	Year	Start date	Duration
History	IB1	Week 1, September	5 weeks 13 hours

Course Part

Paper 1 - Move to Global War (Japan)

Description

This prescribed subject focuses on military expansion from 1931 to 1941. Two case studies are prescribed, from different regions of the world, and both of these case studies must be studied. The first case study explores Japanese expansionism from 1931 to 1941, and the second case study explores German and Italian expansionism from 1933 to 1940. The focus of this prescribed subject is on the causes of expansion, key events, and international responses to that expansion. Discussion of domestic and ideological issues should therefore be considered in terms of the extent to which they contributed to this expansion, for example, economic issues, such as the long-term impact of the Great Depression, should be assessed in terms of their role in shaping more aggressive foreign policy.

Curriculum

Syllabus Content

Prescribed subject 3: The move to global war

Case study 1: Japanese expansion in East Asia (1931–1941)

Causes of expansion

- The impact of Japanese nationalism and militarism on foreign policy
- Japanese domestic issues: political and economic issues, and their impact on foreign relations
- Political instability in China

Events

- Japanese invasion of Manchuria and northern China (1931)
- Sino-Japanese War (1937–1941)
- The Three Power/Tripartite Pact; the outbreak of war; Pearl Harbor (1941)

Responses

- League of Nations and the Lytton report
- Political developments within China—the Second United Front

IB DP IB1 History (IB1)

c. International response, including US initiatives and increasing tensions between the US and Japan

 **ATL Skills**

 **Approaches to Learning**

 **Communication**

- In this unit, we will
 - ask students to explain their understanding of a text or idea to each other
 - ask students to monitor and check the quality of their writing
 - encourage or require students to plan a response before they begin
 - ask students to formulate arguments clearly and coherently

 **Research**

- In this unit, we will
 - provide opportunities for students to reflect on how they determine the quality of a source, or analyse contradictory sources
 - give students advice on (or provide an opportunity for students to practise) narrowing the scope of a task to make it more manageable
 - discuss or model the importance of academic honesty and clear acknowledgment of sources

 **Developing IB Learners**

 **Learner Profile**

 Inquirers

 Communicators