

# THE CONTEMPORARY ERA

## UNITS 7, 8, & 9: GLOBAL CONFLICT; COLD WAR & DECOLONIZATION; GLOBALIZATION

### c. 1900 – Present

**READINGS:** You will have *selected* readings assigned from the following texts – available online):

- **AMSCO:** Chapter 25 [WWI], Chapter 26 [Inter-war Years], Chapter 27 [WWII], Chapter 28 [Cold War], Chapter 29 [Decolonization], Chapter 30 [Post-Cold War World, 1990-Present].
- **Strayer Online:** Chapters 20-23

| UNIT 7 Global Conflict<br>c. 1900 to the present |   |   |
|--|---|---|
| UNIT AT A GLANCE                                 |   |   |
| Thematic Focus                                   | Topic                                     | Reasoning Process Suggested Skill   |
| GOV  | 7.1 Shifting Power After 1900             | Continuity and Change<br>1 Explain how a specific historical development or process is situated within a broader historical context.  |
|  | 7.2 Causes of World War I                 | Causation<br>2 Explain a historical concept, development, or process.   |
| TEC  | 7.3 Conducting World War I                | Continuity and Change<br>3 Identify the evidence used in a source to support an argument.   |
| ECN  | 7.4 Economy in the Interwar Period        | Comparison<br>4 Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the usefulness of a source.   |
| GOV  | 7.5 Unresolved Tensions After World War I | Continuity and Change<br>5 Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the usefulness of a source.  |
|  | 7.6 Causes of World War II                | Causation<br>6 Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the usefulness of a source.  |
|  | 7.7 Conducting World War II               | Comparison<br>7 Explain how claims or evidence support, modify, or refute a source's argument.  |
| SHO  | 7.8 Mass Atrocities After 1900            | Causation<br>8 Explain how a historical development or process relates to another historical development or process.  |
|  | 7.9 Causation in Global Conflict          | Causation<br>9 Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:<br>• Explain nuance of an issue by analyzing multiple variables.<br>• Explain relevant and insightful connections within and across periods.<br>• Explain the relative historical significance of a source's credibility and limitations.<br>• Explain how or why a historical claim or argument is or is not effective. |

| UNIT 8 Cold War and Decolonization<br>c. 1900 to the present |  |   |
|--|--|---|
| UNIT AT A GLANCE   |  |   |
| Thematic Focus   | Topic  | Reasoning Process Suggested Skill   |
| GOV  | 8.1 Setting the Stage for the Cold War and Decolonization        | Continuity and Change<br>1 Explain how a specific historical development or process is situated within a broader historical context.  |
| CDI  | 8.2 The Cold War   | Causation<br>2 Explain the point of view, purpose, historical situation, and/or audience of a source.   |
| GOV  | 8.3 Effects of the Cold War                                      | Comparison<br>3 Explain how a historical development or process relates to another historical development or process.   |
| ECN, SHO   | 8.4 Spread of Communism After 1900                               | Causation<br>4 Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the usefulness of a source.  |
| GOV  | 8.5 Decolonization After 1900                                    | Comparison<br>5 Explain how a historical development or process relates to another historical development or process.   |
| GOV, ECN, SHO  | 8.6 Newly Independent States                                     | Continuity and Change<br>6 Explain how claims or evidence support, modify, or refute a source's argument.   |
| CDI  | 8.7 Global Resistance to Established Power Structures After 1900 | Causation<br>7 Explain the point of view, purpose, historical situation, and/or audience of a source.   |
| GOV  | 8.8 End of the Cold War  | Causation<br>8 Explain a historical concept, development, or process.   |
|  | 8.9 Causation in the Age of the Cold War and Decolonization      | Causation<br>9 Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:<br>• Explain nuance of an issue by analyzing multiple variables.<br>• Explain relevant and insightful connections within and across periods.<br>• Explain the relative historical significance of a source's credibility and limitations.<br>• Explain how or why a historical claim or argument is or is not effective. |

| UNIT 9 Globalization<br>c. 1900 to the present |  |   |
|--|--|---|
| UNIT AT A GLANCE                               |  |   |
| Thematic Focus                                 | Topic  | Reasoning Process Suggested Skill   |
| TEC  | 9.1 Advances in Technology and Exchange After 1900                   | Continuity and Change<br>1 Identify patterns among or connections between historical developments and processes.  |
| ENV  | 9.2 Technological Advances and Limitations After 1900: Disease       | Continuity and Change<br>2 Explain how a historical development or process relates to another historical development or process.  |
|  | 9.3 Technological Advances: Debates About the Environment After 1900 | Causation<br>3 Explain how a specific historical development or process is situated within a broader historical context.  |
| ECN  | 9.4 Economics in the Global Age                                      | Continuity and Change<br>4 Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the usefulness of a source.  |
| SHO  | 9.5 Calls for Reform and Responses After 1900                        | Continuity and Change<br>5 Explain how a specific historical development or process is situated within a broader historical context.  |
| CDI  | 9.6 Globalized Culture After 1900                                    | Continuity and Change<br>6 Explain how a specific historical development or process is situated within a broader historical context.  |
|  | 9.7 Resistance to Globalization After 1900                           | Causation<br>7 Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the usefulness of a source.  |
| GOV  | 9.8 Institutions Developing in a Globalized World                    | Causation<br>8 Compare the arguments or main ideas of two sources.  |
|  | 9.9 Continuity and Change in a Globalized World                      | Continuity and Change<br>9 Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:<br>• Explain nuance of an issue by analyzing multiple variables.<br>• Explain relevant and insightful connections within and across periods.<br>• Explain the relative historical significance of a source's credibility and limitations.<br>• Explain how or why a historical claim or argument is or is not effective. |

\*\*\* Listed below are the Historical Developments [formerly known as Key Concepts] discussed in Units 7-9 (c. 1900-Present). \*\*\*

**HISTORICAL DEVELOPMENTS #1: TECHNOLOGY** — Rapid advances in science and technology altered the understanding of the universe and the natural world and led to advances in communication, transportation, industry, agriculture, and medicine.

- **New modes of communication**—including **radio** communication, **cellular** communication, and the **internet**—as well as **transportation**, including **air travel** and **shipping containers**, reduced the problem of geographic distance.
- The **Green Revolution** and commercial agriculture increased productivity and sustained the earth's growing population as it spread chemically and genetically modified forms of agriculture.
- **Medical innovations**, such as **vaccines** and **antibiotics**, increased the ability of humans to survive and live longer lives.

- **Energy technologies**, including the use of **petroleum and nuclear power**, raised productivity and increased the production of material goods.
- As **human activity contributed to deforestation, desertification, a decline in air quality, and increased consumption of the world's supply of fresh water and clean air**, humans competed over these and other resources more intensely than ever before.
- The release of greenhouse gases and pollutants into the atmosphere contributed to **debates about the nature and causes of climate change**.
- Diseases, as well as medical and scientific developments, had significant effects on populations around the world.
  - Diseases **associated with poverty persisted**, while other diseases emerged as **new epidemics** and threats to human populations, in some cases leading to social disruption. These outbreaks spurred technological and medical advances.
    - ILLUSTRATIVE EXAMPLES, DISEASES ASSOCIATED WITH POVERTY: *Malaria; Tuberculosis; Cholera*
    - ILLUSTRATIVE EXAMPLES, EMERGENT EPIDEMIC DISEASES: *1918 influenza pandemic; Ebola; HIV/AIDS*
  - Some diseases occurred at **higher incidence merely because of increased longevity**.
    - ILLUSTRATIVE EXAMPLES, DISEASES ASSOCIATED WITH INCREASED LONGEVITY: *Heart disease; Alzheimer's disease*
  - More effective forms of **birth control** gave women greater control over fertility transformed reproductive practices, and contributed to declining rates of fertility in much of the world.
  - **New military technology led to increased levels of wartime casualties**.
  - **New military technology and new tactics**, including the atomic bomb, firebombing, and the waging of "total war" led to **increased levels of wartime casualties**.

## **HISTORICAL DEVELOPMENTS #2: CONFLICT & DECOLONIZATION** — Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.

- The West dominated the global political order at the beginning of the 20th century, but both land-based and maritime empires gave way to new states by the century's end.
  - As a result of internal tension and Japanese aggression, **Chinese communists seized power**. These changes in China eventually led to communist revolution.
  - The older, land-based **Ottoman, Russian, and Qing empires collapsed** due to a combination of internal and external factors. These changes in **Russia eventually led to communist revolution**.
  - Between the two world wars, **Western and Japanese imperial states predominantly maintained control over colonial holdings**; in some cases, they gained additional territories through conquest or treaty settlement and in other cases faced anti-imperial resistance.
    - ILLUSTRATIVE EXAMPLES, TERRITORIAL GAINS: *Transfer of former German colonies to Great Britain and France under the system of League of Nations mandates; Manchukuo/Greater East Asia Co-Prosperty Sphere*
    - ILLUSTRATIVE EXAMPLES, ANTI-IMPERIAL RESISTANCE: *Indian National Congress; West African resistance (strikes/congresses) to French rule*
  - After the end of World War II, some **colonies** negotiated their **independence**, while other colonies achieved independence through armed struggle.
    - ILLUSTRATIVE EXAMPLES, NEGOTIATED INDEPENDENCE: *India from the British Empire; The Gold Coast from the British Empire; French West Africa*
    - ILLUSTRATIVE EXAMPLES, INDEPENDENCE THROUGH ARMED STRUGGLE: *Algeria from the French empire; Angola from the Portuguese empire; Vietnam from the French empire*
- Hopes for greater self-government were largely unfulfilled following World War I; however, in the years following World War II, **increasing anti-imperialist sentiment** contributed to the dissolution of empires and the restructuring of states.
  - **Nationalist leaders** and parties in Asia and Africa sought varying degrees of autonomy within or independence from imperial rule.

- ILLUSTRATIVE EXAMPLES, NATIONALIST LEADERS & PARTIES: *Indian National Congress; African National Congress; Ho Chi Minh in French Indochina (Vietnam); Kwame Nkrumah in British Gold Coast (Ghana); Gamal Abdel Nasser in Egypt*
  - Regional, religious, and ethnic movements **challenged colonial rule** and inherited imperial boundaries. Some of these movements advocated for autonomy.
    - ILLUSTRATIVE EXAMPLES, REGIONAL, RELIGIOUS, & ETHNIC MOVEMENTS: *Muslim League in British India; Québécois separatist movement in Canada; Biafra secessionist movement in Nigeria*
  - States around the world challenged the existing political and social order, including the **Mexican Revolution** that arose as a result of political crisis.
  - **Movements to redistribute land and resources** developed within states in Africa, Asia, and Latin America, **sometimes advocating communism or socialism**.
    - ILLUSTRATIVE EXAMPLES, LAND AND RESOURCE REDISTRIBUTION: *Communist Revolution for Vietnamese independence; Mengistu Haile Mariam in Ethiopia; Land reform in Kerala and other states within India; White Revolution in Iran*
- The **redrawing of political boundaries** after the withdrawal of former colonial authorities led to the creation of new states.
  - ILLUSTRATIVE EXAMPLES, REDRAWING OF POLITICAL BOUNDARIES: *Israel; Cambodia; Pakistan*
- The redrawing of political boundaries in some cases led to conflict as well as population displacement and/or resettlements, including those related to the **Partition of India and the creation of the state of Israel**.
- **The migration of former colonial subjects to imperial metropolises (the former colonizing country)**, usually in major cities, maintained cultural and economic ties between the colony and the metropole even after the dissolution of empires.
  - ILLUSTRATIVE EXAMPLES, MIGRATIONS: *South Asians to Britain; Algerians to France; Filipinos to the United States*
- The rise of extremist groups in power led to the attempted destruction of specific populations, notably the Nazi killing of the Jews in the **Holocaust during World War II, and to other atrocities, acts of genocide, or ethnic violence**.
  - ILLUSTRATIVE EXAMPLES, GENOCIDE, ETHNIC VIOLENCE OR ATTEMPTED DESTRUCTION OF SPECIFIC POPULATIONS: *Armenians in the Ottoman Empire during and after World War I; Ukraine in the Soviet Union in the 1920s and 1930s; Cambodia during the late 1970s; Tutsi in Rwanda in the 1990s; Serbs in Bosnian War in 1990s*
- **World War I was the first total war**. Governments used a variety of strategies, including **political propaganda, art, media, and intensified forms of nationalism, to mobilize populations** (both in the home countries and the colonies) for the purpose of waging war.
- **World War II was a total war**. Governments used a variety of strategies, **including political propaganda, art, media, and intensified forms of nationalism, to mobilize populations** (both in the home countries and the colonies or former colonies) for the purpose of waging war. Governments used ideologies, including **fascism and communism** to mobilize all of their state's resources for war and, in the case of totalitarian states, to repress basic freedoms and dominate many aspects of daily life during the course of the conflicts and beyond.
  - ILLUSTRATIVE EXAMPLES, WESTERN DEMOCRACIES MOBILIZING FOR WAR: *Great Britain under Winston Churchill; United States under Franklin Roosevelt*
  - ILLUSTRATIVE EXAMPLES, TOTALITARIAN STATES MOBILIZING FOR WAR: *Germany under Adolf Hitler; USSR under Joseph Stalin; Japan under Emperor Hirohito*
- The **causes of World War I** included **imperialist expansion** and competition for resources. In addition, territorial and regional conflicts combined with a flawed **alliance system** and intense **nationalism** to escalate the tensions into global conflict.
- The **causes of World War II** included the **unsustainable peace settlement after World War I** (Versailles Treaty), the **global economic crisis** engendered by the Great Depression, continued **imperialist aspirations**, and **especially the rise to power of fascist and totalitarian regimes that resulted in the aggressive militarism of Nazi Germany under Adolf Hitler**.
- The **Cold War** conflict extended beyond its basic ideological origins to have profound effects on economic, political, social, and cultural aspects of global events.

- Technological and economic gains experienced during World War II by the victorious nations shifted the global balance of power.
- The global balance of economic and political power shifted during and after World War II and rapidly evolved into the Cold War. The democracy of the **United States** and the authoritarian communist **Soviet Union** emerged as **superpowers**, which led to ideological conflict and a power **struggle between capitalism and communism across the globe**.
- The Cold War produced new **military alliances**, including **NATO and the Warsaw Pact**, and led to **nuclear proliferation** and **proxy wars** between and within postcolonial states in Latin America, Africa, and Asia.
  - ILLUSTRATIVE EXAMPLES, PROXY WARS: *Korean War; Vietnam War; Angolan Civil War; Sandinista-Contras conflict in Nicaragua*
- Advances in U.S. military and technological development, the Soviet Union's costly and ultimately failed invasion of Afghanistan, and public discontent and economic weakness in communist countries led to the **end of the Cold War and the collapse of the Soviet Union**.
- Although conflict dominated much of the 20th century, many individuals and groups—including states—opposed this trend. Some individuals and groups, however, intensified the conflicts.
  - Groups and individuals challenged the many wars of the century, and some, such as **Mohandas Gandhi, Martin Luther King Jr., and Nelson Mandela, promoted the practice of nonviolence** as a way to bring about political change.
  - Groups and individuals, including the **Non-Aligned Movement**, opposed and promoted alternatives to the existing economic, political, and social orders.
    - ILLUSTRATIVE EXAMPLES, NON-ALIGNED MOVEMENT: *Sukarno in Indonesia; Kwame Nkrumah in Ghana*
  - **Militaries and militarized states** often responded to the proliferation of conflicts in ways that further **intensified conflict**.
    - ILLUSTRATIVE EXAMPLES, INTENSIFIED CONFLICT: *Chile under Augusto Pinochet; Spain under Francisco Franco; Uganda under Idi Amin; The buildup of the military–industrial complex and weapons trading*
  - Some movements used **violence against civilians to achieve political aims**.
    - ILLUSTRATIVE EXAMPLES, VIOLENCE AGAINST CIVILIANS: *Shining Path, Al-Qaeda, Taliban*

**HISTORICAL DEVELOPMENTS #3: GLOBALIZATION** — The role of the state in the domestic economy varied, and new institutions of global association emerged and continued to develop throughout the century.

- States responded in a variety of ways to the **economic challenges of the 20th century**.
  - In the **Soviet Union**, the government controlled the national economy through the **Five Year Plans**, often implementing repressive policies, with negative repercussions for the population.
  - In **communist China**, the government controlled the national economy through the **Great Leap Forward**, often implementing repressive policies, with negative repercussions for the population.
  - Following World War I and the onset of the **Great Depression**, **governments began to take a more active role in economic life**.
    - ILLUSTRATIVE EXAMPLES, GOVT INTERVENTION IN THE ECONOMY: *The New Deal; The fascist corporatist economy; Governments with strong popular support in Brazil and Mexico*
  - In newly independent states after World War II, governments often took on a strong role in guiding economic life to promote development.
    - ILLUSTRATIVE EXAMPLES, GOVTS GUIDING ECONOMIC LIFE: *Gamal Abdel Nasser's promotion of economic development in Egypt; Indira Gandhi's economic policies in India; Julius Nyerere's modernization in Tanzania; Sirimavo Bandaranaike's economic policies in Sri Lanka*
  - In a trend accelerated by the end of the Cold War, many governments encouraged **free-market economic policies** and promoted economic liberalization in the late 20th century.
    - ILLUSTRATIVE EXAMPLES, GOVT ENCOURAGEMENT OF FREE-MARKET ECONOMIES: *The United States under Ronald Reagan; Britain under Margaret Thatcher; Soviet Union under Mikhail Gorbachev; China under Deng Xiaoping; Chile under Augusto Pinochet*

- In the late 20th century, **revolutions in information and communications technology** led to the growth of **knowledge economies** in some regions, while industrial production and manufacturing were increasingly situated in Asia and Latin America.
  - ILLUSTRATIVE EXAMPLES, KNOWLEDGE ECONOMIES: *Finland; Japan; U.S.*
  - ILLUSTRATIVE EXAMPLES, ASIAN MANUFACTURING ECONOMIES: *Vietnam; Bangladesh*
  - ILLUSTRATIVE EXAMPLES, LATIN AMERICAN MANUFACTURING ECONOMIES: *Mexico; Honduras*
- New international organizations, including the **United Nations**, formed with the stated goal of maintaining world peace and facilitating international cooperation.
- Changing economic institutions, **multinational corporations, and regional trade agreements** reflected the spread of principles and practices associated with free-market economics throughout the world.
  - ILLUSTRATIVE EXAMPLES, ECONOMIC INSTITUTIONS & REGIONAL TRADE AGREEMENTS: *World Trade Organization (WTO); North American Free Trade Agreement (NAFTA); Association of Southeast Asian Nations (ASEAN)*
  - ILLUSTRATIVE EXAMPLES, MULTINATIONAL CORPORATIONS: *Nestlé, Nissan, Mahindra and Mahindra*
- Movements throughout the world protested the **inequality of the environmental and economic consequences of global integration**.
  - ILLUSTRATIVE EXAMPLES, ENVIRONMENTAL MOVEMENTS: *Earth Day; Greenpeace; Professor Wangari Maathai's Green Belt Movement in Kenya*
  - ILLUSTRATIVE EXAMPLES, ECONOMIC MOVEMENTS: *World Fair Trade Organization*
- **Rights-based discourses** challenged old assumptions about race, class, gender, and religion.
  - ILLUSTRATIVE EXAMPLES, CHALLENGES TO ASSUMPTIONS ABOUT RACE, CLASS, GENDER, & RELIGION: *The U.N. Universal Declaration of Human Rights, especially as it sought to protect the rights of children, women, and refugees; Global feminism movements; Negritude movement; Liberation theology in Latin America*
- In much of the world, **access to education** as well as **participation in new political and professional roles** became **more inclusive in terms of race, class, gender, and religion**.
  - ILLUSTRATIVE EXAMPLES, INCREASED ACCESS TO EDUCATION & POLITICAL & PROFESSIONAL ROLES: *The right to vote and/or to hold public office granted to women in the United States (1920), Brazil (1932), Turkey (1934), Japan (1945), India (1947), and Morocco (1963); The rising rate of female literacy and the increasing numbers of women in higher education, in most parts of the world; The U.S. Civil Rights Act of 1965; The end of apartheid; Caste reservation in India*
- Political and social changes of the 20th century led to changes in the arts and in the second half of the century, **popular and consumer culture became more global**.
- **Arts, entertainment, and popular culture** increasingly reflected the influence of a globalized society.
  - ILLUSTRATIVE EXAMPLES, GLOBAL CULTURE: Music: *Rock 'n Roll, Reggae*; Movies: *Bollywood*; Social media: *Facebook, Twitter*; Television: *BBC*; Sports: *World Cup, soccer, the Olympics*
- **Consumer culture** became globalized and transcended national borders.
  - ILLUSTRATIVE EXAMPLES, GLOBAL CONSUMERISM: *Online commerce: Amazon, Alibaba, eBay; Global brands: Toyota, Coca-Cola*
- **Responses to rising cultural and economic globalization** took a variety of forms.
  - ILLUSTRATIVE EXAMPLES, RESPONSES TO ECONOMIC GLOBALIZATION: *Anti-IMF and anti-World Bank activism; Advent of locally developed social media (Weibo in China)*

### \*\*\* NOTES \*\*\*:

1) Illustrative Examples are just that – examples of what I will use to teach the Content/Concept/Skill/Reasoning Process. I may use ALL, SOME, or SOMETHING ELSE. Illustrative examples are NOT specifically tested on the AP Exam, but can be used as evidence to support an argument & respond to multiple-choice, short answer, and essay questions.

2) Keep this handout in the 1900-Present section of your binder. You will refer to it often & when we begin reviewing for the AP Exam in the spring.

3) TEST CORRECTION TUTORIALS: You will use this handout during test correction tutorials (*to earn back ½ credit by correcting missed questions*)