

PERIOD 1: TECHNOLOGICAL AND ENVIRONMENTAL TRANSFORMATIONS

to c. 600 B.C.E.

Key Concept 1.1. Big Geography and the Peopling of the Earth

The term *Big Geography* draws attention to the global nature of world history. Throughout the Paleolithic period, humans migrated from Africa to Eurasia, Australia, and the Americas. Early humans were mobile and creative in adapting to different geographical settings from savanna to desert to tundra. Humans also developed varied and sophisticated technologies.

LEARNING OBJECTIVES FOR 1.1.I

ENV-1 Explain how early humans used tools and technologies to establish communities.

ENV-4 Explain how environmental factors influenced human migrations and settlements.

ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.

CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.

ECON-1 Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.

ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.

I. Archeological evidence indicates that during the Paleolithic era, hunting-foraging bands of humans gradually migrated from their origin in East Africa to Eurasia, Australia, and the Americas, adapting their technology and cultures to new climate regions.

A. Humans developed increasingly diverse and sophisticated tools — including multiple uses of fire — as they adapted to new environments.

B. People lived in small groups that structured social, economic, and political activity. These bands exchanged people, ideas, and goods.

Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies

In response to warming climates at the end of the last Ice Age, about 10,000 years ago, some groups adapted to the environment in new ways, while others remained hunter-foragers. Settled agriculture appeared in several different parts of the world. The switch to agriculture created a more reliable, but not necessarily more diversified, food supply. Farmers also affected the environment through intensive cultivation of selected plants to the exclusion of others, the construction of irrigation systems, and the use of domesticated animals for food and labor. Populations increased; village life developed, followed by urban life with all its complexity. Patriarchy and forced-labor systems developed, giving elite men concentrated power over most of the other people in their societies. Pastoralism emerged in parts of Africa and Eurasia. Like agriculturalists, pastoralists tended to be more socially stratified than hunter-foragers. Pastoralists' mobility facilitated technology transfers through their interaction with settled populations.

<p>LEARNING OBJECTIVES FOR 1.2.1</p> <p>ENV-1 Explain how early humans used tools and technologies to establish communities.</p> <p>ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.</p> <p>ENV-4 Explain how environmental factors influenced human migrations and settlements.</p> <p>ENV-5 Explain how human migrations affected the environment.</p> <p>ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.</p> <p>SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.</p> <p>ECON-1 Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.</p> <p>ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.</p>	<p>I. Beginning about 10,000 years ago, the Neolithic Revolution led to the development of more complex economic and social systems.</p> <p>A. Possibly as a response to climatic change, permanent agricultural villages emerged first in the lands of the eastern Mediterranean. Agriculture emerged independently in Mesopotamia, the Nile River Valley, Sub-Saharan Africa, the Indus River Valley, the Yellow River (or Huang He) Valley, Papua New Guinea, Mesoamerica, and the Andes.</p> <p>B. People in each region domesticated locally available plants and animals.</p> <p>C. Pastoralism developed in Afro-Eurasian grasslands, negatively affecting the environment when lands were overgrazed.</p> <p>D. Agricultural communities had to work cooperatively to clear land and create the water control systems needed for crop production, drastically affecting environmental diversity.</p>
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LEARNING OBJECTIVES FOR 1.2.II

ENV-1 Explain how early humans used tools and technologies to establish communities.

ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.

ENV-5 Explain how human migrations affected the environment.

SB-1 Explain and compare how rulers constructed and maintained different forms of governance.

SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.

SB-8 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.

SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

ECON-1 Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.

ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.

ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.

ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.

SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.

II. Agriculture and pastoralism began to transform human societies.

A. Pastoralism and agriculture led to more reliable and abundant food supplies, which increased the population and led to specialization of labor, including new classes of artisans and warriors, and the development of elites.

B. Technological innovations led to improvements in agricultural production, trade, and transportation.

ILLUSTRATIVE EXAMPLES, TECHNOLOGICAL INNOVATIONS:

- ♦ Pottery
- ♦ Plows
- ♦ Woven textiles
- ♦ Wheels and wheeled vehicles
- ♦ Metallurgy

C. Patriarchal forms of social organization developed in both pastoralist and agrarian societies.

Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

From about 5,000 years ago, urban societies developed, laying the foundations for the first civilizations. The term *civilization* is normally used to designate large societies with cities and powerful states. While there were many differences between civilizations, they also shared important features. They all produced agricultural surpluses that permitted significant specialization of labor. All civilizations contained cities and generated complex institutions, including political bureaucracies, armies, and religious hierarchies. They also featured clearly stratified social hierarchies and organized long-distance trading relationships. Economic exchanges intensified within and between civilizations, as well as with nomadic pastoralists.

As populations grew, competition for surplus resources, especially food, led to greater social stratification, specialization of labor, increased trade, more complex systems of government and religion, and the development of record keeping. As civilizations expanded, people had to balance their need for more resources with environmental constraints such as the danger of undermining soil fertility. Finally, the accumulation of wealth in settled communities spurred warfare between communities and/or with pastoralists; this violence drove the development of new technologies of war and urban defense.

LEARNING OBJECTIVES FOR 1.3.I

ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.

ENV-4 Explain how environmental factors influenced human migrations and settlements.

- I. Core and foundational civilizations developed in a variety of geographical and environmental settings where agriculture flourished, including Mesopotamia in the Tigris and Euphrates River Valleys, Egypt in the Nile River Valley, Mohenjo-daro and Harappa in the Indus River Valley, Shang in the Yellow River (or Huang He) Valley, Olmec in Mesoamerica, and Chavín in Andean South America.**

LEARNING OBJECTIVES FOR 1.3.II

ENV-1 Explain how early humans used tools and technologies to establish communities.

ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.

- II. The first states emerged within core civilizations in Mesopotamia and the Nile Valley.**

- A. States were powerful new systems of rule that mobilized surplus labor and resources over large areas. Rulers of early states often claimed divine connections to power. Rulers also often enjoyed military support.

LEARNING OBJECTIVES FOR 1.3.II
(CONTINUED)

ENV-4 Explain how environmental factors influenced human migrations and settlements.

ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.

SB-1 Explain and compare how rulers constructed and maintained different forms of governance.

SB-2 Analyze how the functions and institutions of governments have changed over time.

SB-3 Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.

SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

ECON-1 Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.

ECON-3 Assess the economic strategies of different types of states and empires.

ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.

II. The first states emerged within core civilizations in Mesopotamia and the Nile Valley.
(CONTINUED)

B. As states grew and competed for land and resources, the more favorably situated — including the Hittites, who had access to iron — had greater access to resources, produced more surplus food, and experienced growing populations, enabling them to undertake territorial expansion and conquer surrounding states.

C. Pastoralists were often the developers and disseminators of new weapons and modes of transportation that transformed warfare in agrarian civilizations.

ILLUSTRATIVE EXAMPLES, NEW WEAPONS:

- ♦ Composite bows
- ♦ Iron weapons

ILLUSTRATIVE EXAMPLES, NEW MODES OF TRANSPORTATION:

- ♦ Chariots
- ♦ Horseback riding

<p>LEARNING OBJECTIVES FOR 1.3.II (CONTINUED)</p> <p>ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.</p> <p>SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.</p>	<p>II. The first states emerged within core civilizations in Mesopotamia and the Nile Valley. (CONTINUED)</p>
<p>LEARNING OBJECTIVES FOR 1.3.III</p> <p>ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.</p> <p>CUL-1 Compare the origins, principal beliefs, and practices of the major world religions and belief systems.</p> <p>CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.</p> <p>CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p>CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.</p> <p>CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.</p> <p>CUL-8 Explain how economic, religious, and political elites defined and sponsored art and architecture.</p> <p>CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.</p>	<p>III. Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art.</p> <p>A. Early civilizations developed monumental architecture and urban planning.</p> <p>ILLUSTRATIVE EXAMPLES, MONUMENTAL ARCHITECTURE AND URBAN PLANNING:</p> <ul style="list-style-type: none"> ♦ Ziggurats ♦ Pyramids ♦ Temples ♦ Defensive walls ♦ Streets and roads ♦ Sewage and water systems <p>B. Systems of record keeping arose independently in all early civilizations and subsequently spread.</p> <p>ILLUSTRATIVE EXAMPLES, SYSTEMS OF RECORD KEEPING:</p> <ul style="list-style-type: none"> ♦ Cuneiform ♦ Hieroglyphs ♦ Pictographs ♦ Alphabets ♦ Quipu <p>C. States developed legal codes that reflected existing hierarchies and facilitated the rule of governments over people.</p> <p>ILLUSTRATIVE EXAMPLES, LEGAL CODES:</p> <ul style="list-style-type: none"> ♦ Code of Hammurabi (Babylonia) ♦ Code of Ur-Nammu (Sumer) <p>D. New religious beliefs that developed in this period — including the Vedic religion, Hebrew monotheism, and Zoroastrianism — continued to have strong influences in later periods.</p>

LEARNING OBJECTIVES FOR 1.3.III
(CONTINUED)

SB-1 Explain and compare how rulers constructed and maintained different forms of governance.

SB-2 Analyze how the functions and institutions of governments have changed over time.

SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.

SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

SB-10 Analyze the political and economic interactions between states and non-state actors.

ECON-2 Analyze the economic role of cities as centers of production and commerce.

ECON-8 Analyze the relationship between belief systems and economic systems.

ECON-11 Explain how the development of financial instruments and techniques facilitated economic exchanges.

ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.

SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.

SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.

SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.

III. Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art.
(CONTINUED)

E. Trade expanded throughout this period from local to regional to interregional with civilizations exchanging goods, cultural ideas, and technology.

ILLUSTRATIVE EXAMPLES, DEVELOPMENT OF INTERREGIONAL TRADE:

- ♦ Trade between Mesopotamia and Egypt
- ♦ Trade between Egypt and Nubia
- ♦ Trade between Mesopotamia and the Indus Valley

F. Social hierarchies, including patriarchy, intensified as states expanded and cities multiplied.

PERIOD 2: ORGANIZATION AND REORGANIZATION OF HUMAN SOCIETIES

c. 600 B.C.E. to c. 600 C.E.

Key Concept 2.1. The Development and Codification of Religious and Cultural Traditions

As states and empires increased in size, and contacts between regions multiplied, people transformed their religious and cultural systems. Religions and belief systems provided a social bond and an ethical code to live by. These shared beliefs also influenced and reinforced political, economic, and occupational stratification. Religious and political authority often merged as rulers (some of whom were considered divine) used religion, along with military and legal structures, to justify their rule and ensure its continuation. Religions and belief systems also generated conflict, partly because beliefs and practices varied greatly within and among societies.

LEARNING OBJECTIVES FOR 2.1.I

CUL-1 Compare the origins, principal beliefs, and practices of the major world religions and belief systems.

CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.

CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.

CUL-5 Explain and compare how teachings and social practices of different religious and secular belief systems affected gender roles and family structures.

SB-7 Assess how and why internal conflicts, such as revolts and revolutions, have influenced the process of state building, expansion, and dissolution.

SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.

SOC-5 Analyze ways in which religious beliefs and practices have sustained or challenged class, gender, and racial ideologies.

I. Codifications and further developments of existing religious traditions provided a bond among people and an ethical code to live by.

A. The association of monotheism with Judaism further developed with the codification of the Hebrew Scriptures, which also reflected the influence of Mesopotamian cultural and legal traditions. The Assyrian, Babylonian, and Roman empires conquered various Jewish states at different points in time. These conquests contributed to the growth of Jewish diasporic communities around the Mediterranean and Middle East.

B. The core beliefs outlined in the Sanskrit scriptures formed the basis of the Vedic religions — later known as Hinduism. These beliefs included the importance of multiple manifestations of Brahma and teachings about reincarnation, and they contributed to the development of the social and political roles of a caste system.

LEARNING OBJECTIVES FOR 2.1.II

ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.

CUL-1 Compare the origins, principal beliefs, and practices of the major world religions and belief systems.

CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.

CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.

CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.

CUL-8 Explain how economic, religious, and political elites defined and sponsored art and architecture.

CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.

ECON-8 Analyze the relationship between belief systems and economic systems.

SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.

SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.

SOC-5 Analyze ways in which religious beliefs and practices have sustained or challenged class, gender, and racial ideologies.

II. New belief systems and cultural traditions emerged and spread, often asserting universal truths.

A. The core beliefs about desire, suffering, and the search for enlightenment preached by the historic Buddha and collected by his followers in sutras and other scriptures were, in part, a reaction to the Vedic beliefs and rituals dominant in South Asia. Buddhism changed over time as it spread throughout Asia — first through the support of the Mauryan emperor Ashoka, and then through the efforts of missionaries and merchants, and the establishment of educational institutions to promote Buddhism’s core teachings.

B. Confucianism’s core beliefs and writings originated in the writings and lessons of Confucius. They were elaborated by key disciples who sought to promote social harmony by outlining proper rituals and social relationships for all people in China, including rulers.

C. In major Daoist writings, the core belief of balance between humans and nature assumed that the Chinese political system would be altered indirectly. Daoism also influenced the development of Chinese culture.

ILLUSTRATIVE EXAMPLES, INFLUENCE OF DAOISM ON CHINESE CULTURE:

- ♦ Medical theories and practices
- ♦ Poetry
- ♦ Metallurgy
- ♦ Architecture

<p>LEARNING OBJECTIVES FOR 2.1.II (CONTINUED)</p>	<p>II. New belief systems and cultural traditions emerged and spread, often asserting universal truths. (CONTINUED)</p> <p>D. Christianity, based on core beliefs about the teachings and divinity of Jesus of Nazareth as recorded by his disciples, drew on Judaism and Roman and Hellenistic influences. Despite initial Roman imperial hostility, Christianity spread through the efforts of missionaries and merchants through many parts of Afro-Eurasia, and eventually gained Roman imperial support by the time of Emperor Constantine.</p> <hr/> <p>E. The core ideas in Greco-Roman philosophy and science emphasized logic, empirical observation, and the nature of political power and hierarchy.</p> <hr/> <p>F. Art and architecture reflected the values of religions and belief systems.</p> <p>ILLUSTRATIVE EXAMPLES, ART AND ARCHITECTURE:</p> <ul style="list-style-type: none"> ♦ Hindu art and architecture ♦ Buddhist art and architecture ♦ Christian art and architecture ♦ Greco-Roman art and architecture
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LEARNING OBJECTIVES FOR 2.1.III

CUL-1 Compare the origins, principal beliefs, and practices of the major world religions and belief systems.

CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.

CUL-5 Explain and compare how teachings and social practices of different religious and secular belief systems affected gender roles and family structures.

SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.

SOC-5 Analyze ways in which religious beliefs and practices have sustained or challenged class, gender, and racial ideologies.

III. Belief systems generally reinforced existing social structures while also offering new roles and status to some men and women. For example, Confucianism emphasized filial piety, and some Buddhists and Christians practiced a monastic life.

LEARNING OBJECTIVES FOR 2.1.IV

ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.

IV. Other religious and cultural traditions, including shamanism, animism, and ancestor veneration, persisted.

Key Concept 2.2. The Development of States and Empires

As the early states and empires grew in number, size, and population, they frequently competed for resources and came into conflict with one another. In quest of land, wealth, and security, some empires expanded dramatically. In doing so, they built powerful military machines and administrative institutions that were capable of organizing human activities over long distances, and they created new groups of military and political elites to manage their affairs. As these empires expanded their boundaries, they also faced the need to develop policies and procedures to govern their relationships with ethnically and culturally diverse populations, sometimes to integrate them within an imperial society and sometimes to exclude them. In some cases, these empires became victims of their own successes. By expanding their boundaries too far, they created political, cultural, and administrative difficulties that they could not manage. They also experienced environmental, social, and economic problems when they overexploited their lands and subjects and permitted excessive wealth to be concentrated in the hands of privileged classes.

LEARNING OBJECTIVES FOR 2.2.1

ENV-4 Explain how environmental factors influenced human migrations and settlements.

SB-2 Analyze how the functions and institutions of governments have changed over time.

SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.

SB-10 Analyze the political and economic interactions between states and non-state actors.

I. The number and size of key states and empires grew dramatically as rulers imposed political unity on areas where previously there had been competing states. Key states and empires include:

- ▶ Southwest Asia: Persian empires
- ▶ East Asia: Qin and Han empires
- ▶ South Asia: Mauryan and Gupta empires
- ▶ Mediterranean region: Phoenicia and its colonies, Greek city-states and colonies, and Hellenistic and Roman empires
- ▶ Mesoamerica: Teotihuacan, Maya city-states
- ▶ Andean South America: Moche
- ▶ North America: from Chaco to Cahokia

ILLUSTRATIVE EXAMPLES, PERSIAN EMPIRES:

- ♦ Achaemenid
- ♦ Parthian
- ♦ Sassanian

[NOTE: Students should know the location and names of the key empires and states.]

LEARNING OBJECTIVES FOR 2.2.II

ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.

ENV-8 Assess the demographic causes and effects of the spread of new foods and agricultural techniques.

SB-1 Explain and compare how rulers constructed and maintained different forms of governance.

SB-2 Analyze how the functions and institutions of governments have changed over time.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.

SB-8 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.

SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

SB-10 Analyze the political and economic interactions between states and non-state actors.

II. Empires and states developed new techniques of imperial administration based, in part, on the success of earlier political forms.

- A. In order to organize their subjects, in many regions the rulers created administrative institutions, including centralized governments as well as elaborate legal systems and bureaucracies.

ILLUSTRATIVE EXAMPLES, REGIONS WHERE RULERS CREATED ADMINISTRATIVE INSTITUTIONS:

- ♦ China
- ♦ Persia
- ♦ Rome
- ♦ South Asia

- B. Imperial governments promoted trade and projected military power over larger areas using a variety of techniques, including issuing currencies; diplomacy; developing supply lines; building fortifications, defensive walls, and roads; and drawing new groups of military officers and soldiers from the location populations or conquered populations.

LEARNING OBJECTIVES FOR 2.2.III

CUL-8 Explain how economic, religious, and political elites defined and sponsored art and architecture.

SB-1 Explain and compare how rulers constructed and maintained different forms of governance.

SB-2 Analyze how the functions and institutions of governments have changed over time.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.

SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

SB-10 Analyze the political and economic interactions between states and non-state actors.

ECON-2 Analyze the economic role of cities as centers of production and commerce.

ECON-3 Assess the economic strategies of different types of states and empires.

ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.

ECON-6 Explain and compare the causes and effects of different forms of coerced labor systems.

SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.

SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.

SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.

SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.

III. Unique social and economic dimensions developed in imperial societies in Afro-Eurasia and the Americas.

A. Imperial cities served as centers of trade, public performance of religious rituals, and political administration for states and empires.

ILLUSTRATIVE EXAMPLES, IMPERIAL CITIES:

- ♦ Persepolis
- ♦ Chang’an
- ♦ Pataliputra
- ♦ Athens
- ♦ Carthage
- ♦ Rome
- ♦ Alexandria
- ♦ Constantinople
- ♦ Teotihuacan

B. The social structures of empires displayed hierarchies that included cultivators, laborers, slaves, artisans, merchants, elites, or caste groups.

ILLUSTRATIVE EXAMPLES, METHODS OF ENSURING PRODUCTION AND SOCIAL HIERARCHY:

- ♦ Corvée labor
- ♦ Slavery
- ♦ Rents and tributes
- ♦ Peasant communities
- ♦ Family and household production

D. Patriarchy continued to shape gender and family relations in all imperial societies of this period.

LEARNING OBJECTIVES FOR 2.2.IV

ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.

ENV-4 Explain how environmental factors influenced human migrations and settlements.

ENV-5 Explain how human migrations affected the environment.

SB-2 Analyze how the functions and institutions of governments have changed over time.

SB-3 Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.

SB-8 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.

SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.

IV. The Roman, Han, Persian, Mauryan, and Gupta empires encountered political, cultural, and administrative difficulties that they could not manage, which eventually led to their decline, collapse, and transformation into successor empires or states.

A. Through excessive mobilization of resources, imperial governments generated social tensions and created economic difficulties by concentrating too much wealth in the hands of elites.

B. Security issues along their frontiers, including the threat of invasions, challenged imperial authority.

ILLUSTRATIVE EXAMPLES, PROBLEMS ALONG FRONTIERS:

- ♦ Between Han China and the Xiongnu
- ♦ Between the Gupta and the White Huns
- ♦ Between the Romans and their northern and eastern neighbors

Key Concept 2.3. Emergence of Interregional Networks of Communication and Exchange

With the organization of large-scale empires, the volume of long-distance trade increased dramatically. Much of this trade resulted from the demand for raw materials and luxury goods. Land and water routes linked many regions of the Eastern Hemisphere. The exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed alongside the trade in goods across extensive networks of communication and exchange. In the Americas and Oceania, localized networks developed.

LEARNING OBJECTIVES FOR 2.3.I

ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.

ENV-3 Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.

ENV-4 Explain how environmental factors influenced human migrations and settlements.

SB-10 Analyze the political and economic interactions between states and non-state actors.

ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

I. Land and water routes became the basis for interregional trade, communication, and exchange networks in the Eastern Hemisphere.

- A. Many factors, including the climate and location of the routes, the typical trade goods, and the ethnicity of people involved, shaped the distinctive features of a variety of trade routes, including Eurasian Silk Roads, Trans-Saharan caravan routes, Indian Ocean sea lanes, and Mediterranean sea lanes.

LEARNING OBJECTIVES FOR 2.3.II

ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.

ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.

CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.

SB-10 Analyze the political and economic interactions between states and non-state actors.

ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

II. New technologies facilitated long-distance communication and exchange.

A. New technologies permitted the use of domesticated pack animals to transport goods across longer routes.

B. Innovations in maritime technologies, as well as advanced knowledge of the monsoon winds, stimulated exchanges along maritime routes from East Africa to East Asia.

LEARNING OBJECTIVES FOR 2.3.III

ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.

ENV-3 Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.

ENV-7 Assess the causes and effects of the spread of epidemic diseases over time.

CUL-1 Compare the origins, principal beliefs, and practices of the major world religions and belief systems.

CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.

CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

ECON-1 Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.

ECON-8 Analyze the relationship between belief systems and economic systems.

ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.

ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

III. Alongside the trade in goods, the exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed across extensive networks of communication and exchange.

A. The spread of crops, including rice and cotton from South Asia to the Middle East, encouraged changes in farming and irrigation techniques.

ILLUSTRATIVE EXAMPLES, CHANGES IN FARMING AND IRRIGATION TECHNIQUES:

- ♦ The *qanāt* system
- ♦ A variety of water wheels (*noria*, *sakia*)
- ♦ Improved wells and pumps (*shaduf*)

B. The spread of disease pathogens diminished urban populations and contributed to the decline of some empires.

ILLUSTRATIVE EXAMPLES, EFFECTS OF DISEASE ON EMPIRES:

- ♦ The effects of disease on the Roman Empire
- ♦ The effects of disease on Chinese empires

C. Religious and cultural traditions—including Christianity, Hinduism, and Buddhism—were transformed as they spread.

PERIOD 3: REGIONAL AND INTERREGIONAL INTERACTIONS

c. 600 C.E. to c. 1450

Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks

Although Afro-Eurasia and the Americas remained separate from one another, this era witnessed a deepening and widening of networks of human interaction within and across regions. The results were unprecedented concentrations of wealth and the intensification of cross-cultural exchanges. Innovations in transportation, state policies, and mercantile practices contributed to the expansion and development of commercial networks, which in turn served as conduits for cultural, technological, and biological diffusion within and between various societies. Pastoral or nomadic groups played a key role in creating and sustaining these networks. Expanding networks fostered greater interregional borrowing, while at the same time sustaining regional diversity. The prophet Muhammad promoted Islam, a new monotheistic religion, at the start of this period. It spread quickly through practices of trade, warfare, and diffusion characteristic of this period.

LEARNING OBJECTIVES FOR 3.1.I

ENV-3 Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.

ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.

ENV-8 Assess the demographic causes and effects of the spread of new foods and agricultural techniques.

CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.

SB-1 Explain and compare how rulers constructed and maintained different forms of governance.

SB-2 Analyze how the functions and institutions of governments have changed over time.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

I. Improved transportation technologies and commercial practices led to an increased volume of trade, and expanded the geographical range of existing and newly active trade networks.

- A. Existing trade routes — including the Silk Roads, the Mediterranean Sea, the Trans-Saharan, and the Indian Ocean basin — flourished and promoted the growth of powerful new trading cities.

ILLUSTRATIVE EXAMPLES, NEW TRADING CITIES:

- ♦ Novgorod
- ♦ Timbuktu
- ♦ Swahili city-states
- ♦ Hangzhou
- ♦ Calicut
- ♦ Baghdad
- ♦ Melaka
- ♦ Venice
- ♦ Tenochtitlan
- ♦ Cahokia

- B. Communication and exchange networks developed in the Americas.

ILLUSTRATIVE EXAMPLES, NETWORKS:

- ♦ Mississippi River Valley
- ♦ Mesoamerica
- ♦ Andes

LEARNING OBJECTIVES FOR 3.1.I
(CONTINUED)

SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.

SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.

ECON-2 Analyze the economic role of cities as centers of production and commerce.

ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.

ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.
ECON-11 Explain how the development of financial instruments and techniques facilitated economic exchanges.

ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

I. Improved transportation technologies and commercial practices led to an increased volume of trade, and expanded the geographical range of existing and newly active trade networks.
(CONTINUED)

C. The growth of interregional trade in luxury goods was encouraged by significant innovations in previously existing transportation and commercial technologies, including the caravanserai, use of the compass, astrolabe, and larger ship designs in sea travel; and new forms of credit and monetization.

ILLUSTRATIVE EXAMPLES, LUXURY GOODS:

- ♦ Silk and cotton textiles
- ♦ Porcelain
- ♦ Spices
- ♦ Precious metals and gems
- ♦ Slaves
- ♦ Exotic animals

ILLUSTRATIVE EXAMPLES, NEW FORMS OF CREDIT AND MONETIZATION:

- ♦ Bills of exchange
- ♦ Credit
- ♦ Checks
- ♦ Banking houses

D. Commercial growth was also facilitated by state practices, including the Inca road system; trading organizations, including the Hanseatic League; and state-sponsored commercial infrastructures, including the Grand Canal in China.

ILLUSTRATIVE EXAMPLES, STATE PRACTICES:

- ♦ Minting of coins
- ♦ Use of paper money

E. The expansion of empires — including China, the Byzantine Empire, the caliphates, and the Mongols — facilitated Afro–Eurasian trade and communication as new peoples were drawn into their conquerors’ economies and trade networks.

LEARNING OBJECTIVES FOR 3.1.II

ENV-3 Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.

ENV-5 Explain how human migrations affected the environment.

ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.

CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

II. The movement of peoples caused environmental and linguistic effects.

A. The expansion and intensification of long-distance trade routes often depended on environmental knowledge and technological adaptations to it.

ILLUSTRATIVE EXAMPLES, ENVIRONMENTAL KNOWLEDGE AND TECHNOLOGICAL ADAPTATIONS:

- ♦ The way Scandinavian Vikings used their longships to travel in coastal and open waters as well as in rivers and estuaries
- ♦ The way the Arabs and Berbers adapted camels to travel across and around the Sahara
- ♦ The way Central Asian pastoral groups used horses to travel in the steppes

B. Some migrations had a significant environmental impact, including:

- ▶ The migration of Bantu-speaking peoples who facilitated transmission of iron technologies and agricultural techniques in Sub-Saharan Africa
- ▶ The maritime migrations of the Polynesian peoples who cultivated transplanted foods and domesticated animals as they moved to new islands

C. Some migrations and commercial contacts led to the diffusion of languages throughout a new region or the emergence of new languages.

ILLUSTRATIVE EXAMPLES, DIFFUSION OF LANGUAGES:

- ♦ The spread of Bantu languages
- ♦ The spread of Turkic and Arabic languages

LEARNING OBJECTIVES FOR 3.1.III

CUL-1 Compare the origins, principal beliefs, and practices of the major world religions and belief systems.

CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.

CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.

CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.

CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.

CUL-7 Analyze how new scientific, technological, and medical innovations affected religions, belief systems, philosophies, and major ideologies.

CUL-8 Explain how economic, religious, and political elites defined and sponsored art and architecture.

CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

SB-10 Analyze the political and economic interactions between states and non-state actors.

III. Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication.

A. Islam, based on the revelations of the prophet Muhammad, developed in the Arabian Peninsula. The beliefs and practices of Islam reflected interactions among Jews, Christians, and Zoroastrians with the local Arabian peoples. Muslim rule expanded to many parts of Afro–Eurasia due to military expansion, and Islam subsequently expanded through the activities of merchants and missionaries.

B. In key places along important trade routes, merchants set up diasporic communities where they introduced their own cultural traditions into the indigenous culture.

C. As exchange networks intensified, an increased number of travelers within Afro–Eurasia wrote about their travels. Their writings illustrate both the extent and the limitations of intercultural knowledge and understanding.

ILLUSTRATIVE EXAMPLES, DIASPORIC COMMUNITIES:

- ♦ Muslim merchant communities in the Indian Ocean region
- ♦ Chinese merchant communities in Southeast Asia
- ♦ Sogdian merchant communities throughout Central Asia
- ♦ Jewish communities in the Mediterranean, Indian Ocean basin, or along the Silk Roads

ILLUSTRATIVE EXAMPLES, TRAVELERS:

- ♦ Ibn Battuta
- ♦ Marco Polo
- ♦ Xuanzang

LEARNING OBJECTIVES FOR 3.1.III
(CONTINUED)

ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.

ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.

SOC-5 Analyze ways in which religious beliefs and practices have sustained or challenged class, gender, and racial ideologies.

SOC-8 Analyze the extent to which migrations changed social structures in both the sending and receiving societies.

III. Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication.
(CONTINUED)

D. Increased cross-cultural interactions resulted in the diffusion of literary, artistic, and cultural traditions, as well as scientific and technological innovations.

ILLUSTRATIVE EXAMPLES, DIFFUSION OF LITERARY, ARTISTIC, AND CULTURAL TRADITIONS:

- ♦ The spread of Christianity throughout Europe
- ♦ The influence of Neoconfucianism and Buddhism in East Asia
- ♦ The spread of Hinduism and Buddhism into Southeast Asia
- ♦ The spread of Islam in Sub-Saharan Africa and Asia
- ♦ The influence of Toltec/Mexica and Inca traditions in Mesoamerica and Andean America

ILLUSTRATIVE EXAMPLES, DIFFUSION OF SCIENTIFIC AND TECHNOLOGICAL INNOVATIONS:

- ♦ The influence of Greek and Indian mathematics on Muslim scholars
- ♦ The return of Greek science and philosophy to western Europe via Muslim al-Andalus in Iberia
- ♦ The spread of printing and gunpowder technologies from East Asia into the Islamic empires and western Europe

LEARNING OBJECTIVES FOR 3.1.IV

ENV-5 Explain how human migrations affected the environment.

ENV-7 Assess the causes and effects of the spread of epidemic diseases over time.

ENV-8 Assess the demographic causes and effects of the spread of new foods and agricultural techniques.

IV. There was continued diffusion of crops and pathogens, including epidemic diseases like the bubonic plague, throughout the Eastern Hemisphere along the trade routes.

ILLUSTRATIVE EXAMPLES, DIFFUSION OF CROPS:

- ♦ Bananas in Africa
- ♦ New rice varieties in East Asia
- ♦ The spread of cotton, sugar, and citrus throughout Dar al-Islam and the Mediterranean basin

LEARNING OBJECTIVES FOR 3.1.IV
(CONTINUED)

ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.

ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

IV. There was continued diffusion of crops and pathogens, including epidemic diseases like the bubonic plague, throughout the Eastern Hemisphere along the trade routes.

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Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions

State formation in this era demonstrated remarkable continuity, innovation, and diversity in various regions. In Afro-Eurasia, some states attempted, with differing degrees of success, to preserve or revive imperial structures, while smaller, less centralized states continued to develop. The expansion of Islam introduced a new concept — the caliphate — to Afro-Eurasian statecraft. Pastoral peoples in Eurasia built powerful and distinctive empires that integrated people and institutions from both the pastoral and agrarian worlds. In the Americas, powerful states developed in both Mesoamerica and the Andean region.

LEARNING OBJECTIVES FOR 3.2.I

CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.

CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.

CUL-5 Explain and compare how teachings and social practices of different religious and secular belief systems affected gender roles and family structures.

SB-1 Explain and compare how rulers constructed and maintained different forms of governance.

I. Empires collapsed and were reconstituted; in some regions new state forms emerged.

A. Following the collapses of empires, most reconstituted governments, including the Byzantine Empire and the Chinese dynasties (Sui, Tang, and Song), combined traditional sources of power and legitimacy with innovations better suited to their specific local context.

ILLUSTRATIVE EXAMPLES, TRADITIONAL SOURCES OF POWER AND LEGITIMACY:

- ♦ Patriarchy
- ♦ Religion
- ♦ Land-owning elites

ILLUSTRATIVE EXAMPLES, INNOVATIONS:

- ♦ New methods of taxation
- ♦ Tributary systems
- ♦ Adaptation of religious institutions

LEARNING OBJECTIVES FOR 3.2.I
(CONTINUED)

SB-2 Analyze how the functions and institutions of governments have changed over time.

SB-3 Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.

SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.

SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

SB-10 Analyze the political and economic interactions between states and non-state actors.

ECON-3 Assess the economic strategies of different types of states and empires.

ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.

SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.

I. Empires collapsed and were reconstituted; in some regions new state forms emerged.

(CONTINUED)

B. In some places, new forms of governance emerged including those developed in various Islamic states, the Mongol khanates, city-states, and decentralized government (feudalism) in Europe and Japan.

ILLUSTRATIVE EXAMPLES, ISLAMIC STATES:

- ♦ Abbasids
- ♦ Muslim Iberia
- ♦ Delhi Sultanates

ILLUSTRATIVE EXAMPLES, CITY-STATES:

- ♦ In the Italian peninsula
- ♦ In East Africa
- ♦ In Southeast Asia
- ♦ In the Americas

C. Some states synthesized local with foreign traditions.

ILLUSTRATIVE EXAMPLES, SYNTHESIS BY STATES:

- ♦ Persian traditions that influence Islamic states
- ♦ Chinese traditions that influence states in Japan

D. In the Americas, as in Afro-Eurasia, state systems expanded in scope and reach; networks of city-states flourished in the Maya region and, at the end of this period, imperial systems were created by the Mexica (Aztecs) and Inca.

LEARNING OBJECTIVES FOR 3.2.II

CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.

SB-8 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.

SB-10 Analyze the political and economic interactions between states and non-state actors.

ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.

II. Interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers, including transfers between Tang China and the Abbasids, transfers across the Mongol empires, transfers during the Crusades, and transfers during Chinese maritime activity led by Ming Admiral Zheng He.

ILLUSTRATIVE EXAMPLES, TECHNOLOGICAL AND CULTURAL TRANSFERS:

- ♦ Paper-making techniques between Tang China and the Abbasids
- ♦ Gunpowder during the Mongol Empire
- ♦ Neoconfucianism from China to Korea and Japan

Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences

Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes. Productivity rose in both agriculture and industry. Rising productivity supported population growth and urbanization but also strained environmental resources and at times caused dramatic demographic swings.

Shifts in production and the increased volume of trade also stimulated new labor practices, including adaptation of existing patterns of free and coerced labor. Social and gender structures evolved in response to these changes.

LEARNING OBJECTIVES FOR 3.3.I

ENV-8 Assess the demographic causes and effects of the spread of new foods and agricultural techniques.

ENV-9 Analyze the environmental causes and effects of industrialization.

ECON-1 Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.

ECON-3 Assess the economic strategies of different types of states and empires.

ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.

ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.

ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

I. Innovations stimulated agricultural and industrial production in many regions.

A. Agricultural production increased significantly due to technological innovations.

ILLUSTRATIVE EXAMPLES, TECHNOLOGICAL INNOVATIONS:

- ♦ The *chinampa* field systems
- ♦ *Waru waru* agricultural techniques in the Andean areas
- ♦ Improved terracing techniques
- ♦ The horse collar

B. Demand for foreign luxury goods increased in Afro-Eurasia. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; industrial production of iron and steel expanded in China.

LEARNING OBJECTIVES FOR 3.3.II

ENV-4 Explain how environmental factors influenced human migrations and settlements.

ENV-5 Explain how human migrations affected the environment.

ENV-7 Assess the causes and effects of the spread of epidemic diseases over time.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

II. The fate of cities varied greatly, with periods of significant decline and periods of increased urbanization buoyed by rising productivity and expanding trade networks.

A. Multiple factors contributed to the decline of urban areas in this period, including invasions, disease, and the decline of agricultural productivity.

B. Multiple factors contributed to urban revival, including the end of invasions, the availability of safe and reliable transport, the rise of commerce and warmer temperatures between 800 and 1300, increased agricultural productivity and subsequent rising population, and greater availability of labor.

LEARNING OBJECTIVES FOR 3.3.II

(CONTINUED)

SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.

SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

ECON-2 Analyze the economic role of cities as centers of production and commerce.

ECON-3 Assess the economic strategies of different types of states and empires.

ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.

ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

II. The fate of cities varied greatly, with periods of significant decline and periods of increased urbanization buoyed by rising productivity and expanding trade networks.

LEARNING OBJECTIVES FOR 3.3.III

CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.

CUL-5 Explain and compare how teachings and social practices of different religious and secular belief systems affected gender roles and family structures.

SB-2 Analyze how the functions and institutions of governments have changed over time.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

III. Despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family life.

- A. The diversification of labor organization that began with settled agriculture continued in this period. Forms of labor organization included free peasant agriculture, nomadic pastoralism, craft production and guild organization, various forms of coerced and unfree labor, government-imposed labor taxes, and military obligations.

LEARNING OBJECTIVES FOR 3.3.III
(CONTINUED)

SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.

SB-7 Assess how and why internal conflicts, such as revolts and revolutions, have influenced the process of state building, expansion, and dissolution.

SB-10 Analyze the political and economic interactions between states and non-state actors.

ECON-3 Assess the economic strategies of different types of states and empires.

ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.

ECON-6 Explain and compare the causes and effects of different forms of coerced labor systems.

SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.

SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.

SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.

SOC-5 Analyze ways in which religious beliefs and practices have sustained or challenged class, gender, and racial ideologies.

SOC-8 Analyze the extent to which migrations changed social structures in both the sending and receiving societies.

III. Despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family life.

(CONTINUED)

B. As in the previous period, social structures were shaped largely by class and caste hierarchies. Patriarchy persisted; however, in some areas, women exercised more power and influence, most notably among the Mongols and in West Africa, Japan, and Southeast Asia.

C. New forms of coerced labor appeared, including serfdom in Europe and Japan and the elaboration of the *mit'a* in the Inca Empire. Free peasants resisted attempts to raise dues and taxes by staging revolts. The demand for slaves for both military and domestic purposes increased, particularly in central Eurasia, parts of Africa, and the eastern Mediterranean.

D. The diffusion of Buddhism, Christianity, Islam, and Neoconfucianism often led to significant changes in gender relations and family structure.

ILLUSTRATIVE EXAMPLES, REGIONS WHERE FREE PEASANTS REVOLTED:

- ♦ China
- ♦ The Byzantine Empire

ILLUSTRATIVE EXAMPLES, CHANGES IN GENDER RELATIONS AND FAMILY STRUCTURE:

- ♦ Divorce for both men and women in some Muslim states
- ♦ The practice of foot binding in Song China

PERIOD 4: GLOBAL INTERACTIONS

c. 1450 to c. 1750

Key Concept 4.1. Globalizing Networks of Communication and Exchange

The interconnection of the Eastern and Western Hemispheres made possible by transoceanic voyaging marked a key transformation of this period. Technological innovations helped make transoceanic connections possible. Changing patterns of long-distance trade included the global circulation of some commodities and the formation of new regional markets and financial centers. Increased interregional and global trade networks facilitated the spread of religion and other elements of culture as well as the migration of large numbers of people. Germs carried to the Americas ravaged the indigenous peoples, while the global exchange of crops and animals altered agriculture, diets, and populations around the planet.

LEARNING OBJECTIVES FOR 4.1.I

SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

ECON-3 Assess the economic strategies of different types of states and empires.

ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

ECON-13 Analyze how international economic institutions, regional trade agreements, and corporations — both local and multinational — have interacted with state economic authority.

- I. **In the context of the new global circulation of goods, there was an intensification of all existing regional patterns of trade that brought prosperity and economic disruption to the merchants and governments in the trading regions of the Indian Ocean, Mediterranean, Sahara, and overland Eurasia.**

LEARNING OBJECTIVES FOR 4.1.II

ENV-3 Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.

ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.

CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.

ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.

ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

II. European technological developments in cartography and navigation built on previous knowledge developed in the Classical, Islamic, and Asian worlds, and included the production of new tools, innovations in ship designs, and an improved understanding of global wind and currents patterns — all of which made transoceanic travel and trade possible.

ILLUSTRATIVE EXAMPLES, INNOVATIONS IN SHIP DESIGN:

- ♦ Caravel
- ♦ Carrack
- ♦ Fluyt

LEARNING OBJECTIVES FOR 4.1.III

ENV-3 Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.

ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.

CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.

ECON-3 Assess the economic strategies of different types of states and empires.

III. Remarkable new transoceanic maritime reconnaissance occurred in this period.

A. Portuguese development of maritime technology and navigational skills led to increased travel to and trade with West Africa and resulted in the construction of a global trading-post empire.

B. Spanish sponsorship of the first Columbian and subsequent voyages across the Atlantic and Pacific dramatically increased European interest in transoceanic travel and trade.

<p>LEARNING OBJECTIVES FOR 4.1.III (CONTINUED)</p> <p>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</p> <p>ECON-13 Analyze how international economic institutions, regional trade agreements, and corporations — both local and multinational — have interacted with state economic authority.</p>	<p>III. Remarkable new transoceanic maritime reconnaissance occurred in this period. (CONTINUED)</p> <p>C. Northern Atlantic crossings for fishing and settlements continued and spurred European searches for multiple routes to Asia.</p>
<p>LEARNING OBJECTIVES FOR 4.1.IV</p> <p>SB-3 Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>SB-10 Analyze the political and economic interactions between states and non-state actors.</p> <p>ECON-3 Assess the economic strategies of different types of states and empires.</p> <p>ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.</p> <p>ECON-6 Explain and compare the causes and effects of different forms of coerced labor systems.</p>	<p>IV. The new global circulation of goods was facilitated by royal-chartered European monopoly companies that took silver from Spanish colonies in the Americas to purchase Asian goods for the Atlantic markets. Regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic shipping services developed by European merchants.</p> <p>A. European merchants' role in Asian trade was characterized mostly by transporting goods from one Asian country to another market in Asia or the Indian Ocean region.</p> <p>B. Commercialization and the creation of a global economy were intimately connected to new global circulation of silver from the Americas.</p> <p>C. Influenced by mercantilism, joint-stock companies were new methods used by European rulers to control their domestic and colonial economies and by European merchants to compete against one another in global trade.</p>

LEARNING OBJECTIVES FOR 4.1.IV

(CONTINUED)

ECON-9 Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.

ECON-11 Explain how the development of financial instruments and techniques facilitated economic exchanges.

ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

ECON-13 Analyze how international economic institutions, regional trade agreements, and corporations — both local and multinational — have interacted with state economic authority.

SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.

SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.

SOC-8 Analyze the extent to which migrations changed social structures in both the sending and receiving societies.

IV. The new global circulation of goods was facilitated by royal-chartered European monopoly companies that took silver from Spanish colonies in the Americas to purchase Asian goods for the Atlantic markets. Regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic shipping services developed by European merchants.

(CONTINUED)

D. The Atlantic system involved the movement of goods, wealth, and free and unfree laborers and the mixing of African, American, and European cultures and peoples.

LEARNING OBJECTIVES FOR 4.1.V

- ENV-5** Explain how human migrations affected the environment.
- ENV-7** Assess the causes and effects of the spread of epidemic diseases over time.
- ENV-8** Assess the demographic causes and effects of the spread of new foods and agricultural techniques.
- SB-3** Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.
- ECON-1** Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.
- ECON-5** Explain and compare forms of labor organization, including families and labor specialization within and across different societies.
- ECON-10** Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.
- ECON-12** Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.
- SOC-2** Assess how the development of specialized labor systems interacted with the development of social hierarchies.
- SOC-7** Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.
- SOC-8** Analyze the extent to which migrations changed social structures in both the sending and receiving societies.

V. The new connections between the Eastern and Western Hemispheres resulted in the Columbian Exchange.

A. European colonization of the Americas led to the spread of diseases — including smallpox, measles, and influenza — that were endemic in the Eastern Hemisphere among Amerindian populations and the unintentional transfer of vermin, including mosquitoes and rats.

B. American foods became staple crops in various parts of Europe, Asia, and Africa. Cash crops were grown primarily on plantations with coerced labor and were exported mostly to Europe and the Middle East in this period.

C. Afro–Eurasian fruit trees, grains, sugar, and domesticated animals were brought by Europeans to the Americas, while other foods were brought by African slaves.

D. Populations in Afro–Eurasia benefitted nutritionally from the increased diversity of American food crops.

E. European colonization and the introduction of European agriculture and settlements practices in the Americas often affected the physical environment through deforestation and soil depletion.

ILLUSTRATIVE EXAMPLES, AMERICAN FOODS:

- ♦ Potatoes
- ♦ Maize
- ♦ Manioc

ILLUSTRATIVE EXAMPLES, CASH CROPS:

- ♦ Sugar
- ♦ Tobacco

ILLUSTRATIVE EXAMPLES, DOMESTICATED ANIMALS:

- ♦ Horses
- ♦ Pigs
- ♦ Cattle

ILLUSTRATIVE EXAMPLES, FOODS BROUGHT BY AFRICAN SLAVES:

- ♦ Okra
- ♦ Rice

LEARNING OBJECTIVES FOR 4.1.VI

CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.

ENV-4 Explain how environmental factors influenced human migrations and settlements.

ENV-5 Explain how human migrations affected the environment.

ECON-8 Analyze the relationship between belief systems and economic systems.

VI. The increase in interactions between newly connected hemispheres and intensification of connections within hemispheres expanded the spread and reform of existing religions and created syncretic belief systems and practices.

ILLUSTRATIVE EXAMPLES, REFORM OF EXISTING RELIGIONS AND CREATION OF SYNCRETIC BELIEF SYSTEMS AND PRACTICES:

- ♦ The continuing importance of Sufi practices contributed to the further spread of Islam in Afro–Eurasia as believers adapted Islam to local cultural practices.
- ♦ The political rivalry between the Ottomans and Safavids intensified the split between Sunni and Shi’a.
- ♦ The practice of Christianity continued to spread throughout the world and was increasingly diversified by the process of diffusion and the Reformation.
- ♦ Vodun developed in Caribbean in the context of interactions between Christianity and African religions.
- ♦ Sikhism developed in South Asia in the context of interactions between Hinduism and Islam.
- ♦ While the practice of Buddhism declined in South Asia and island Southeast Asia, different sects of Buddhism and Buddhist practices spread in Northeast Asia and mainland Southeast Asia.

LEARNING OBJECTIVES FOR 4.1.VII

CUL-8 Explain how economic, religious, and political elites defined and sponsored art and architecture.

CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.

VII. As merchants’ profits increased and governments collected more taxes, funding for the visual and performing arts, even for popular audiences, increased along with an expansion of literacy.

LEARNING OBJECTIVES FOR 4.1.VII
 (CONTINUED)

SB-1 Explain and compare how rulers constructed and maintained different forms of governance.

SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

VII. As merchants' profits increased and governments collected more taxes, funding for the visual and performing arts, even for popular audiences, increased along with an expansion of literacy.
 (CONTINUED)

Key Concept 4.2. New Forms of Social Organization and Modes of Production

Although the world's productive systems continued to be heavily centered on agricultural production throughout this period, major changes occurred in agricultural labor, the systems and locations of manufacturing, gender and social structures, and environmental processes. Adapting to the Little Ice Age, farmers increased agricultural productivity by introducing new crops and using new methods in crop-and-field rotation. Economic growth also depended on new forms of manufacturing and new commercial patterns, especially in long-distance trade. Political and economic centers within regions shifted, and merchants' social status tended to rise in various states. Demographic growth — even in areas such as the Americas, where disease had ravaged the population — was restored by the 18th century and surged in many regions, especially with the introduction of American food crops throughout the Eastern Hemisphere. The Columbian Exchange led to new ways of humans interacting with their environments. New forms of coerced and semicoerced labor emerged in Europe, Africa, and the Americas, and affected ethnic and racial classifications and gender roles.

LEARNING OBJECTIVES FOR 4.2.I

ENV-4 Explain how environmental factors influenced human migrations and settlements.

ENV-8 Assess the demographic causes and effects of the spread of new foods and agricultural techniques.

ECON-1 Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.

I. Beginning in the 14th century, there was a decrease in mean temperatures, often referred to as the Little Ice Age, around the world that lasted until the 19th century, contributing to changes in agricultural practices and the contraction of settlement in parts of the Northern Hemisphere.

LEARNING OBJECTIVES FOR 4.2.II

SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

ECON-1 Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.

ECON-3 Assess the economic strategies of different types of states and empires.

ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.

ECON-6 Explain and compare the causes and effects of different forms of coerced labor systems.

ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.

SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.

SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.

SOC-8 Analyze the extent to which migrations changed social structures in both the sending and receiving societies.

II. Traditional peasant agriculture increased and changed, plantations expanded, and demand for labor increased. These changes both fed and responded to growing global demand for raw materials and finished products.

A. Peasant labor intensified in many regions.

ILLUSTRATIVE EXAMPLES, INTENSIFICATION OF PEASANT LABOR:

- ♦ The development of frontier settlements in Russian Siberia
- ♦ Cotton textile production in India
- ♦ Silk textile production in China

B. Slavery in Africa continued both the traditional incorporation of slaves into households and the export of slaves to the Mediterranean and the Indian Ocean.

C. The growth of the plantation economy increased the demand for slaves in the Americas.

D. Colonial economies in the Americas depended on a range of coerced labor.

ILLUSTRATIVE EXAMPLES, COERCED LABOR:

- ♦ Chattel slavery
- ♦ Indentured servitude
- ♦ *Encomienda* and *hacienda* systems
- ♦ The Spanish adaptation of the Inca *mit'a*

<p>LEARNING OBJECTIVES FOR 4.2.III</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>ECON-3 Assess the economic strategies of different types of states and empires.</p> <p>ECON-6 Explain and compare the causes and effects of different forms of coerced labor systems.</p> <p>SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.</p> <p>SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.</p> <p>SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.</p> <p>SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.</p>	<p>III. As social and political elites changed, they also restructured ethnic, racial, and gender hierarchies.</p> <p>A. Both imperial conquests and widening global economic opportunities contributed to the formation of new political and economic elites.</p> <p>ILLUSTRATIVE EXAMPLES, NEW ELITES:</p> <ul style="list-style-type: none"> • The Manchus in China • Creole elites in Spanish America • European gentry • Urban commercial entrepreneurs in all major port cities in the world <p>B. The power of existing political and economic elites fluctuated as they confronted new challenges to their ability to affect the policies of the increasingly powerful monarchs and leaders.</p> <p>ILLUSTRATIVE EXAMPLES, EXISTING ELITES:</p> <ul style="list-style-type: none"> • The zamindars in the Mughal Empire • The nobility in Europe • The daimyo in Japan <p>C. Some notable gender and family restructuring occurred, including demographic changes in Africa that resulted from the slave trades.</p> <p>ILLUSTRATIVE EXAMPLES, GENDER AND FAMILY RESTRUCTURING:</p> <ul style="list-style-type: none"> • The dependence of European men on Southeast Asian women for conducting trade in that region • The smaller size of European families
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Key Concept 4.3. State Consolidation and Imperial Expansion

Empires expanded and conquered peoples around the world, but they often had difficulties incorporating culturally, ethnically, and religiously diverse subjects and administrating widely dispersed territories. Agents of the European powers moved into existing trade networks around the world. In Africa and the greater Indian Ocean, nascent European empires consisted mainly of interconnected trading posts and enclaves. In the Americas, European empires moved more quickly to settlement and territorial control, responding to local demographic and commercial conditions.

Moreover, the creation of European empires in the Americas quickly fostered a new Atlantic exchange network that included the transatlantic slave trade and transpacific exchange network. Around the world, empires and states of varying sizes pursued strategies of centralization, including more efficient taxation systems that placed strains on peasant producers, sometimes prompting local rebellions. Rulers used public displays of art and architecture to legitimize state power. African states shared certain characteristics with larger Eurasian empires. Changes in African and global trading patterns strengthened some West and Central African states, especially on the coast; this led to the rise of new states and contributed to the decline of states on both the coast and in the interior.

LEARNING OBJECTIVES FOR 4.3.I

CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.

CUL-8 Explain how economic, religious, and political elites defined and sponsored art and architecture.

SB-1 Explain and compare how rulers constructed and maintained different forms of governance.

SB-2 Analyze how the functions and institutions of governments have changed over time.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.

SB-7 Assess how and why internal conflicts, such as revolts and revolutions, have influenced the process of state building, expansion, and dissolution.

SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

SB-10 Analyze the political and economic interactions between states and non-state actors.

ECON-3 Assess the economic strategies of different types of states and empires.

ECON-8 Analyze the relationship between belief systems and economic systems.

SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.

SOC-5 Analyze ways in which religious beliefs and practices have sustained or challenged class, gender, and racial ideologies.

I. Rulers used a variety of methods to legitimize and consolidate their power.

- A. Rulers continued to use religious ideas, art, and monumental architecture to legitimize their rule.

ILLUSTRATIVE EXAMPLES, RELIGIOUS IDEAS:

- ♦ European notions of divine right
- ♦ Safavid use of Shiism
- ♦ Mexica or Aztec practice of human sacrifice
- ♦ Songhay promotion of Islam
- ♦ Chinese emperors' public performance of Confucian rituals

ILLUSTRATIVE EXAMPLES, ART AND MONUMENTAL ARCHITECTURE:

- ♦ Ottoman miniature painting
- ♦ Qing imperial portraits
- ♦ Mughal mausolea and mosques, such as the Taj Mahal
- ♦ European palaces, such as Versailles

- B. States treated different ethnic and religious groups in ways that utilized their economic contributions while limiting their ability to challenge the authority of the state.

ILLUSTRATIVE EXAMPLES, DIFFERENTIAL TREATMENT OF ETHNIC AND RELIGIOUS GROUPS:

- ♦ Ottoman treatment of non-Muslim subjects.
- ♦ Manchu policies toward Chinese
- ♦ Spanish creation of a separate *República de Indios*
- ♦ Spanish and Portuguese creation of new racial classifications in the Americas including *mestizo*, *mulatto*, *creole*.

- C. Recruitment and use of bureaucratic elites, as well as the development of military professionals, became more common among rulers who wanted to maintain centralized control over their populations and resources.

ILLUSTRATIVE EXAMPLES, BUREAUCRATIC ELITES OR MILITARY PROFESSIONALS:

- ♦ Ottoman devshirme
- ♦ Chinese examination system
- ♦ Salaried samurai

<p>LEARNING OBJECTIVES FOR 4.3.I (CONTINUED)</p> <p>SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.</p>	<p>I. Rulers used a variety of methods to legitimize and consolidate their power. (CONTINUED)</p> <p>D. Rulers used tribute collection and tax farming to generate revenue for territorial expansion.</p>
<p>LEARNING OBJECTIVES FOR 4.3.II</p> <p>ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.</p> <p>SB-1 Explain and compare how rulers constructed and maintained different forms of governance.</p> <p>SB-2 Analyze how the functions and institutions of governments have changed over time.</p> <p>SB-3 Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>ECON-3 Assess the economic strategies of different types of states and empires.</p> <p>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</p>	<p>II. Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.</p> <p>A. Europeans established new trading-post empires in Africa and Asia, which proved profitable for the rulers and merchants involved in new global trade networks, but these empires also affected the power of the states in interior West and Central Africa.</p> <p>B. Land empires — including the Manchu, Mughal, Ottoman, and Russian — expanded dramatically in size.</p> <p>C. European states established new maritime empires in the Americas, including the Portuguese, Spanish, Dutch, French, and British.</p>

LEARNING OBJECTIVES FOR 4.3.III

SB-2 Analyze how the functions and institutions of governments have changed over time.

SB-3 Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

SB-7 Assess how and why internal conflicts, such as revolts and revolutions, have influenced the process of state building, expansion, and dissolution.

SB-8 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.

SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

SB-10 Analyze the political and economic interactions between states and non-state actors.

ECON-3 Assess the economic strategies of different types of states and empires.

III. Competition over trade routes, state rivalries, and local resistance all provided significant challenges to state consolidation and expansion.

ILLUSTRATIVE EXAMPLES, COMPETITION OVER TRADE ROUTES:

- ♦ Omani–European rivalry in the Indian Ocean
- ♦ Piracy in the Caribbean

ILLUSTRATIVE EXAMPLES, STATE RIVALRIES:

- ♦ Thirty Years War
- ♦ Ottoman–Safavid conflict

ILLUSTRATIVE EXAMPLES, LOCAL RESISTANCE:

- ♦ Food riots
- ♦ Samurai revolts
- ♦ Peasant uprisings

PERIOD 5: INDUSTRIALIZATION AND GLOBAL INTEGRATION

c. 1750 to c. 1900

Key Concept 5.1. Industrialization and Global Capitalism

Industrialization fundamentally altered the production of goods around the world. It not only changed how goods were produced and consumed and what was considered a “good,” it also had far-reaching effects on the global economy, social relations, and culture. Although it is common to speak of an “Industrial Revolution,” the process of industrialization was a gradual one that unfolded over the course of the 18th and 19th centuries, eventually becoming global.

LEARNING OBJECTIVES FOR 5.1.I

ENV-9 Analyze the environmental causes and effects of industrialization.

SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.

ECON-2 Analyze the economic role of cities as centers of production and commerce.

ECON-4 Analyze how technology shaped the processes of industrialization and globalization.

ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.

ECON-9 Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.

SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.

SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.

SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.

I. Industrialization fundamentally changed how goods were produced.

A. A variety of factors led to the rise of industrial production, including:

- ▶ Europe’s location on the Atlantic Ocean
- ▶ The geographical distribution of coal, iron, and timber
- ▶ European demographic changes
- ▶ Urbanization
- ▶ Improved agricultural productivity
- ▶ Legal protection of private property
- ▶ An abundance of rivers and canals
- ▶ Access to foreign resources
- ▶ The accumulation of capital

B. The development of machines, including steam engines and the internal combustion engine, made it possible to exploit vast new resources of energy stored in fossil fuels, specifically coal and oil. The fossil fuels revolution greatly increased the energy available to human societies.

<p>LEARNING OBJECTIVES FOR 5.1.I (CONTINUED)</p>	<p>I. Industrialization fundamentally changed how goods were produced. (CONTINUED)</p> <p>C. The development of the factory system concentrated labor in a single location and led to an increasing degree of specialization of labor.</p> <p>D. As the new methods of industrial production became more common in parts of northwestern Europe, they spread to other parts of Europe and the United States, Russia, and Japan.</p> <p>E. The “second industrial revolution” led to new methods in the production of steel, chemicals, electricity, and precision machinery during the second half of the 19th century.</p>
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<p>LEARNING OBJECTIVES FOR 5.1.II</p> <p>ENV-9 Analyze the environmental causes and effects of industrialization.</p> <p>CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>ECON-3 Assess the economic strategies of different types of states and empires.</p> <p>ECON-4 Analyze how technology shaped the processes of industrialization and globalization.</p>	<p>II. New patterns of global trade and production developed and further integrated the global economy as industrialists sought raw materials and new markets for the increasing amount and array of goods produced in their factories.</p> <p>A. The need for raw materials for the factories and increased food supplies for the growing population in urban centers led to the growth of export economies around the world that specialized in mass producing natural resources. The profits from these raw materials were used to purchase finished goods.</p> <p>ILLUSTRATIVE EXAMPLES, PRODUCTION AND EXPORT OF NATURAL RESOURCES:</p> <ul style="list-style-type: none"> ♦ Cotton ♦ Rubber ♦ Palm oil ♦ Sugar ♦ Wheat ♦ Meat ♦ Guano ♦ Metals
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LEARNING OBJECTIVES FOR 5.1.II

(CONTINUED)

ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

II. New patterns of global trade and production developed and further integrated the global economy as industrialists sought raw materials and new markets for the increasing amount and array of goods produced in their factories.

(CONTINUED)

B. The rapid development of steam-powered industrial production in European countries and the U.S. contributed to the increase in these regions' share of global manufacturing. While Middle Eastern and Asian countries continued to produce manufactured goods, these regions' share in global manufacturing declined.

ILLUSTRATIVE EXAMPLES, DECLINE OF MIDDLE EASTERN AND ASIAN SHARE IN GLOBAL MANUFACTURING:

- ♦ Shipbuilding in India and Southeast Asia
- ♦ Iron works in India
- ♦ Textile production in India and Egypt

C. The global economy of the 19th century expanded dramatically from the previous period due to increased exchanges of raw materials and finished goods in most parts of the world. Some commodities gave merchants and companies based in Europe and the U.S. a distinct economic advantage.

ILLUSTRATIVE EXAMPLES, COMMODITIES THAT CONTRIBUTED TO THE EXPANSION OF THE 19TH CENTURY GLOBAL ECONOMY:

- ♦ Opium produced in the Middle East or South Asia and exported to China
- ♦ Cotton grown in South Asia, Egypt, the Caribbean, or North America and exported to Great Britain and other European countries
- ♦ Palm oil produced in Sub-Saharan Africa and exported to European countries

D. The need for specialized and limited metals for industrial production, as well as the global demand for gold, silver, and diamonds as forms of wealth, led to the development of extensive mining centers.

ILLUSTRATIVE EXAMPLES, MINING CENTERS:

- ♦ Copper mines in Mexico
- ♦ Gold and diamond mines in South Africa

<p>LEARNING OBJECTIVES FOR 5.1.III</p> <p>CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p>ECON-3 Assess the economic strategies of different types of states and empires.</p> <p>ECON-4 Analyze how technology shaped the processes of industrialization and globalization.</p> <p>ECON-9 Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.</p> <p>ECON-11 Explain how the development of financial instruments and techniques facilitated economic exchanges.</p> <p>ECON-13 Analyze how international economic institutions, regional trade agreements, and corporations — both local and multinational — have interacted with state economic authority.</p>	<p>III. To facilitate investments at all levels of industrial production, financiers developed and expanded various financial institutions.</p> <p>A. The ideological inspiration for economic changes lies in the development of capitalism and classical liberalism associated with Adam Smith and John Stuart Mill.</p> <hr/> <p>B. The global nature of trade and production contributed to the proliferation of large-scale transnational businesses that relied on various financial instruments.</p> <hr/> <p>ILLUSTRATIVE EXAMPLES, TRANSNATIONAL BUSINESSES:</p> <ul style="list-style-type: none"> ♦ The United Fruit Company based in the U.S. and operating in Central America ♦ Hong Kong and Shanghai Banking Corporation (HSBC) founded by British bankers <hr/> <p>ILLUSTRATIVE EXAMPLES, FINANCIAL INSTRUMENTS:</p> <ul style="list-style-type: none"> ♦ Stock markets ♦ Insurance ♦ Gold standard ♦ Limited-liability corporations
<p>LEARNING OBJECTIVES FOR 5.1.IV</p> <p>ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.</p> <p>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</p>	<p>IV. There were major developments in transportation and communication, including railroads, steamships, telegraphs, and canals.</p>

LEARNING OBJECTIVES FOR 5.1.V

CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.

SB-1 Explain and compare how rulers constructed and maintained different forms of governance.

SB-2 Analyze how the functions and institutions of governments have changed over time.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

ECON-3 Assess the economic strategies of different types of states and empires.

ECON-7 Analyze the causes and effects of labor reform movements, including the abolition of slavery.

ECON-9 Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.

SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.

V. The development and spread of global capitalism led to a variety of responses.

A. In industrialized states, many workers organized themselves to improve working conditions, limit hours, and gain higher wages, while others opposed industrialists' treatment of workers by promoting alternative visions of society, including Marxism.

ILLUSTRATIVE EXAMPLES, ALTERNATIVE VISIONS:

- ♦ Utopian socialism
- ♦ Anarchism

B. In Qing China and the Ottoman Empire, some members of the government resisted economic change and attempted to maintain preindustrial forms of economic production, while other members of the Qing and Ottoman governments led reforms in imperial policies.

ILLUSTRATIVE EXAMPLES, REFORMS:

- ♦ The Tanzimat movement in the Ottoman Empire
- ♦ The Self-Strengthening Movement in the Qing Empire

C. In a small number of states, governments promoted their own state-sponsored visions of industrialization.

ILLUSTRATIVE EXAMPLES, STATE-SPONSORED VISIONS OF INDUSTRIALIZATION:

- ♦ The economic reforms of Meiji Japan
- ♦ The development of factories and railroads in Tsarist Russia
- ♦ Muhammad Ali's development of a cotton textile industry in Egypt

D. In response to criticisms of industrial global capitalism, some governments mitigated the negative effects of industrial capitalism by promoting various types of reforms.

ILLUSTRATIVE EXAMPLES, REFORMS:

- ♦ State pensions and public health in Germany
- ♦ Expansion of suffrage in Britain
- ♦ Public education in many nation-states

<p>LEARNING OBJECTIVES FOR 5.1.VI</p> <p>ENV-5 Explain how human migrations affected the environment.</p> <p>ENV-9 Analyze the environmental causes and effects of industrialization.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.</p> <p>SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.</p> <p>SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.</p> <p>SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.</p>	<p>VI. The ways in which people organized themselves into societies also underwent significant transformations in industrialized states due to the fundamental restructuring of the global economy.</p> <p>A. New social classes, including the middle class and the industrial working class, developed.</p> <p>B. Family dynamics, gender roles, and demographics changed in response to industrialization.</p> <p>C. Rapid urbanization that accompanied global capitalism often led to unsanitary conditions.</p>
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Key Concept 5.2. Imperialism and Nation-State Formation

As states industrialized during this period, they also expanded their existing overseas colonies and established new types of colonies and transoceanic empires. Regional warfare and diplomacy both resulted in and were affected by this process of modern empire building. The process was led mostly by Europe, although not all states were affected equally, which led to an increase of European influence around the world. The United States and Japan also participated in this process. The growth of new empires challenged the power of existing land-based empires of Eurasia. New ideas about nationalism, race, gender, class, and culture also developed that facilitated the spread of transoceanic empires, as well as justified anti-imperial resistance and the formation of new national identities.

<p>LEARNING OBJECTIVES FOR 5.2.I</p> <p>ENV-9 Analyze the environmental causes and effects of industrialization.</p> <p>SB-1 Explain and compare how rulers constructed and maintained different forms of governance.</p> <p>SB-2 Analyze how the functions and institutions of governments have changed over time.</p> <p>SB-3 Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>SB-10 Analyze the political and economic interactions between states and non-state actors.</p> <p>ECON-3 Assess the economic strategies of different types of states and empires.</p> <p>SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.</p>	<p>I. Industrializing powers established transoceanic empires.</p>
	<p>A. States with existing colonies strengthened their control over those colonies.</p> <p>ILLUSTRATIVE EXAMPLES, STATES WITH EXISTING COLONIES:</p> <ul style="list-style-type: none"> ♦ British in India ♦ Dutch in Indonesia
	<p>B. European states, as well as the Americans and the Japanese, established empires throughout Asia and the Pacific, while Spanish and Portuguese influence declined.</p> <p>ILLUSTRATIVE EXAMPLES, EUROPEAN STATES THAT ESTABLISHED EMPIRES:</p> <ul style="list-style-type: none"> ♦ British ♦ Dutch ♦ French ♦ German ♦ Russian
	<p>C. Many European states used both warfare and diplomacy to establish empires in Africa.</p> <p>ILLUSTRATIVE EXAMPLES, EUROPEAN STATES THAT ESTABLISHED EMPIRES IN AFRICA:</p> <ul style="list-style-type: none"> ♦ Britain in West Africa ♦ Belgium in the Congo
	<p>D. In some parts of their empires, Europeans established settler colonies.</p> <p>ILLUSTRATIVE EXAMPLES, EUROPEANS WHO ESTABLISHED SETTLER COLONIES:</p> <ul style="list-style-type: none"> ♦ The British in southern Africa, Australia, and New Zealand ♦ The French in Algeria
<p>E. In other parts of the world, industrialized states practiced economic imperialism.</p> <p>ILLUSTRATIVE EXAMPLES, INDUSTRIALIZED STATES PRACTICING ECONOMIC IMPERIALISM:</p> <ul style="list-style-type: none"> ♦ The British and French expanding their influence in China through the Opium Wars ♦ The British and the United States investing heavily in Latin America 	

LEARNING OBJECTIVES FOR 5.2.II

CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.

SB-1 Explain and compare how rulers constructed and maintained different forms of governance.

SB-2 Analyze how the functions and institutions of governments have changed over time.

SB-3 Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.

SB-10 Analyze the political and economic interactions between states and non-state actors.

ECON-4 Analyze how technology shaped the processes of industrialization and globalization.

SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.

II. Imperialism influenced state formation and contraction around the world.

A. The expansion of U.S. and European influence over Tokugawa Japan led to the emergence of Meiji Japan.

B. The United States and Russia emulated European transoceanic imperialism by expanding their land borders and conquering neighboring territories.

C. Anti-imperial resistance took various forms, including direct resistance within empires and the creation of new states on the peripheries.

ILLUSTRATIVE EXAMPLES, DIRECT RESISTANCE AND NEW STATES:

- ♦ The Cherokee Nation
- ♦ The Zulu Kingdom
- ♦ The establishment of independent states in the Balkans

LEARNING OBJECTIVES FOR 5.2.III

CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.

CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

ECON-8 Analyze the relationship between belief systems and economic systems.

SOC-6 Analyze the extent to which philosophies, medical practices, and scientific theories sustained or challenged class, gender, and racial ideologies.

III. New racial ideologies, especially social Darwinism, facilitated and justified imperialism.**Key Concept 5.3. Nationalism, Revolution, and Reform**

The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, and the establishment of new nation-states around the world. Enlightenment thought and the resistance of colonized peoples to imperial centers shaped this revolutionary activity. These rebellions sometimes resulted in the formation of new states and stimulated the development of new ideologies. These new ideas in turn further stimulated the revolutionary and anti-imperial tendencies of this period.

LEARNING OBJECTIVES FOR 5.3.1

CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.

CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.

CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.

CUL-7 Analyze how new scientific, technological, and medical innovations affected religions, belief systems, philosophies, and major ideologies.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

SB-7 Assess how and why internal conflicts, such as revolts and revolutions, have influenced the process of state building, expansion, and dissolution.

ECON-7 Analyze the causes and effects of labor reform movements, including the abolition of slavery.

SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.

SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.

SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.

SOC-6 Analyze the extent to which philosophies, medical practices, and scientific theories sustained or challenged class, gender, and racial ideologies.

SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.

I. The rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded revolutions and rebellions against existing governments.

A. Enlightenment philosophers applied new ways of understanding the natural world to human relationships, encouraging observation and inference in all spheres of life; they also critiqued the role that religion played in public life, insisting on the importance of reason as opposed to revelation. Other Enlightenment philosophers developed new political ideas about the individual, natural rights, and the social contract.

ILLUSTRATIVE EXAMPLES, ENLIGHTENMENT PHILOSOPHERS:

- ♦ Voltaire
- ♦ Montesquieu
- ♦ Locke
- ♦ Rousseau

B. The ideas of Enlightenment philosophers, as reflected in revolutionary documents — including the American Declaration of Independence, the French Declaration of the Rights of Man and Citizen, and Bolívar’s Jamaica Letter — influenced resistance to existing political authority.

C. Enlightenment ideas influenced many people to challenge existing notions of social relations, which contributed to the expansion of rights as seen in expanded suffrage, the abolition of slavery, and the end of serfdom.

LEARNING OBJECTIVES FOR 5.3.II

CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.

CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.

CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.

CUL-7 Analyze how new scientific, technological, and medical innovations affected religions, belief systems, philosophies, and major ideologies.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.

SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.

II. Beginning in the 18th century, peoples around the world developed a new sense of commonality based on language, religion, social customs, and territory. These newly imagined national communities linked this identity with the borders of the state, while governments used this idea to unite diverse populations.

ILLUSTRATIVE EXAMPLES, NATIONALISM:

- ♦ German nationalism
- ♦ Italian nationalism
- ♦ Filipino nationalism
- ♦ Argentinian nationalism

LEARNING OBJECTIVES FOR 5.3.III

III. Increasing discontent with imperial rule propelled reformist and revolutionary movements.

A. Subjects challenged centralized imperial governments.

ILLUSTRATIVE EXAMPLES, SUBJECTS CHALLENGING IMPERIAL GOVERNMENT:

- ♦ The challenge of the Marathas to the Mughal Sultans
- ♦ The challenge of the Taipings to the Manchus of the Qing dynasty

<p>LEARNING OBJECTIVES FOR 5.3.III (CONTINUED)</p>	<p>III. Increasing discontent with imperial rule propelled reformist and revolutionary movements. (CONTINUED)</p> <p>B. American colonial subjects led a series of rebellions — including the American Revolution, the Haitian Revolution, and the Latin American independence movements — that facilitated the emergence of independent states in the U.S., Haiti, and mainland Latin America. French subjects rebelled against their monarchy.</p> <hr/> <p>C. Slave resistance challenged existing authorities in the Americas.</p> <p>ILLUSTRATIVE EXAMPLES, SLAVE RESISTANCE:</p> <ul style="list-style-type: none"> ♦ The establishment of Maroon societies in the Caribbean or Brazil ♦ North American slave resistance <hr/> <p>D. Increasing questions about political authority and growing nationalism contributed to anticolonial movements.</p> <p>ILLUSTRATIVE EXAMPLES, ANTICOLONIAL MOVEMENTS:</p> <ul style="list-style-type: none"> ♦ The Indian Revolt of 1857 ♦ The Boxer Rebellion in Qing China <hr/> <p>E. Some of the rebellions were influenced by diverse religious ideas.</p> <p>ILLUSTRATIVE EXAMPLES, REBELLIONS:</p> <ul style="list-style-type: none"> ♦ The Ghost Dance in the U.S. ♦ The Xhosa Cattle-Killing Movement in southern Africa
<p>LEARNING OBJECTIVES FOR 5.3.IV</p> <p>CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p>CUL-5 Explain and compare how teachings and social practices of different religious and secular belief systems affected gender roles and family structures.</p>	<p>IV. The global spread of European political and social thought and the increasing number of rebellions stimulated new transnational ideologies and solidarities.</p> <p>A. Discontent with monarchist and imperial rule encouraged the development of political ideologies, including liberalism, socialism, and communism.</p>

<p>LEARNING OBJECTIVES FOR 5.3.IV (CONTINUED)</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>SB-8 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.</p> <p>SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.</p> <p>SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.</p> <p>SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.</p> <p>SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.</p>	<p>IV. The global spread of European political and social thought and the increasing number of rebellions stimulated new transnational ideologies and solidarities. (CONTINUED)</p> <p>B. Demands for women’s suffrage and an emergent feminism challenged political and gender hierarchies.</p> <p>ILLUSTRATIVE EXAMPLES, DEMANDS:</p> <ul style="list-style-type: none"> • Mary Wollstonecraft’s <i>A Vindication of the Rights of Woman</i> • Olympe de Gouges’s <i>Declaration of the Rights of Women and the Female Citizen</i> • The resolutions passed at the Seneca Falls Conference in 1848
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Key Concept 5.4. Global Migration

Migration patterns changed dramatically throughout this period, and the numbers of migrants increased significantly. These changes were closely connected to the development of transoceanic empires and a global capitalist economy. In some cases, people benefited economically from migration, while other people were seen simply as commodities to be transported. Migration produced dramatically different sending and receiving societies, and presented challenges to governments in fostering national identities and regulating the flow of people.

<p>LEARNING OBJECTIVES FOR 5.4.I</p> <p>ENV-3 Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.</p>	<p>I. Migration in many cases was influenced by changes in demographics in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.</p> <p>A. Changes in food production and improved medical conditions contributed to a significant global rise in population in both urban and rural areas.</p>
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LEARNING OBJECTIVES FOR 5.4.I

(CONTINUED)

ENV-4 Explain how environmental factors influenced human migrations and settlements.

ENV-5 Explain how human migrations affected the environment.

ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.

ENV-7 Assess the causes and effects of the spread of epidemic diseases over time.

ENV-8 Assess the demographic causes and effects of the spread of new foods and agricultural techniques.

SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.

ECON-2 Analyze the economic role of cities as centers of production and commerce.

ECON-4 Analyze how technology shaped the processes of industrialization and globalization.

ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

SOC-8 Analyze the extent to which migrations changed social structures in both the sending and receiving societies.

I. Migration in many cases was influenced by changes in demographics in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.

(CONTINUED)

B. Because of the nature of the new modes of transportation, both internal and external migrants increasingly relocated to cities. This pattern contributed to the significant global urbanization of the 19th century. The new methods of transportation also allowed for many migrants to return, periodically or permanently, to their home societies.

ILLUSTRATIVE EXAMPLES, RETURN OF MIGRANTS:

- ♦ Japanese agricultural workers in the Pacific
- ♦ Lebanese merchants in the Americas
- ♦ Italian industrial workers in Argentina

LEARNING OBJECTIVES FOR 5.4.II

ENV-3 Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.

ENV-5 Explain how human migrations affected the environment.

II. Migrants relocated for a variety of reasons.

A. Many individuals chose freely to relocate, often in search of work.

ILLUSTRATIVE EXAMPLES, MIGRANTS:

- ♦ Manual laborers
- ♦ Specialized professionals

<p>LEARNING OBJECTIVES FOR 5.4.II (CONTINUED)</p> <p>ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.</p> <p>ECON-6 Explain and compare the causes and effects of different forms of coerced labor systems.</p> <p>SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.</p> <p>SOC-8 Analyze the extent to which migrations changed social structures in both the sending and receiving societies.</p>	<p>II. Migrants relocated for a variety of reasons. (CONTINUED)</p> <p>B. The new global capitalist economy continued to rely on coerced and semicoerced labor migration, including slavery, Chinese and Indian indentured servitude, and convict labor.</p>
<p>LEARNING OBJECTIVES FOR 5.4.III</p> <p>ENV-3 Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.</p> <p>ENV-4 Explain how environmental factors influenced human migrations and settlements.</p> <p>CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.</p> <p>SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.</p> <p>SOC-8 Analyze the extent to which migrations changed social structures in both the sending and receiving societies.</p>	<p>III. The large-scale nature of migration, especially in the 19th century, produced a variety of consequences and reactions to the increasingly diverse societies on the part of migrants and the existing populations.</p> <p>A. Due to the physical nature of the labor in demand, migrants tended to be male, leaving women to take on new roles in the home society that had been formerly occupied by men.</p> <hr/> <p>B. Migrants often created ethnic enclaves in different parts of the world that helped transplant their culture into new environments and facilitated the development of migrant support networks.</p> <p>ILLUSTRATIVE EXAMPLES, MIGRANT ETHNIC ENCLAVES:</p> <ul style="list-style-type: none"> ♦ Chinese in Southeast Asia, the Caribbean, South America, and North America ♦ Indians in East and Southern Africa, the Caribbean, and Southeast Asia <hr/> <p>C. Receiving societies did not always embrace immigrants, as seen in the various degrees of ethnic and racial prejudice and the ways states attempted to regulate the increased flow of people across their borders.</p> <p>ILLUSTRATIVE EXAMPLES, REGULATION OF IMMIGRANTS:</p> <ul style="list-style-type: none"> ♦ The Chinese Exclusion Acts ♦ The White Australia Policy

PERIOD 6: ACCELERATING GLOBAL CHANGE AND REALIGNMENTS

c. 1900 to the Present

Key Concept 6.1. Science and the Environment

Rapid advances in science altered the understanding of the universe and the natural world and led to the development of new technologies. These changes enabled unprecedented population growth, which altered how humans interacted with the environment and disrupted delicate ecological balances at local, regional, and global levels.

<p>LEARNING OBJECTIVES FOR 6.1.I</p> <p>ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.</p> <p>ENV-8 Assess the demographic causes and effects of the spread of new foods and agricultural techniques.</p> <p>ENV-9 Analyze the environmental causes and effects of industrialization.</p> <p>CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.</p> <p>CUL-7 Analyze how new scientific, technological, and medical innovations affected religions, belief systems, philosophies, and major ideologies.</p> <p>ECON-1 Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.</p> <p>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</p>	<p>I. Researchers made rapid advances in science that spread throughout the world, assisted by the development of new technology.</p> <p>A. New modes of communication and transportation reduced the problem of geographic distance.</p> <p>B. The Green Revolution produced food for the earth’s growing population as it spread chemically and genetically enhanced forms of agriculture.</p> <p>C. Medical innovations increased the ability of humans to survive and live longer lives.</p> <p>D. Energy technologies including the use of petroleum and nuclear power raised productivity and increased the production of material goods.</p> <p>ILLUSTRATIVE EXAMPLES, MEDICAL INNOVATIONS:</p> <ul style="list-style-type: none"> ♦ The polio vaccine ♦ Antibiotics ♦ The artificial heart
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<p>LEARNING OBJECTIVES FOR 6.1.II</p> <p>ENV-3 Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.</p> <p>ENV-5 Explain how human migrations affected the environment.</p> <p>ENV-9 Analyze the environmental causes and effects of industrialization.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>ECON-4 Analyze how technology shaped the processes of industrialization and globalization.</p>	<p>II. During a period of unprecedented global population expansion, humans fundamentally changed their relationship with the environment.</p> <p>A. As human activity contributed to deforestation, desertification, 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.</p> <hr/> <p>B. The release of greenhouse gases and other pollutants into the atmosphere contributed to debates about the nature and causes of climate change.</p>
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<p>LEARNING OBJECTIVES FOR 6.1.III</p> <p>ENV-7 Assess the causes and effects of the spread of epidemic diseases over time.</p> <p>CUL-7 Analyze how new scientific, technological, and medical innovations affected religions, belief systems, philosophies, and major ideologies.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>SB-10 Analyze the political and economic interactions between states and non-state actors.</p> <p>SOC-6 Analyze the extent to which philosophies, medical practices, and scientific theories sustained or challenged class, gender, and racial ideologies.</p>	<p>III. Disease, scientific innovations, and conflict led to demographic shifts.</p> <p>A. Diseases associated with poverty persisted, while other diseases emerged as new epidemics and threats to human survival. In addition, changing lifestyles and increased longevity led to a higher incidence of certain diseases.</p> <p>ILLUSTRATIVE EXAMPLES, DISEASES ASSOCIATED WITH POVERTY:</p> <ul style="list-style-type: none"> ♦ Malaria ♦ Tuberculosis ♦ Cholera <p>ILLUSTRATIVE EXAMPLES, EMERGENT EPIDEMIC DISEASES:</p> <ul style="list-style-type: none"> ♦ The 1918 influenza pandemic ♦ Ebola ♦ HIV/AIDS <p>ILLUSTRATIVE EXAMPLES, DISEASES ASSOCIATED WITH CHANGING LIFESTYLES:</p> <ul style="list-style-type: none"> ♦ Diabetes ♦ Heart disease ♦ Alzheimer’s disease <hr/> <p>B. More effective forms of birth control gave women greater control over fertility and transformed sexual practices.</p>
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<p>LEARNING OBJECTIVES FOR 6.1.III (CONTINUED)</p>	<p>III. Disease, scientific innovations, and conflict led to demographic shifts. (CONTINUED)</p> <p>C. Improved military technology and new tactics led to increased levels of wartime casualties.</p> <p>ILLUSTRATIVE EXAMPLES, IMPROVED MILITARY TECHNOLOGY:</p> <ul style="list-style-type: none"> ♦ Tanks ♦ Airplanes ♦ The atomic bomb <p>ILLUSTRATIVE EXAMPLES, NEW MILITARY TACTICS:</p> <ul style="list-style-type: none"> ♦ Trench warfare ♦ Firebombing <p>ILLUSTRATIVE EXAMPLES, WARTIME CASUALTIES:</p> <ul style="list-style-type: none"> ♦ Nanjing ♦ Dresden ♦ Hiroshima
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Key Concept 6.2. Global Conflicts and Their Consequences

At the beginning of the 20th century, a European-dominated global political order existed, which also included the United States, Russia, and Japan. Over the course of the century, peoples and states around the world challenged this order in ways that sought to redistribute power within the existing order and to restructure empires, while those peoples and states in power attempted to maintain the status quo. Other peoples and states sought to overturn the political order itself. These challenges to, and the attempts to maintain, the political order manifested themselves in an unprecedented level of conflict with high human casualties. In the context of these conflicts, many regimes in both older and newer states struggled with maintaining political stability and were challenged by internal and external factors, including ethnic and religious conflicts, secessionist movements, territorial partitions, economic dependency, and the legacies of colonialism.

<p>LEARNING OBJECTIVES FOR 6.2.I</p> <p>SB-2 Analyze how the functions and institutions of governments have changed over time.</p>	<p>I. Europe dominated the global political order at the beginning of the 20th century, but both land-based and transoceanic empires gave way to new states by the century’s end.</p> <p>A. The older, land-based Ottoman, Russian, and Qing empires collapsed due to a combination of internal and external factors.</p> <p>ILLUSTRATIVE EXAMPLES, INTERNAL AND EXTERNAL FACTORS:</p> <ul style="list-style-type: none"> ♦ Political and social discontent ♦ Technological and economic stagnation ♦ Military defeat
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<p>LEARNING OBJECTIVES FOR 6.2.I (CONTINUED)</p> <p>SB-7 Assess how and why internal conflicts, such as revolts and revolutions, have influenced the process of state building, expansion, and dissolution.</p> <p>SB-8 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>SB-10 Analyze the political and economic interactions between states and non-state actors.</p> <p>ECON-4 Analyze how technology shaped the processes of industrialization and globalization.</p>	<p>I. Europe dominated the global political order at the beginning of the 20th century, but both land-based and transoceanic empires gave way to new states by the century’s end. (CONTINUED)</p> <p>B. Some colonies negotiated their independence.</p> <p>ILLUSTRATIVE EXAMPLES, NEGOTIATED INDEPENDENCE:</p> <ul style="list-style-type: none"> ♦ India from the British Empire ♦ The Gold Coast from the British Empire ♦ French West Africa <hr/> <p>C. Some colonies achieved independence through armed struggle.</p> <p>ILLUSTRATIVE EXAMPLES, INDEPENDENCE THROUGH ARMED STRUGGLE:</p> <ul style="list-style-type: none"> ♦ Algeria and Vietnam from the French Empire ♦ Angola from the Portuguese Empire
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<p>LEARNING OBJECTIVES FOR 6.2.II</p> <p>CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p>CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.</p> <p>CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.</p> <p>SB-1 Explain and compare how rulers constructed and maintained different forms of governance.</p>	<p>II. Emerging ideologies of anti-imperialism contributed to the dissolution of empires and the restructuring of states.</p> <p>A. Nationalist leaders and parties in Asia and Africa challenged imperial rule.</p> <p>ILLUSTRATIVE EXAMPLES, NATIONALIST LEADERS AND PARTIES:</p> <ul style="list-style-type: none"> ♦ Indian National Congress ♦ Ho Chi Minh in French Indochina (Vietnam) ♦ Kwame Nkrumah in British Gold Coast (Ghana) <hr/> <p>B. Regional, religious, and ethnic movements challenged both colonial rule and inherited imperial boundaries.</p> <p>ILLUSTRATIVE EXAMPLES, REGIONAL, RELIGIOUS, AND ETHNIC MOVEMENTS:</p> <ul style="list-style-type: none"> ♦ Muhammad Ali Jinnah in British India ♦ The Québécois separatist movement in Canada ♦ The Biafra secessionist movement in Nigeria
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LEARNING OBJECTIVES FOR 6.2.II
(CONTINUED)

SB-2 Analyze how the functions and institutions of governments have changed over time.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

SB-7 Assess how and why internal conflicts, such as revolts and revolutions, have influenced the process of state building, expansion, and dissolution.

SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

SB-10 Analyze the political and economic interactions between states and non-state actors.

ECON-7 Analyze the causes and effects of labor reform movements, including the abolition of slavery.

ECON-8 Analyze the relationship between belief systems and economic systems.

ECON-9 Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.

SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.

SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.

SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.

II. Emerging ideologies of anti-imperialism contributed to the dissolution of empires and the restructuring of states.
(CONTINUED)

C. Transnational movements sought to unite people across national boundaries.

ILLUSTRATIVE EXAMPLES, TRANSNATIONAL MOVEMENTS:

- Communism
- Pan-Arabism
- Pan-Africanism

D. Movements to redistribute land and resources developed within states in Africa, Asia, and Latin America, sometimes advocating communism and socialism.

<p>LEARNING OBJECTIVES FOR 6.2.III</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>SB-7 Assess how and why internal conflicts, such as revolts and revolutions, have influenced the process of state building, expansion, and dissolution.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>SB-10 Analyze the political and economic interactions between states and non-state actors.</p> <p>ECON-2 Analyze the economic role of cities as centers of production and commerce.</p> <p>SOC-8 Analyze the extent to which migrations changed social structures in both the sending and receiving societies.</p>	<p>III. Political changes were accompanied by major demographic and social consequences.</p> <p>A. The redrawing of old colonial boundaries led to population displacement and resettlements.</p> <p>ILLUSTRATIVE EXAMPLES, POPULATION RESETTLEMENTS AND CREATION OF REFUGEE POPULATIONS:</p> <ul style="list-style-type: none"> ♦ The India/Pakistan partition ♦ The Zionist Jewish settlement of Palestine and displacement of Palestinians ♦ The division of the Middle East into mandatory states <hr/> <p>B. The migration of former colonial subjects to imperial metropolises (the former colonizing country, usually in the major cities) maintained cultural and economic ties between the colony and the metropole even after the dissolution of empires.</p> <p>ILLUSTRATIVE EXAMPLES, MIGRATIONS:</p> <ul style="list-style-type: none"> ♦ South Asians to Britain ♦ Algerians to France ♦ Filipinos to the United States <hr/> <p>C. The proliferation of conflicts led to the Holocaust during World War II and other forms of genocide or ethnic violence.</p> <p>ILLUSTRATIVE EXAMPLES, GENOCIDE OR ETHNIC VIOLENCE:</p> <ul style="list-style-type: none"> ♦ Armenians in Turkey during and after World War I ♦ Cambodia during the late 1970s ♦ Tutsi in Rwanda in the 1990s
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<p>LEARNING OBJECTIVES FOR 6.2.IV</p> <p>CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p>CUL-8 Explain how economic, religious, and political elites defined and sponsored art and architecture.</p> <p>SB-1 Explain and compare how rulers constructed and maintained different forms of governance.</p> <p>SB-2 Analyze how the functions and institutions of governments have changed over time.</p>	<p>IV. Military conflicts occurred on an unprecedented global scale.</p> <p>A. World War I and World War II were the first “total wars.” Governments used ideologies, including fascism, nationalism, and communism, to mobilize all of their state’s resources, including peoples, both in the home countries and the colonies or former colonies, for the purpose of waging war. Governments also used a variety of strategies, including political speeches, art, media, and intensified forms of nationalism, to mobilize these populations.</p>
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LEARNING OBJECTIVES FOR 6.2.IV
(CONTINUED)

SB-3 Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

SB-8 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.

SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

SB-10 Analyze the political and economic interactions between states and non-state actors.

ECON-3 Assess the economic strategies of different types of states and empires.

ECON-4 Analyze how technology shaped the processes of industrialization and globalization.

ECON-9 Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.

SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.

IV. Military conflicts occurred on an unprecedented global scale.
(CONTINUED)

B. The sources of global conflict in the first half of the century varied and included imperialist expansion by European powers and Japan, competition for resources, and the economic crisis engendered by the Great Depression.

C. The global balance of economic and political power shifted after the end of World War II and rapidly evolved into the Cold War. The United States and the Soviet Union emerged as superpowers, which led to ideological struggles between capitalism and communism throughout the globe.

D. The Cold War produced new military alliances, including NATO and the Warsaw Pact, and promoted proxy wars in Latin America, Africa, and Asia.

LEARNING OBJECTIVES FOR 6.2.V

CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.

CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.

SB-1 Explain and compare how rulers constructed and maintained different forms of governance.

SB-2 Analyze how the functions and institutions of governments have changed over time.

SB-7 Assess how and why internal conflicts, such as revolts and revolutions, have influenced the process of state building, expansion, and dissolution.

SB-8 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.

SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

SB-10 Analyze the political and economic interactions between states and non-state actors.

ECON-3 Assess the economic strategies of different types of states and empires.

SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.

SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.

V. 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.

A. Groups and individuals challenged the many wars of the century, and some promoted the practice of nonviolence as a way to bring about political change.

ILLUSTRATIVE EXAMPLES, GROUPS AND INDIVIDUALS WHO CHALLENGED WAR:

- ♦ Picasso in his *Guernica*
- ♦ The antinuclear movement during the Cold War
- ♦ Thich Quang Duc by self-immolation

ILLUSTRATIVE EXAMPLES, INDIVIDUALS PROMOTING NONVIOLENCE:

- ♦ Mohandas Gandhi
- ♦ Dr. Martin Luther King, Jr.
- ♦ Nelson Mandela in South Africa

B. Groups and individuals, including the Non-Aligned Movement, opposed and promoted alternatives to the existing economic, political, and social orders.

ILLUSTRATIVE EXAMPLES, GROUPS AND INDIVIDUALS OPPOSING OR PROMOTING ALTERNATIVES:

- ♦ The Anti-Apartheid Movement in South Africa
- ♦ Participants in the global uprisings of 1968
- ♦ The Tiananmen Square protesters that promoted democracy in China

C. Militaries and militarized states often responded to the proliferation of conflicts in ways that further intensified conflict.

ILLUSTRATIVE EXAMPLES, RESPONSES THAT INTENSIFIED CONFLICT:

- ♦ The promotion of military dictatorship in Chile, Spain, and Uganda
- ♦ The buildup of the “military-industrial complex” and weapons trading

D. More movements used violence against civilians to achieve political aims.

ILLUSTRATIVE EXAMPLES, MOVEMENTS THAT USED VIOLENCE:

- ♦ IRA
- ♦ ETA
- ♦ Al-Qaeda

Key Concept 6.3. New Conceptualizations of Global Economy, Society, and Culture

The 20th century witnessed a great deal of warfare and the collapse of the global economy in the 1930s. In response to these challenges, the role of the state in the domestic economy fluctuated, and new institutions of global governance emerged and continued to develop throughout the century. Scientific breakthroughs, new technologies, increasing levels of integration, changing relationships between humans and the environment, and the frequency of political conflict all contributed to global developments in which people crafted new understandings of society, culture, and historical interpretations. Institutions of global governance both shaped and adapted to these social conditions.

<p>LEARNING OBJECTIVES FOR 6.3.I</p> <p>CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p>SB-1 Explain and compare how rulers constructed and maintained different forms of governance.</p> <p>SB-2 Analyze how the functions and institutions of governments have changed over time.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>ECON-3 Assess the economic strategies of different types of states and empires.</p> <p>ECON-4 Analyze how technology shaped the processes of industrialization and globalization.</p> <p>ECON-9 Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.</p>	<p>I. States responded in a variety of ways to the economic challenges of the 20th century.</p> <p>A. In the communist states of the Soviet Union and China, governments controlled their national economies.</p> <p>ILLUSTRATIVE EXAMPLES, COMMUNIST GOVERNMENTS CONTROLLING THEIR NATIONAL ECONOMIES:</p> <ul style="list-style-type: none"> ♦ The Five Year Plans ♦ The Great Leap Forward <p>B. At the beginning of the 20th century in the United States and parts of Europe, governments played a minimal role in their national economies. With the onset of the Great Depression, governments began to take a more active role in economic life.</p> <p>ILLUSTRATIVE EXAMPLES, GOVERNMENT INTERVENTION IN THE ECONOMY:</p> <ul style="list-style-type: none"> ♦ The New Deal ♦ The fascist corporatist economy <p>C. In newly independent states after World War II, governments often took on a strong role in guiding economic life to promote development.</p> <p>ILLUSTRATIVE EXAMPLES, GOVERNMENTS GUIDING ECONOMIC LIFE:</p> <ul style="list-style-type: none"> ♦ Nasser’s promotion of economic development in Egypt ♦ The encouragement of export-oriented economies in East Asia <p>D. 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.</p> <p>ILLUSTRATIVE EXAMPLES, GOVERNMENTS ENCOURAGING FREE-MARKET POLICIES:</p> <ul style="list-style-type: none"> ♦ The United States beginning with Ronald Reagan ♦ Britain under Margaret Thatcher ♦ China under Deng Xiaoping ♦ Chile under Pinochet
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LEARNING OBJECTIVES FOR 6.3.II

- ENV-3** Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.
- ENV-9** Analyze the environmental causes and effects of industrialization.
- CUL-3** Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.
- SB-2** Analyze how the functions and institutions of governments have changed over time.
- SB-4** Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.
- SB-9** Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.
- SB-10** Analyze the political and economic interactions between states and non-state actors.
- ECON-3** Assess the economic strategies of different types of states and empires.
- ECON-4** Analyze how technology shaped the processes of industrialization and globalization.
- ECON-9** Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.
- ECON-11** Explain how the development of financial instruments and techniques facilitated economic exchanges.
- ECON-13** Analyze how international economic institutions, regional trade agreements, and corporations — both local and multinational — have interacted with state economic authority.

II. States, communities, and individuals became increasingly interdependent, a process facilitated by the growth of institutions of global governance.

- A. New international organizations formed to maintain world peace and to facilitate international cooperation.

ILLUSTRATIVE EXAMPLES, NEW INTERNATIONAL ORGANIZATIONS:

- ♦ The League of Nations
- ♦ The United Nations
- ♦ The International Criminal Court

- B. Changing economic institutions and regional trade agreements reflected the spread of principles and practices associated with free-market economics throughout the world.

ILLUSTRATIVE EXAMPLES, CHANGING ECONOMIC INSTITUTIONS:

- ♦ The International Monetary Fund (IMF)
- ♦ The World Bank
- ♦ The World Trade Organization (WTO)
- ♦ Multi-national corporations (MNC)

ILLUSTRATIVE EXAMPLES, REGIONAL TRADE AGREEMENTS:

- ♦ The European Economic Community (EEC)
- ♦ North American Free Trade Agreement (NAFTA)
- ♦ Association of Southeast Asian Nations (ASEAN)
- ♦ Mercosur

- C. Movements throughout the world protested the inequality of environmental and economic consequences of global integration.

ILLUSTRATIVE EXAMPLES, PROTEST MOVEMENTS:

- ♦ Greenpeace
- ♦ The Green Belt Movement in Kenya
- ♦ Earth Day

LEARNING OBJECTIVES FOR 6.3.III

CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.

CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.

CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.

CUL-5 Explain and compare how teachings and social practices of different religious and secular belief systems affected gender roles and family structures.

CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

ECON-4 Analyze how technology shaped the processes of industrialization and globalization.

SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.

SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.

SOC-5 Analyze ways in which religious beliefs and practices have sustained or challenged class, gender, and racial ideologies.

SOC-6 Analyze the extent to which philosophies, medical practices, and scientific theories sustained or challenged class, gender, and racial ideologies.

III. People conceptualized society and culture in new ways; rights-based discourses challenged old assumptions about race, class, gender, and religion. 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, and gender.

ILLUSTRATIVE EXAMPLES, CHALLENGES TO ASSUMPTIONS ABOUT RACE, CLASS, GENDER, AND 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
- ♦ Islamic renewal movements in Egypt and Saudi Arabia

ILLUSTRATIVE EXAMPLES, INCREASED ACCESS TO EDUCATION AND POLITICAL AND PROFESSIONAL ROLES:

- ♦ The right to vote and 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 and reservation in the Indian Constitution of 1949

LEARNING OBJECTIVES FOR 6.3.IV	IV. Popular and consumer culture became more global.
<p>CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.</p> <p>ECON-4 Analyze how technology shaped the processes of industrialization and globalization.</p>	<p>ILLUSTRATIVE EXAMPLES, GLOBAL CULTURE:</p> <ul style="list-style-type: none"> ♦ Reggae ♦ Bollywood ♦ World Cup soccer ♦ The Olympics