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 threatened delicate ecological balances at local, regional, and global levels.

6.1.I.A.: How did new modes of communication and transportation virtually eliminate the problem of geographic distance?

6.1.I.B.: Explain the impact of the Green Revolution on the earth’s growing population and its role in the spread chemically and genetically enhanced forms of agriculture.

6.1.I.C.: Describe how medical innovations (such as the polio vaccine, antibiotics, or the artificial heart) increased the ability of humans to survive.

6.1.I.D.: Describe the impact that energy technologies such as oil and nuclear power had on productivity and the production of material goods.

6.1.II.A.: Give examples of how humans exploited and competed over the earth’s finite resources more intensely than ever before in human history at this time.

6.1.II.B. – How did the release of greenhouse gases and other pollutants into the atmosphere contribute to debates about climate change?

6.1.III.A.: How are diseases such as malaria, tuberculosis, and cholera associated with poverty?

6.1.III.A.: How did the new emerging epidemics such as the 1918 influenza pandemic, Ebola, or HIV/AIDS threaten human survival?

6.1.III.A.: How did changing lifestyles and increased longevity led to higher incidence of certain diseases such as diabetes, heart disease, and Alzheimer’s disease?

6.1.III.B.: How did more effective forms of birth control give women greater control over fertility and transform sexual practices?

6.1.III.C.: What impact did new military technologies like the plane, tank, and atomic bomb have on warfare?

6.1.III.C.: Explain how tactics such as trench warfare and firebombing impacted war.

6.1.III.C.: Describe the horrific wartime casualties that took place in Nanjing, Dresden, and Hiroshima.

# Key Concept 6.2 - Global Conflicts and Their Consequences

At the beginning of the twentieth 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.

6.2.I.A.: Explain how the older land-based Ottoman, Russian, and Qing empires collapsed due to a combination of the following internal and external factors.

* Political and social discontent
* Technological and economic stagnation
* Military defeat

6.2.I.B.: Explain how the British colonies of India and the Gold Coast each negotiated their independence from Great Britain.

6.2.I.B.: Explain how the French colonies of West Africa negotiated their independence from France.

6.2.I.C.: Explain how Algeria and Vietnam used armed struggle to achieve their independence from France.

6.2.I.C.: Explain how Angola used armed struggle to achieve their independence from Portugual.

6.2.II.A.: Describe how Mohandas Gandhi and the Indian National Congress challenged imperial rule.

6.2.II.A.: Describe how Ho Chi Minh challenged imperial rule in French Indochina (Vietnam).

6.2.II.A.: Describe how Kwame Nkrumah challenged imperial rule in British Gold Coast (Ghana).

6.2.II.B.: How did Muhammad Ali Jinnah challenge both colonial rule and inherited imperial boundaries in British India?

6.2.II.C.: How did Communism seek to unite people across national boundaries?

6.2.II.C.: How did Pan-Arabism seek to unite people across national boundaries?

6.2.II.C.: How did Pan-Africanism seek to unite people across national boundaries?

6.2.II.D.: Describe the movements used to redistribute land and resources developed within states in Africa, Asia, and Latin America, sometimes advocating communism and socialism.

6.2.III.A.: Explain how the redrawing of old colonial boundaries led to the partitioning of India and Pakistan.

6.2.III.A.: Explain how the redrawing of old colonial boundaries led to the Zionist Jewish settlement of Palestine.

6.2.III.A.: Explain how the redrawing of old colonial boundaries led to the dividing of the Middle East into mandatory states.

6.2.III.B.: The migration of former colonial subjects to imperial metropoles (such as the South Asians / Indians to Britain or the Filipinos to the United States) maintained cultural and economic ties between the colony and the metropole even after the dissolution of empires. Describe how this situation played out.

6.2.III.C.: How did the proliferation of conflicts lead to ethnic violence in the Holocaust during WWII?

6.2.III.C.: How did the proliferation of conflicts lead to ethnic violence in Cambodia in the 1970s?

6.2.III.C.: How did the proliferation of conflicts lead to ethnic violence against the Tutsi in Rwanda?

6.2.IV.A.: What is meant by “total war” in terms of WWI and WWII?

6.2.IV.A.: Give examples and explain how 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.

6.2.IV.A.: Provide examples as to how governments used a variety of strategies, including political speeches, art, media, and intensified forms of nationalism, to mobilize their populations toward war.

6.2.IV.B.: Thoroughly explain how all of the following served as sources of global conflict in the first half of the twentieth century.

* Imperialist expansion by European powers and Japan
* Competition for resources
* Ethnic conflict
* Great power rivalries between Great Britain and Germany
* Nationalist ideologies
* The economic crisis engendered by the Great Depression

6.2.IV.C.: How did the global balance of economic and political power shift after the end of World War II and rapidly evolve into the Cold War?

6.2.IV.C.: After WWII, the Soviet Union and the United States emerged into the world’s two superpowers. Describe the struggles that emerged in the world at this time due to the competing ideologies of capitalism and communism.

6.2.IV.D.: What role did NATO and the Warsaw Pact play in the Cold War?

6.2.IV.D.: How did the Cold War promote proxy wars in Latin America, Africa, and Asia?

6.2.V.A.: How did Picasso opposed the concept of war in *Guernica?*

6.2.V.A.: What are some examples of how the antinuclear movement challenged the Cold War?

6.2.V.A.: How was the self-immolation by Thich Quang Duc an example of anti-war protest?

6.2.V.A.: How did Gandhi promote the practice of nonviolence as a way to bring about political change?

6.2.V.A.: How did Dr. Martin Luther King, Jr., promote the practice of nonviolence as a way to bring about political change?

6.2.V.B.: How did the Anti-Apartheid Movement in South Africa promote alternatives to the existing economic, political, and social orders?

6.2.V.B.: How did the Tiananmen Square protesters that supported democracy in China promote alternatives to the existing economic, political, and social orders?

6.2.V.C.: Militaries and militarized states often responded to the proliferation of conflicts in ways that further intensified conflict. How did the promotion of military dictatorships in Chile, Spain, and Uganda intensify conflict?

6.2.V.C.: Militaries and militarized states often responded to the proliferation of conflicts in ways that further intensified conflict. How did the buildup of the “military-industrial complex” and arms trading intensify conflict?

6.2.V.D.: Describe how al-Qaeda used violence against civilians to achieve political aims.

6.2.V.D.: Describe how the IRA used violence against civilians to achieve political aims.

6.2.V.D.: Describe how the ETA used violence against civilians to achieve political aims.

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

The twentieth 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 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. These new understandings often manifested themselves in, and were reinforced by, new forms of cultural production. Institutions of global governance both shaped and adapted to these social conditions.

6.3.I.A: How did the Communist state of the Soviet Union control its economy through the use of the Five Year Plans?

6.3.I.A: How did the Communist state of China control its economy through the use of The Great Leap Forward?

6.3.I.B.: At the beginning of the 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. Explain how the New Deal programs increased the role that the U.S. government played in economic life.

6.3.I.B.: At the beginning of the 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. Explain how the corporate Fascist economy increased the role that various European government’s played in economic life.

6.3.I.C.: Explain how Gamel Abdel Nasser promoted economic development in Egypt after World War II.

6.3.I.C.: Explain how the export-oriented economies promoted economic development in East Asia after World War II.

6.3.I.D.: At the end of the twentieth century, many governments encouraged free market economic policies and promoted economic liberalization. Explain how this occurred in the United States beginning with Ronald Reagan.

6.3.I.D.: At the end of the twentieth century, many governments encouraged free market economic policies and promoted economic liberalization. Explain how this occurred in Britain under Margaret Thatcher.

6.3.I.D.: At the end of the twentieth century, many governments encouraged free market economic policies and promoted economic liberalization. Explain how this occurred in China under Deng Xiaoping.

6.3.I.D.: At the end of the twentieth century, many governments encouraged free market economic policies and promoted economic liberalization. Explain how this occurred in Chile under Pinochet.

6.3.II.A. Explain how the League of Nations was to maintain world peace and to facilitate international cooperation.

6.3.II.A. Explain how the United Nations was to maintain world peace and to facilitate international cooperation.

6.3.II.A. Explain how the International Court was to maintain world peace and to facilitate international cooperation.

6.3.II.B.: Explain how the International Monetary Fund (IMF) sought to spread the principles and practices associated with free market economics throughout the world.

6.3.II.B.: Explain how the World Bank sought to spread the principles and practices associated with free market economics throughout the world.

6.3.II.B.: Explain how the World Trade Organization (WTO) sought to spread the principles and practices associated with free market economics throughout the world.

6.3.II.B.: Explain how multi-national corporations (MNC) sought to spread the principles and practices associated with free market economics throughout the world.

6.3.II.B: In what ways did the European Union (EU) create regional trading blocs designed to promote the movement of capital and goods across national borders?

6.3.II.B: In what ways did NAFTA create regional trading blocs designed to promote the movement of capital and goods across national borders?

6.3.II.B: In what ways did Mercosur create regional trading blocs designed to promote the movement of capital and goods across national borders?

6.3.II.C.: In what ways did movements like Greenpeace protest the inequality of environmental and economic consequences of global integration?

6.3.II.C.: In what ways did movements like Green Belt in Kenya protest the inequality of environmental and economic consequences of global integration?

6.3.II.C.: In what ways did movements like Earth Day protest the inequality of environmental and economic consequences of global integration?

6.3.III.: People conceptualized society and culture in new ways; some challenged old assumptions about race, class, gender, and religion, often using new technologies to spread reconfigured traditions. How did the notion of human rights gain traction throughout the world through the U.N. Universal Declaration of Human Rights?

6.3.III.: People conceptualized society and culture in new ways; some challenged old assumptions about race, class, gender, and religion, often using new technologies to spread reconfigured traditions. How did the notion of human rights gain traction throughout the world through the Women’s Rights movement?

6.3.III.: How did increased interactions among diverse peoples sometimes led to the formation of new cultural identities like Negritude?

6.3.III.: Explain how believers developed new forms of spirituality and chose to emphasize particular aspects of practice within existing faiths and apply them to political issues through Liberation Theology.

6.3.III.: People conceptualized society and culture in new ways; some challenged old assumptions about race, class, gender, and religion. How did womens’ right to vote and to hold public office increase access to education and political and professional roles? Provide examples from the United States (1920), Brazil (1932), Turkey (1934), Japan (1945), India (1947), and Morocco (1963).

6.3.III.: People conceptualized society and culture in new ways; some challenged old assumptions about race, class, gender, and religion. What role did the rising rate of female literacy play in this process?

6.3.III.: People conceptualized society and culture in new ways; some challenged old assumptions about race, class, gender, and religion. Explain how the U.S. Civil Rights Act of 1965 was an example of this.

6.3.III.: People conceptualized society and culture in new ways; some challenged old assumptions about race, class, gender, and religion. Explain how the end of apartheid was an example of this.

6.3.III.: People conceptualized society and culture in new ways; some challenged old assumptions about race, class, gender, and religion. Explain how caste and reservation in the Indian Constitution of 1949 was an example of this.

6.3.IV.: Popular and consumer culture become more global. How was Reggae an example of this?

6.3.IV.: Popular and consumer culture become more global. How was Bollywood an example of this?

6.3.IV.: Popular and consumer culture become more global. How was World Cup Soccer an example of this?

6.3.IV.: Popular and consumer culture become more global. How was the Olympics an example of this?