AP World History | Unit 9

GLOBALIZATION
Introduction

The states of Latin America experienced a tremendous amount of change and economic growth during the 20th century. On the other hand, the Latin American states continued to experience instability and frustration as they struggled to find the right political and social formula. The end of World War II brought with it circumstances that resulted in tremendous change for Japan and the Pacific Rim. Japan had begun its modernization and expansionism by the beginning of the 20th century and had become a major imperialistic power by the eve of World War II. Once the Second World War was concluded Japan as a defeated power began a new era of modernization and industrialization. Other less powerful states in the Pacific Rim such as Korea found themselves in a transitional mode serving as pawns in the ideological struggle between the Cold War powers of the east and the west. The Age of the Empires came to an end as the 20th century progressed. Both World War I and World War II played a substantial role in the end of European domination of the world. Colonial territories in Africa, Asia, and the Middle East saw inherent weaknesses within the European states which encouraged nationalistic leadership demanding the end of foreign domination. As the century progressed and independence had been achieved by most of these territories, these newly independent states experienced difficulties in establishing competent governments. As they took their place in international politics new dynamics arose in maintaining international peace. The World Wars of the 20th century truly signaled the end of a world in which one state is able to separate itself from the politics of the others. Modern technology, transportation, and communication made the world a much smaller place making the policy of isolationism no longer possible and globalization a reality.
Essential Questions

- What effect did World War I and World War II have on the colonial relationships between the European states and their territories?
- What social and cultural changes and/or problems developed in Japan during the 20th century?
- How did Japan's political system evolve between 1945 and 2004?
- What role did industrialization play in the development of post war Japan?
- To what extent were the Koreans influenced by the Japanese in the early years of the 20th century (1900-1945)?
- What were the issues behind the Korean Conflict of the 1950's? Were these issues resolved? If so, how?
- Discuss the political, social, and economic development of Taiwan, Hong Kong, and Singapore in the years following World War II.
- What role did the political development in Vietnam play in the Cold War struggle?
- How did the political struggles of Southeast Asia affect its artistic and cultural development?
- What factors led to the revolutions in Mexico, Brazil, Argentina, and Cuba?
- What has been the nature of the relationship between the United States and Latin America in the 20th century?
- How did the arts and culture of Latin America reflect the political, social, and economic upheaval in the region?
- How did the social dynamics of Latin America shift during the 20th century?
- What were the processes and politics which led to the independence of India?
- What were the processes and politics which led to the independence of the Middle Eastern states?
- What were the processes and politics which led to the independence of many African states?
- What was the impact the newly independent Third World States have had and are still having on world politics?
- What were the issues and problems which newly independent states have experienced in establishing or attempting to establish stable political states?
- What is the "new world order" which was established as a result of the newly independent nation's development?
- What is "globalization" and what are its benefits and drawbacks? What international organizations promote globalization?

What to Expect

- Discussion: Decolonization
- Assignment: "Latin American Social and Cultural Movements Chart"
- Activity: Map
- Long Essay
- Discussion: Pacific Rim Nations
- Activity: Asia Map
- Activity: "Asia Chart"
- Assignment: "Asian Nationalism and Gender Roles"
- Assignment: DBQ Essay
- Activity: Globalization Activity
- Discussion: Globalization
- Project: Current Event
- Activity: Women as Leaders
Don't forget to read the relevant chapters in your textbook!

Reading assignments from the following textbook have been included:
   Ways of the World for the AP Course (3rd Ed.), by Robert W. Strayer and Eric W. Nelson.

In addition, the following exam preparation book is recommended for all learners:

Assignment:
Read pages 872-879 in your textbook.
Read pages 545-546 and 631-632 from your exam preparation book.

Describe what you will learn in this unit after you read the pages above and review the key terms in the pages that follow.
Course Name: AP World History

Module Name: The Newest Stage of World History- The End of Colonialism and Globalization 1950-Present

Key Terms
Banana Republics - central American governments set-up by the U.S.
Fulgencio Batista - dictator of Cuba ousted by Fidel Castro in 1959.
Fidel Castro - Cuban Revolutionary; turned to Communism in 1959.
Good Neighbor Policy -established by FDR in the 1930’s; ended direct involvement in Latin America.
“Che” Guevara - Argentine revolutionary who aided Fidel Castro; died in 1967.
Liberation Theology -combined Catholicism and Socialism to aid Latin American poor.
Sandinista Party -Nicaraguan socialist movement in the 1980’s.
Zapatistas -Southern Mexican guerilla movement in 1994; named for Emiliano Zapata.
Green Revolution -Asian agricultural improvements in seed, fertilizers, and irrigation.
F.W. de Klerk -South African Prime Minister in the late 1980’s; helped end Apartheid.
Benazir Bhutto -Twice elected Prime Minister of Pakistan in the 1980’s.
African National Congress -Black political organization in South Africa.
Hosni Mubarak -President of Egypt from 1981-2010; cooperated with the West and Israel.
Muslim Brotherhood -Islamic Fundamentalist and nationalistic group in Egypt; opposes west.
Ayatollah Ruhollah Khomeini -Religious leader and ruler of Iran; led Iranian revolution of 1979.
Indira Gandhi -Female Prime Minister of India in 1966; astute politician.
Anwar Sadat -Pro-Western President of Egypt in the 1970's; signed peace treaty with Israel.
Jawaharlal Nehru -one of Gandhi’s disciples; governed India after its independence in the 1950’s.
Nelson Mandela -long imprisoned anti-apartheid leader and later President of South Africa.
Ngo Dinh Diem -US supported leader of South Vietnam in the 1950’s; deposed by the US.
Deng Xiaoping -China’s least ideological Communist Party leader in the 1960’s and 1970’s.
Cultural Revolution -3 year campaign in mid-1960’s China to restore Mao’s vision for China.
Communist Party of Vietnam -led in the late 1920’s by Ho Chi Minh; fought for Vietnam’s independence.
Ho Chi Minh -most important Vietnamese Communist leader.
**Hong Kong** - British colony on Chinese mainland. Returned to Chinese control in 1997.

**Great Leap Forward** - disastrous economic policy in China in the late 1950's; based on small scale industrial projects in peasant communes in China; led to economic turmoil in China and later abandoned.

**Dien Bien Phu** - most important victory for Viet Minh army over the French; gave Viet Minh control over North Vietnam.

**Pacific Rim** - Asiaticom economic region including Japan, South Korea, Singapore, Hong Kong, and Taiwan.

**People’s Liberation Army** - Chinese Communist Army.

**Pragmatists** - Chinese leaders who opposed the Great Leap Forward; more powerful in late 1960’s.

**Korean War** - 1950-1953- North Korea attempts to take over South Korea; USSR and US heavily involved.


**Tayson Rebellion** - peasant revolution in southern Vietnam in late 1970's; forced gov’t. reforms.

**Taiwan** - Independent Republic of China set up on island after nationalists fled from Communist Chinese mainland in late 1940’s; supported by U.S but still claimed by Communist China.

**Republic of Korea** - South Korea; continues to be militarily supported by the US against North Korea.

**Viet Minh** - Communist dominated nationalistic movement in Vietnam in the 1940’s; supported by China.

**Boris Yeltsin** - First President of the Russian Republic following the collapse of the Soviet Union.

**Glasnost** - policy of more “openness” and cooperation with the west put into place by Soviet Premier Mikhail Gorbachev in the late 1980's in the Soviet Union.

**Mikhail Gorbachev** - last communist leader of the Soviet Union before its collapse. Pushed for “glasnost” and “perestroika” - programs that favored more cooperation with the west.

**First U.S.-Iraq War** - 1991 US led United Nations action against Iraq’s occupation of Kuwait.

**NAFTA** - North American Free Trade Agreement; free trade zone between Canada, Mexico, and the US established in 1994.

**Multinational Corporations** - powerful companies from the west and the pacific rim that dominate international trade.

**Globalization** - the increasing “interconnectedness” of all parts of the world; includes economics, politics, communications, and culture.
Reading assignments from the following textbook have been included:
  Ways of the World for the AP Course (3rd Ed.), by Robert W. Strayer and Eric W. Nelson.

In addition, the following exam preparation book is recommended for all learners:

**Reading Assignment for this Module**

**Textbook**: Read from your textbook, taking notes.
Lesson 1 – pages 929-932
Lesson 2 – pages 933-937
Lesson 3 – pages 938-946
Lesson 4 – pages 947-957
Lesson 5 – pages 958-964
Lesson 6 – pages 965-973
Lesson 7 – pages 975-981
Lesson 8 – pages 982-992
Lesson 9 – pages 993-1009
Lesson 10 – pages 1010-1021
Lesson 11 – pages 1023-1035
Lesson 12 – pages 1036-1041
Lesson 13 – pages 1042-1051
Lesson 14 – pages 1052-1060
Lesson 15 – pages 1061-1072

**AMSCO prep book**: Read from your exam preparation book, taking notes.
Lesson 1 – pages 547-553
Lesson 2 – pages 554-561
Lesson 3 – pages 562-570
Lesson 4 – pages 571-578
Lesson 5 – pages 579-588
Lesson 6 – pages 589-598
Lesson 7 – pages 599-607
Lesson 8 – pages 608-614
Lesson 9 – pages 615-622
Lesson 10 – pages 623-630
Lesson 11 – pages 633-640
Lesson 12 – pages 641-656
Lesson 13 – pages 657-666
Lesson 14 – pages 667-678
Lesson 15 – pages 688-706
Lesson 16 – pages 707-712
Lesson 17 – pages 713-721
In Latin America, the Middle East, China, and much of Africa, the 20th century witnessed a struggle between the forces of revolution and reaction. In the second half of the 20th century, Latin America took an intermediate position between the nations of the north Atlantic and those of Africa and Asia. Investments often came from the West and Latin America was vulnerable to the world financial system. Throughout the 20th century, it grappled with issues of social justice, cultural autonomy, and economic security. Worker's organizations emerged as a political force. Explosive urban growth and emigration were often key concerns. Overall, the economy and politics were subject to broad shifts. Although much of Latin America was subject to the rhetoric of social and political change, remarkable little change actually occurred. At the same time, significant transformations took place in education, social services, women's rights and the role of industry. Deep divisions between ethnic and religious groups remained when European rulers disappeared from their former colonies. Economic life was hampered by concessions made to the departing colonizers and by an international economy that favored industrialized nations. They lacked technological and management expertise, and had to face steady population growth and environmental degradation. Social unrest occurred due to corruption, and breakdowns in traditional culture. Failure to solve the problems produced dissent and disturbances that shook existing regimes. Opponents included political and religious revivalist groups with widely different proposed solutions. Leaders adopted differing strategies to remain in power, but many were replaced by military officers who assumed dictatorial authority. In Iran, an anti-Western religious movement triumphed. Other countries in the Middle East also struggled with decolonization and establishing stable economies and governments.

Read the Latin America, Africa, the Middle East, and Asia During the 21st Century Summary as well as the "Big Picture" of Latin America, the Middle East, and Asia during the 21st century, both in the pages that follow.
Visit the following websites to read more information on this unit's lesson. You will want to keep a few of your own notes as you browse these websites.

**Latin America**

- Mexican Revolution of 1910
  - [http://www.mexonline.com/revolution.htm](http://www.mexonline.com/revolution.htm)

- The Cuban Revolution
  - [https://www.history.com/topics/cold-war/castro-and-the-cuban-revolution-video](https://www.history.com/topics/cold-war/castro-and-the-cuban-revolution-video)
  - [https://www.thoughtco.com/the-cuban-revolution-2136372](https://www.thoughtco.com/the-cuban-revolution-2136372)

- Argentine coup d’état
  - [https://en.wikipedia.org/wiki/1943_Argentine_coup_d%C3%A9tat](https://en.wikipedia.org/wiki/1943_Argentine_coup_d%C3%A9tat)

- The Sandinistas

**China**

- Condensed China
  - [http://condensedchina.com/china4.html](http://condensedchina.com/china4.html)

**Africa**

- African Independence

- British Occupation Period in Egypt
  - [http://www.touregypt.net/hbritish.htm](http://www.touregypt.net/hbritish.htm)

- Nasser
  - [http://i-cias.com/e.o/nasser.htm](http://i-cias.com/e.o/nasser.htm)

Then, watch the Crash Course video over Decolonization: [https://thecrashcourse.com/courses/worldhistory1](https://thecrashcourse.com/courses/worldhistory1). You might want to keep your own notes as you watch the presentation.
Latin America After World War II. The end of World War II was not a critical event since the region was only modestly involved. Brazil helped the U.S. steel industry during the war and that sector grew to compete directly with the U.S. by the 1970s. A new round of political agitation occurred after the war. Several authoritarian regimes were challenged; one key example was Argentina.

Mexico and the PRI. Mexico continued to be controlled by the PRI but by the end of the 20th century its hold began to loosen. In 2000, Vicente Fox, of the PAN party, won national election. A guerrilla movement popped up in the 1990s; meanwhile the government joined NAFTA in an effort to spur economic growth.

Radical Options in the 1950s. The most important development in the decade after World War II was a surge of radical unrest, often of a socialist nature, and the Cold War framework came into play. Of note were events in Bolivia, Guatemala, and Cuba.

Guatemala: Reform and United States Intervention. This nation had some of the region’s worst problems, including illiteracy, poor health, and high mortality. Its economy depended almost exclusively on bananas and coffee. When leaders challenged the hegemony of U.S. economic interests with radical proposals, the latter nation intervened and backed a pro-U.S. regime, which rose to power. A series of military governments failed to resolve the nation's many woes.

The Cuban Revolution: Socialism in the Caribbean. Although the island had periods of prosperity, the world market for sugar, Cuba’s main export, revealed the tenuous nature of its economy. A growing disparity between middle and lower economic classes underscored the nation's problems. Batista’s rule delivered little on promised reforms and opposition rose in various sectors. One of his opponents was Fidel Castro, who pledged real democracy, justice and prosperity for all. Castro and Che Guevara gained support from many sides and overthrew Batista. Castro established collective farms, confiscated property, and set up a communist system of repression supported by the U.S.S.R. A U.S.-sponsored intervention failed and the Cuban Missile Crisis became one of the most important events of the Cold War. Since the fall of communism in Europe, Cuba has become one of the last bastions of that system, but the model of revolution and successful resistance to U.S. pressure was attractive to rebels in other Latin American nations.

The Search for Reform and the Military Option. A common theme in Latin America in this era was the political influence of the Catholic church. Liberation theology combined Catholic and socialist concepts to promote change, but this system was criticized by Pope John Paul II. The church did play an important role in the fall of Paraguay's dictator in the 1980s.

Out of the Barracks: Soldiers Take Power. The success of the Cuban Revolution impressed and worried those who feared revolutionary change in a communist mode. Military officers often saw themselves as above politics and best equipped to solve their nation's ills. Many times these leaders had the support of the U.S. In Brazil, Argentina, Chile, Uruguay, and Peru, governments
were taken over by military-based rulers with repressive authoritarian inclinations. All these regimes were nationalistic but approached economic problems differently; however, the result—little or no growth—was a common theme.

**The New Democratic Trends.** The 1970s and 1980s witnessed an increase in democratization in many Latin American countries, including Argentina, Brazil, Peru, Nicaragua, Guatemala, and Panama, but not without problems. Leftist rebel groups continued to agitate in some of them, as in Columbia and Peru. Cuba remained communist, but under what appeared to be fewer restrictions. Economies continued to struggle, with inflation a common problem. Despite difficulties, by the 1990s it appeared democratic trends were well established.

**The United States and Latin America: Continuing Presence.** After World War I, the U.S. was clearly the dominant power in the western hemisphere. In South America private investments by U.S. companies and loans from the government were the chief means of influence. Military intervention became a common means of protecting U.S. interests in Latin America—more than 30 occurred before 1933—and contributed to nationalist reaction. The grounds for these interventions were economic, political, strategic, and ideological. The U.S. Good Neighbor Policy of the 1930s and the Alliance for Progress of the 1960s sought to ameliorate tensions. In the 1970s, the U.S.-built and operated Panama Canal was ceded to the Panamanian government. In 1990, that country’s dictator was overthrown by U.S. forces.

**In Depth: Human Rights in the 20th Century.** Human rights violations in Latin America in the 1960s and later mirrored actions in other parts of the world. The concept of human rights may go back to the ancient Greeks. Belief in natural law led to the protection of minorities in the 19th century in Europe and the United States. In the 20th century, the United Nations issued a Universal Declaration of Human Rights, but included little power of enforcement. What seemed obvious to Western sensibilities were less so in other regions, partly because of economic and/or cultural differences. One big argument had been over what exactly constitutes human rights. Differing political ideologies place different priorities over protecting human rights and employ different strategies to do so.

**Societies in Search of Change.** Societal relations changed slowly in Latin America. Women’s status was, however, closer to those of western Europe than Africa. There were many changes, but discrimination continues.

**Slow Change in Women’s Roles.** Women were denied the vote until 1929 in Ecuador. By the 1950s most of the region allowed female franchise. Feminist movements pushed for inclusion into elected offices. Industrial jobs expanded to include women. Shifts in attitudes about women’s roles developed more slowly. Overall, as in many other areas, by the beginning of the 21st century Latin America was in the intermediate position between industrialized and developing nations where the status of women was concerned.

**The Movement of People.** Latin America’s population soared in comparison to North America. At the beginning of the 20th century, the major population trend was immigration into Latin America, but long-term trends show migration within and through the region. Illegal immigration from Central America into Mexico and from Mexico into the United States was a major regional
issue. Legal migration from Haiti and Cuba because of political dissatisfaction to the U.S. was another big event. Rapid and massive urban growth was yet another common theme in Latin America in this era; in 1999, the region was the most urbanized of the developing world. Problems related to this rapid growth remain. Nationalist and populist politics weakened the ability of the working class to operate effectively in politics.

**Cultural Reflections of Despair and Hope.** The vast majority of Latin Americans are Catholic, but Protestants are making inroads. Music and dance are important parts of popular culture and are influential world-wide. Writers gained world recognition, especially those who penned social criticism and/or employed “magical realism.”

**Global Connections: Struggling Toward the Future in a Global Economy.** As Latin America entered the 21\textsuperscript{st} century, it continued to seek economic, social and political growth and stability. New forms of politics were tried, but many long-standing problems remained. Nevertheless, Latin America was the most advanced region of the “developing” world and in the 1990s its economies grew considerably. Cultural issues remained unresolved and Latin America's global position became increasingly complex.

**The Challenges of Independence.** Successful nationalistic movements usually involved mass mobilization of peasants and urban workers drawn into national political life for the first time. Nationalist leaders promised an improved life once the Europeans departed. When those promises were unfulfilled, quarrels erupted among rival leaders, classes, and ethnic groups. The resulting instability further hampered development and deflected attention from the real problems hindering progress.

**The Population Bomb.** Population growth proved to be one of the most important barriers to economic advance after independence. Importation of New World food crops had fueled growth, and colonial rule reinforced the trends by combating local war and disease. Modern transportation systems helped to check famine. Population growth continued after independence, especially in Africa. The policies of the colonizers that limited industrial development resulted in few employment opportunities and an inability to produce necessities for rising populations. Most African and Asian nations have been slow to develop birth control programs in their male-dominated societies. Procreation demonstrates male virility, while the wish for male children is critical to female social standing. In Africa, some societies regard children as vital additions to lineage networks. High mortality rates formerly had encouraged families to have many children, a factor persisting when rates declined. Many African and Asian nations have recognized the dangers to their societies and now are running family planning programs.

**In Depth: Artificial Nations and the Rising Tide of Communal Strife.** Internal strife and the collapse of political systems have been common in the new Asian and African states. One reaction in the West is to assert that former colonial peoples are unfit to rule themselves and that many were better off under European rule. Others called for active intervention by the West and Japan. The responses do not give enough attention to the immense obstacles confronting the new nations, or to the harmful legacies of colonial rule. Western societies in the past also had to
overcome disruptive social and political divisions. Nearly all new Asian and African states were artificially created by Europeans who gave minimal attention to the interests of the peoples involved. The imposed boundaries incorporated ethnic and religious groups that were often very hostile. The colonial rulers maintained power by divide-and-rule tactics. When the colonial era ended, the rulers left resolution of long-existing problems to new regimes unable to contain them. Internal strife and war between states resulted, and democratic regimes suffered. Economic improvement was hampered by military spending, while hostilities caused extensive human suffering.

**Parasitic Cities and Endangered Ecosystems.** Population growth contributed to massive migration to urban areas. Most cities lacked expanding industrial sectors able to utilize the people who arriving, thus forming the urban underclass. They became a volatile factor in post-independence political struggles and forced governments to expend valuable resources to keep food and other staples available and cheap. The cities spread without planning and developed vast slums. Some nations concluded that only slums could provide necessary housing, and thus supplied them with electrical and sanitary systems. The result is the creation of parasitic, not productive, cities that diminish national resources by drawing supplies from already impoverished rural regions. The demands upon the latter have caused soil depletion and deforestation that upset fragile tropical ecosystems. Industrial pollution heightens the problem.

**Women’s Subordination and the Nature of Feminist Struggles in the Postcolonial Era.** The constitutions of the new nations promised women, who had played an active role in independence struggles, legal, educational, and occupational equality. Post-independence reality was different as males continued to dominate political life in African and Asian countries. The few important female heads of state, such as Indira Gandhi, initially won support because of connections to powerful males. The inferior education of most women helps to ensure their continuance in secondary roles. The position of women is equally disadvantageous outside the political sphere. Obstacles to self-fulfillment and even survival are much greater than in democratic or communist societies. Early marriages force many women to spend their youth and middle age caring for children at the expense of gaining education or following a career. Poor sanitation, lack of food, and male-centric customs endanger the lives of women and their children. Where legal rights exist, the lack of education and resources often block women’s chances to utilize them. The spread of religious fundamentalism usually suppresses women’s opportunities and rights.

**Neocolonialism, Cold War Rivalries, and Stunted Development.** The plans of the leaders of new nations for industrial development were failures. They had very limited industrial bases to begin with, and had little capital to stimulate progress. State revenues went to internal government needs. Necessary foreign exchange came from the export of cash crops and minerals. Prices of primary products, however, have fluctuated widely, and declined in relation to the prices of manufactured goods, since World War II. The gains achieved by nations producing oil were temporary. Many African and Asian leaders have blamed the legacy of colonialism for their economic problems. Neocolonialism certainly contributes to their difficulties, but it is not the sole contributing factor. New nations often have fallen to corrupt elites that rule at the expense of the mass of the population. Asian and African nations have sought aid from international organizations or industrial nations, but the price can be high in
economic and political concessions. When the requirement for aid was a removal of state subsidies for food and other staple goods, regimes faced unrest or collapse.

**Paths to Economic Growth and Social Justice.** Whatever the source of blame for lack of post-independence development, leaders of new nations had to deliver on at least some of their promises if they were to continue in power. Different general efforts have achieved some success, but the majority of the population has rarely benefited. Often, new problems arise from partially successful endeavors.

**Charismatic Populists and One-Party Rule.** One of the least successful responses was the development of authoritarian rule under a charismatic leader. After 1957, Kwame Nkrumah in Ghana attempted reform programs to improve the lives of Ghanaians. Internal rivals hampered initiatives, while Nkrumah’s turning to the Soviet bloc and its ideology drove off Western investors. The price of cocoa, the dominant export crop, fell sharply in the world market. Nkrumah, despite the difficulties, went ahead with his policies. Most failed. During the 1960s, he forcibly crushed all opposition groups and took dictatorial powers. Nkrumah tried to justify his actions by manipulating symbols supposedly drawn from Ghana's past and by talk of a unique brand of African socialism. As the economy floundered, opposition increased; Nkrumah was deposed in 1966 and died in exile in 1972.

**Military Responses: Dictatorships and Revolutions.** There have been many military coups in Asian and African nations. The military often is one of the few societal groups resistant to ethnic and religious divisions, and it has the near monopoly of force. Soldiers may have the technical training lacking among civilian leaders. When military men were anticommunist, they gained Western assistance. Once in power, many military men established repressive and corrupt regimes where limited resources were used to protect their authority. Some leaders attacked neighbors to divert attention from their failures. A few military men were different and attempted radical reform. Gamal Abdul Nasser took power in Egypt in 1952 as part of the Free Officers movement, formed during the 1930s by young nationalistic officers. They were allied for a long period with another opponent of the regime, the Muslim Brotherhood, founded in 1928 by Hasan al-Banna, a teacher and scholar interested in scientific subjects and independence for Egypt. He was contemptuous of the wealthy Egyptian and European minority who flourished in the midst of general poverty. The Muslim Brotherhood was founded to remedy such problems. Although believers in fundamentalist Islam, its members worked for sweeping reforms. By the late 1930s, the Brotherhood intervened in politics through strikes, riots, and assassinations. Although the khedive’s men murdered al-Banna in 1949, the Brotherhood continued to be important. Egypt’s defeat in the Arab-Israeli War of 1948 and the continuing British occupation of the Suez Canal led to a successful coup in 1952 by the Free Officers. By 1954, all political parties, including the Muslim Brotherhood, had been disbanded and Nasser’s regime imposed broad social and economic reform. Land was redistributed to peasants, education became free through college, and government became the main employer. State subsidies lowered prices of food staples and five-year plans modeled on the Soviet Union were introduced. Foreign properties were seized or restricted. Nasser also began an active foreign policy designed to defeat Israel, forge Arab unity, and agitate socialist revolution. In 1956, he forced the British from the Suez Canal zone. Despite his good intentions, many of Nasser’s reforms failed. Population growth offset economic advances, and Western capital was not replaced by Egypt’s communist supporters. Failed foreign
adventures, including the disastrous Six-Day War with Israel in 1967, added to the regime’s problems. Nasser’s successor, Anwar Sadat, had to end many programs and turn to private initiatives. He came to terms with Israel, expelled the Russians, and opened Egypt to Western assistance. Sadat’s policies have been continued by his successor, Hosni Mubarak. None of the paths followed since 1952 have solved Egypt’s problems. Muslim fundamentalist movements proliferated; one group assassinated Sadat.

The Indian Alternative: Development for Some of the People. Indian leaders favored socialism and state intervention for reforming their society, but differed from the Egyptians in important ways. Indians have preserved civilian rule since independence. Despite the burden of overpopulation, India differed by possessing at independence a large industrial and scientific sector, a developed communications system, and an important middle class. The early leaders of the Indian National Congress were committed to social reform, economic development, and preservation of democracy and civil rights. Despite a host of problems, India has remained the world’s largest working democracy. The first leader, Jawaharlal Nehru, mixed government and private economic initiatives. Foreign investment from both the democratic and socialist blocs was accepted. Private investment by farmers was at the heart of the Green Revolution. Industrial and agrarian growth generated revenues for promoting education, family planning, and other social measures. Despite its successes, India faces problems similar to other developing nations because it lacks the resources to raise the living standards of most of its population. The middle class has grown rapidly, but a majority of Indians has gained little. This result is partly due to population growth, but other reasons include the continued domination of wealthy landlords.

Iran: Religious Revivalism and the Rejection of the West. The Iranian Revolution directed by Ayatollah Khomeini presented a fundamental challenge to the existing world order. It recalls the religious fervor of the Mahdi’s nineteenth-century movement in the Sudan by emphasizing religious purification and the rejoining of religion and politics central to early Islam. Both movements called for a return to a golden age and were directed against Western-backed governments. The Mahdi and Khomeini claimed divine inspiration and sought to establish a state based on Islamic precepts. Each wanted to spread their movement to wider regions. Khomeini succeeded because of circumstances unique to Iran, a nation not formally colonized, but divided into British and Russian spheres of interest. Iran thus lacked colonial bureaucratic and communications infrastructures as well as a large Western-educated middle class. Modernization policies, supported by Iran’s oil wealth, were imposed by the regime of the Pahlavi shahs. Advances resulted, but the majority of Iranians were alienated. The shah’s authoritarian rule offended the middle class; his ignoring of Islamic conventions roused religious leaders who were influential with the mass of the people. Favoritism to foreign investors and a few Iranian entrepreneurs angered bazaar merchants. Landholders were affronted by incomplete land reform schemes that did not much benefit the rural poor. Urban workers at first secured benefits, but then suffered from an economic slump. The military was neglected. When revolution came in 1978, the shah was without support and left Iran. Khomeini then carried through radical reform. Religious figures took over leadership and suppressed all opposition. Strict implementation of Islamic law began and women’s opportunities were restricted. Most of the planned reforms halted when Iraq forced a war that lasted for ten years and absorbed most national resources. Iran finally accepted a humiliating peace in 1988. The war, plus the consequences of internal repression and failed development efforts, left Iran in shambles.
South Africa: The Apartheid State and Its Demise. By the 1970s, South Africa’s majority African population remained under the rule of the country’s European-ancestry population. Afrikaner domination had been secured through victory in elections (Africans could not vote) of their Nationalist Party in 1948. A vast system of laws was passed to create apartheid, a system designed to ensure white domination of political power and economic resources. All aspects of living were segregated. Special homelands were formed for the main “tribal” groups, thus leaving whites with most of the richest, productive land. The overpopulated homelands were reservoirs of cheap labor for white industry and agriculture. A brutal regime was enforced the system. All forms of African protest were illegal. Leaders were imprisoned, tortured, or killed. Africans turned to guerrilla resistance during the 1960s without much immediate success. By the 1980s, the state system began cracking because of internal and external economic and political pressures. Moderate Afrikaners led by F.W. de Klerk began dismantling apartheid. The release of African National Congress leader Nelson Mandela in 1990 signaled the end of the old order. All South Africans voted for a new government in 1994, under Mandela, to begin building a new multiracial nation with equal opportunities for all citizens.

Conclusion: The Postcolonial Experience in Historical Perspective. Most of the recently independent new nations attained independence with a multitude of problems from their colonial past waiting for solution. Their subsequent experiences mirror the problems occurring in other nations, such as the United States, that gained independence earlier. Their experiences in social and economic matters mirror the European and North American past. Continual struggle, with approaches formed by a blending of indigenous and Western patterns, is necessary for the new nations to secure a satisfactory place in a world dominated by established industrial powers.
Mexico

The first two decades of the 20th century saw a strained relationship between Mexico and the United States with President Wilson’s involvement in Mexico’s political hierarchy and Pancho Villa’s private war with the United States.

By 1917 Mexico had adopted a liberal constitution promoting social and political reforms such as universal suffrage and the curbing of the church’s influence on the government. Mexico remained determined to keep foreign powers out of their country. They did not get involved in World War I.

In 1934 Lazaro Cardenas was elected President (the Institutional Revolutionary Party, or PRI) and immediately launched a series of reforms such as land redistribution and industrialization and nationalization of oil reserves (causing tension in relations between Mexico and the United States).

By the 1960’s unrest developed within the ranks of the peasants and the workers over unequal distribution of land. Riots and demonstrations became common. The Mexican government signed the North American Free Trade Agreement (NAFTA) with the United States and Canada. Controversy over NAFTA coupled with Indian rights issues becomes an issue prompting the Chiapas Rebellion, a guerrilla conflict led by the Zapatista National Liberation Army.

Throughout the 90’s Mexico has experience political and social unrest and violence with the PRI losing political support. The 21st century has seen a transfer of power from the PRI to the Alliance for Change with the election of Vicente Fox. Under Fox’s leadership the government has passed reform bills to expand the rights of the native peoples of Mexico, opened government files, and appointed a special prosecutor to investigate government repression.

Chile

In the late 19th century a civil war resulted in presidential power being dramatically reduced. In 1925 a new constitution was written to restore presidential powers and to separate church and state.

For the next fifty years political instability dominated the government as different ideological groups struggle for power. In 1970 the first democratically elected Marxist, Salvador Allende, attempts to stabilize the nation through a program of nationalization and social reform. Allende was ousted by General Augusto Pinochet who remains in power as a brutal dictator until the late 80’s when he is replaced by a Social Democrat, Patricio Aylwin.

Colombia

From the onset of the 20th century until the present Colombia has experienced almost non stop violence between conservative and liberal forces. By the mid 60’s several guerilla organizations developed, Leftist National Liberation Army, Maoist People’s Liberation Army, and the most significant Revolutionary Armed Forces of Columbia (Farc). As a result a full fledged guerilla war broke out challenging the government.

As the 20th century progressed the violence escalated encouraged by the drug cartel. Farc and the government have continued to struggle to the present with no resolution in sight.
Brazil

At the end of the 19th century the Brazilian monarchy was overthrown in favor of a republic. For the first half of the 20th century Brazil suffered with political instability due in large part to military interference. The 70’s and 80’s and 90’s were characterized by a return to republicanism and efforts in dealing with runaway inflation. All in all the 20th century was characterized by political instability and social unrest.

Bolivia

The early decades of the 20th century were characterized by popular unrest and loss of territory. Throughout the remainder of the century Bolivia has been plagued with an unstable government constantly disrupted by military coups and forced presidential elections.

Central America

Central American states were embroiled in civil war and popular repression throughout the 20th century. Death squads were commonly used with untold numbers of civilians falling victim to government and rebel sponsored violence.

Cuba

At the end of the 19th century Cuba was ceded to the United States as a result of the Spanish American War (1902 Cuba becomes independent). For the next fifty years Cuba experienced political instability with the United States intervening as needed to protect her interests.

In 1954 Fulgencio Batista becomes president of Cuba conducting a brutal and repressive regime. A guerilla war ensued between Batista’s government and rebels led by Fidel Castro. In 1959 Castro’s army overthrows Batista’s regime a result of which is the nationalization of US owned industry.

The 60’s were a decade characterized by tension between the United States and Cuba with events such as the Bay of Pigs and the Cuban Missile Crisis. Visit this site and interact with it to learn more about the Cuban Missile Crisis.

The 70’s and 80’s in Cuba were characterized by international involvements, support of Angolia’s left wing MPLA, support for Argentina against the British over the Falkland islands, and diplomatic issues with the United States over a flotilla of Cuba refugees largely convicts and mental patients.

From the 90’s on Cuba and the United States have experienced an up and down relationship over trade and politics. Most recently the United States and the UN Human Rights Commission have censured Cuba on its treatment of its people.
**Haiti**

Since its independence Haiti had experienced friction between its black and its mulatto populations, a friction which ultimately led to US intervention. The United States maintained fiscal control until 1947.

From the 60’s to the 80’s Haiti fell under control of the Duvalier dictatorships, first “Papa Doc” and later “Baby Doc”. Baby Doc was ousted in 1986 replaced by militarily controlled governments.

In the 90’s the legally elected president Jean-Bertrand Aristide was ousted by a military coup which triggered international sanctions. The United States and later the United Nations intervened to restore order in Haiti.

The last two decades have been characterized by political and social instability characterized by popular and military uprisings and foreign intervention.

**Dominican Republic**

The first two decades of the Dominican Republic were characterized by domination by Haiti resulting in US intervention and control. In the 30’s General Rafael Leonidas Molina established a dictatorship which resulted in the slaughter of thousands of innocent civilians.

The political system remains unstable which ultimately resulted in the deployment of US troops to restore the legitimate government to power. The remainder of the century is characterized by on again off again political regimes.

**Africa**

The African states gained their independence largely during the 1950’s through the 1970’s. The northern states which had been controlled mainly by France and Britain gained their independence throughout the 50’s. These northern states had a much easier time establishing themselves as they had a longer history of self rule. The independence of the Sub-Saharan states was achieved by in large later throughout the 60’s and the 70’s. Some organizations of Sub-Saharan Africa which worked for independence through peaceful means were: The African National Congress (ANC) of South Africa, Kenya African National Union, and the Convention People’s Party of the Gold Coast. Other groups used violence to accomplish their means such as the Mau Mau movement in Kenya.

By in large the colonies that had been controlled by the French and the British had smoother transitions into independence as these European states took pains to educate and guide the native upper and middle classes. The exception to peaceful transition of former British states was Rhodesia which established a harsh white controlled government in the 1960’s later to be overthrown in the 1980’s after years of violent conflict.

Another African state which had been controlled by a white government and white population was the Republic of South Africa. This government (descendants were largely the Boers) adopted the policy of apartheid, a system of separation of the races. Despite the fact that South Africa was one of the wealthiest nations on the continent of Africa (due to rich resources of diamonds and gold) many of the people (blacks) of the nation had virtually no resources due to the apartheid system. By the 1980’s worldwide pressure combined with internal struggle (led by the African National Congress and the Zulu Confederation) forced the repressive white government to free Nelson Mandela, a leading black
advocate, from decades of imprisonment. Mandela’s liberation was the first step to ending the repressive white run government, a step culminating in the election of Mandela as president (1990–s) of a newly liberated and democratic government.

Most African territories have had a difficult time establishing modern states. Various types of governments have been established throughout the decades ranging from democracies to Marxists systems. In many cases political systems have been unstable resulting in dictatorships lasting briefs periods ultimately being overthrown to start the cycle over again. In some cases African states joined together in cooperatives to strengthen their economic and political clout. The Organization for African Unity (OAU) and the African Economic Community are two examples.

Today Africa is experiencing tremendous social, economic, and political problems and issues. Some of these issues include: Africa’s tribal tradition encourages violence beyond national boundaries and ethnic separatism, The Cold War used the weaknesses of the African states causing instability, the HIV/AIDS virus has caused millions of deaths and continues to create a medical crisis, unstable dictatorships and massive foreign debt has caused political crisis.

In many cases women maintain the traditional tribal position within society with few rights (rural) but in some areas (largely developed former British colonies) women have gained rights such as education, the right to work, and social rights such as birth control and divorce.

**The Middle East**

Throughout the 20th century the Middle Eastern states worked to gain their autonomy from their European dominators. In the earlier years of the century most of these states had been mandates or protectorates of the empires of France and Britain.

The Arab states were by in large supportive of their European protectors during both world wars particularly World War II. Many of these Arab peoples believed that at the end of World War II they would be rewarded by gaining their freedom from western domination. This reward did not come immediately causing disillusionment among the Middle Eastern peoples.

A striking example of the issues which complicated western and eastern relations was the escalating movement of Zionism in the immediate post World War II years. Largely as a result of the Holocaust many European Jews attempted to immigrate to Palestine which was then a British mandate. The Palestinians, resident Arabs, resisted Jewish immigration demanding the British curtail the number of Jewish refugees allowed into Palestine. In 1948 the modern state of Israel was created immediately creating a situation of war between the newly created Zionist state and the Arab states of the region. Arabs resented the displacement of the Palestinians which was a byproduct of the creation of Israel.

Other than outright wars such as the Six-Day War (1967) and the and the Yon Kipper War (1973) the Palestinians have developed another weapon of resistance, terrorism. Terrorism is characterized by an all out use of violence and terror to accomplish one’s goals. This movement emerged full force through the Palestinian Liberation Organization (PLO) led by Yasser Arafat. Terrorism has remained a serious issue in world politics today.

As new Middle Eastern states emerged post World War II they began to form governments, such as monarchies (Saudi Arabia and Jordon) dictatorships (Iran and Iraq) and democracies (Turkey and Egypt). Turkey, a member of NATO, is a good example of a modern state which has been very supportive of western interests (member of NATO).

While it is clear that the Arab-Israeli issue has dominated Middle Eastern foreign relations since World War II, issues between Iraq and Iran have also influenced the area. In Iran Reza Pahlavi who came to power in 1941 although friendly to the west treated his people harshly. He was overthrown in 1979 by the followers of Shiite cleric Ayatollah Ruhollah Khomeini who brought fundamentalism to Iran. From 1979 to 1981 Iran and Iraq (led by Saddam Hussein) fought each
other in the Iran Iraqi War. Khomeini died in 1989 resulting in a more moderate theocracy currently being led by Mohammad Khatami.

In Iraq, Hussein developed a brutal dictatorship. He came to power in 1979 and quickly developed a reputation for cruelty toward his own people, especially the minority Kurdish population in the north. In 1990 Iraq invaded Kuwait resulting in the Gulf War of 1991. This war began when the United Nations coalition led by the United States pushed Iraq out of Kuwait. When Hussein refused to honor a cease fire agreement (United Nations would be allowed to inspect to verify Iraqi destruction of weapons of mass destruction) the United States in conjunction with Great Britain and a few other nations invaded Iraq deposing Hussein (this action was not approved by the United Nations). In June 2004 an Iraqi government approved by the coalition powers gained control of the country.

The Middle Eastern nations developed in different ways, some establishing democracies, others monarchies, and still others dictatorships. The modernization of these states progressed with varying speed. Some of the issues which affected this process included the influence of a traditional Islamic lifestyle, the almost constant warfare which has been an integral part of the Middle East during the 20th century, the tribal tradition of the Arab cultures or the region, and the international significance of the natural resources of the region.

India

During the 19th and early 20th century India had been the most important territory within the British Empire. The British gained valuable raw resources from India largely in the form of cotton which was so necessary in keeping the British textile industry in business. The other side of the economic equation was the tremendous market that the Indian population provided for British made goods.

For years the British kept a colonial administration backed by a sepoy army to keep order. This army was active on the allied side during World War I hoping to gain either its independence or at the very least dominion status. This hope was never realized prompting an independence movement led by a mild mannered Indian lawyer, Mohandas Gandhi.

Gandhi had gained a reputation in South Africa as a, effective nationalist leader. Gandhi worked with the Indian National Congress to help gain India a degree of self determination from Britain. The main tactic used for this freedom was a policy of passive resistance and civil disobedience. Gandhi's goal was to make India a political and economic burden to Britain. The first order of business was to bring the Hindu and the Muslim populations together against their common enemy, the British. Once the Indian's differences had been put aside the Hindu and Muslim populations worked together by boycotting British goods resulting in the territory becoming a financial liability. More money was being put into India for administrative expenses than was coming out in purchase British goods. In addition to economic boycott Gandhi preached non violent resistance. The motive behind this tactic was to show the British to the world as a violent and bullying nation against a people who were peaceful and dignified in the face of physical adversity. As a result of international press, Britain gained a negative world wide reputation due to this tactic.

In 1947 the British finally gave in to the nationalists allowing India's independence from the Empire. Working with Jawaharlal Nehru, an Indian lawyer, and the Indian National Congress Gandhi served as the inspiration for the movement of independence.

Once independence had been achieved the rift between the Muslim and the Hindu populations once again re-emerged. The ultimate resolution to the political issue of which group, the Muslims (minority) or the Hindus (the majority) would rule was resolved with the establishment of Pakistan. Pakistan was carved out of northern India and set aside for Islamic control while the Hindus retained control of the rest of the Indian sub continent.

In 1948 Gandhi was assassinated by a Hindu militant who opposed Gandhi's willingness to accept the legitimacy of the Islamic religion. India and Pakistan have never had a smooth relationship and in the latter part of the 20th century
after both states developed nuclear capability their rivalry has become a dangerous international hot spot.

Since the death of Ghandi, Jawaharal Nehru led India in conjunction with the National Congress. His goal was to secularize and modernize India turning it into an industrial power. He died in 1964 and was succeeded by his daughter, Indira Gandhi who continued with her fatherâ€™s policies. Indira Gandhi was assassinated and succeeded by her son, Rajiv Gandhi who was also assassinated, indicative of the instability of the political situation in India.
Lesson 3: Decolonization Discussion

Questions to Consider as you complete Lessons 3-6

1. What was the name given to the Latin American governments set-up and supported by the U.S.? __________________

2. Who ousted Cuban dictator Fulgencio Batista? __________________

3. What policy by the U.S. led to an end of its direct involvement in Latin American Affairs? __________________

4. Who was the first female Prime-Minister of India? __________________

5. Who was the pro-Western leader of Egypt who signed a peace treaty with Israel in the 1970's? __________________

6. Who led the fundamental Islamic revolution in Iran in 1979? __________________

Discussion: Decolonization

Using the links provided below, prepare for a discussion of the attitudes concerning decolonization. In your discussion be sure to address the positive and negative aspects of this process. According to the documents what is the role of the newly independent states? Make sure you point out any bias in the documents and point of view of the author.

Your discussion paper should be a minimum of two well-developed paragraphs.

- The Loi-Cadre France (1956)
- The United Nations Declaration on Granting Independence to Colonial Countries and Peoples, 1960
- Prime Minister Nehru Speech to Bandung Conference Political Committee, 1955

Complete the vocabulary activity below to check your understanding of the major vocabulary terms for this lesson.

Terms Bank: Hosni Mubarak Muslim Brotherhood Ayatollah Ruhollah Khomeini Indira Gandhi

1. President of Egypt from 1981-2010; cooperated with the West and Israel
2. Islamic Fundamentalist and nationalistic group in Egypt; opposes west.
4. Female Prime Minister of India in 1966; astute politician.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Drifting 5 points</th>
<th>Moving in the Right Direction 10 points</th>
<th>Valuable Performance 15 points</th>
<th>Our Goal 20 points</th>
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<tr>
<td>Contribution to the Learning Community</td>
<td>Demonstrates little effort and appears indifferent</td>
<td>Occasionally makes relevant contributions but shows minimal effort</td>
<td>Often makes relevant contributions and interacts freely while encouraging others</td>
<td>Consistently presents creative ideas demonstrating an awareness of the learning community and fosters further discussion</td>
</tr>
<tr>
<td>Relevance of Post</td>
<td>Posts irregular topics or remarks</td>
<td>Occasionally posts relevant comments while many posts show no insight</td>
<td>Posts are related to the topic with some connection to the content</td>
<td>Posts are consistently related to the topic with comments specific to content and include supplemental information</td>
</tr>
<tr>
<td>Expression Within the Post</td>
<td>Opinions or ideas are not expressed clearly and have no connection to the topic</td>
<td>Minimal expression of opinions or ideas with an unclear connection to the topic</td>
<td>Opinions and ideas are expressed clearly with occasional lack of connection to the topic</td>
<td>Opinions or ideas are expressed clearly with obvious connection to the topic</td>
</tr>
<tr>
<td>Delivery of Post</td>
<td>Posts appear “hasty” and poor grammar and/or spelling errors are contained in most posts</td>
<td>Poor grammar and/or spelling errors are contained in several posts</td>
<td>Few grammatical or spelling errors are noted in posts</td>
<td>Consistently uses gramatically correct posts with rare misspellings</td>
</tr>
<tr>
<td>Promptness and Initiative</td>
<td>Rarely participates freely or responds to other students’ posts</td>
<td>Participates with limited initiative and responds to others’ posts several days after initial discussion</td>
<td>Participates with initiative but requires occasional prompting and responds promptly to most posts</td>
<td>Demonstrates good self-initiative and responds promptly to others’ postings</td>
</tr>
<tr>
<td><strong>Overall Score</strong></td>
<td><strong>Drifting 0 or more</strong></td>
<td><strong>Moving in the Right Direction 55 or more</strong></td>
<td><strong>Valuable Performance 70 or more</strong></td>
<td><strong>Our Goal 85 or more</strong></td>
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Authorizing the French Government to Carry out the Reforms and Take the Measures Calculated to Ensure the Development of the Territories under the Jurisdiction of the Ministry of France Overseas

Article First. Without prejudice to the expected reform of Title VIII of the Constitution, in order to give the overseas peoples a more direct share in the management of their own interests, measures of administrative decentralization and devolution shall be introduced within the territories, groups of territories and central services under the jurisdiction of the Ministry of France Overseas.

To this end, decrees taken . . . on the basis of the report given by the Minister of France Overseas and, on occasion, by the Ministers concerned, may:

1) Modify the role and powers of administration and management of the general governments with a view to transforming them into coordinating bodies, and modify the composition and attributes of the grand councils and of the representative assembly of ‘Madagascar;

2) Institute government councils in all the territories and in addition, in Madagascar, provincial councils charged, in particular, with administering the territorial services;

3) Grant broadened deliberative powers, notably for the organization and management of the territorial services, to the assemblies of the territories as well as to the representative assembly and provincial assemblies of Madagascar, regarding the exercise of their attributes, which shall be defined in the decrees to be introduced, and when the decrees taken in pursuance of the present article shall authorize them to do so, the assemblies may abrogate or Modify any regulatory text governing matters which fall under said attributes;

4) Determine the conditions of the institution and functioning, as well as the attributes of the councils In the administrative circumscriptions and rural communities, and the modalities of granting legal status to these circumscriptions, without this impeding in any way the establishment of new municipalities.

The decrees taken in pursuance of the present article may modify, abrogate or revive in
the form of regulations existing legislative provisions.

....

**Article 3.** The Government may, by decree taken in the Council of Ministers on the basis of the report given by the Minister of France Overseas and, on occasion, by the Ministers concerned, and after consultation with the Council of State, inaugurate a reform of the public services charged with managing the interests of the State and, on the other hand, the territorial services charged with managing the interests of the territories, as well as the division of attributes between those services. The purpose of this reform shall be:

On the one hand, to facilitate the access of native-born civil servants to all ranks in the administration;

On the other hand, to institute independent regulations pertaining to the civil service overseas, as far as the territorial services are concerned.

**Article 4.** The Government may, in the manner stipulated in Article 3 above, without interfering in any way with Law No. 46--860 of April 30, 1946 and the legislative provisions referring to it, take all measures intended to raise the standard of living in the territories under the jurisdiction of the Ministry of France Overseas, to promote economic development and social progress and to facilitate economic and financial cooperation between Metropolitan France and those territories, especially:

- By generalizing and standardizing education;
- By organizing and supporting the production of goods necessary to the economic equilibrium of the territories and to the needs of the franc area;
- By inaugurating modern methods of rural development and establishing a cadastral plan in which the customary rights of the autochthones will be respected;
- By setting up and enforcing the registration of births, marriages and deaths;
- By setting up suitable structures in the field of credit and savings;
- By effecting all modifications, in matters of financial law and regulations, calculated to promote private investment overseas, without derogating in any way from the prerogatives of the territorial assemblies;
- By taking all measures calculated to ensure a successful social program,

The Government must make all useful arrangements to ensure on a permanent basis and at the level of the presidency of the council the coordination of economic and financial measures concerning the Metropolitan Overseas complex.
Article 10. In the territories under the jurisdiction of the Ministry of France Overseas, elections to the National Assembly, to the territorial assemblies, to the provincial assemblies of Madagascar, to the circumscription councils and to the municipal assemblies shall be held on the basis of universal suffrage of citizens of both sexes, without regard to their personal status, who are twenty-one years of age or over, who are regularly inscribed on the election rolls and who are not disqualified for any reason stipulated by law.

[]

Article 12. The election of members of the National Assembly, members of the Council of the Republic, members of the territorial assemblies, members of the representative assembly and the provincial assemblies of Madagascar, of the circumscription councils, and also members of the municipal assemblies of the fully organized communes, the semi-organized communes and the mixed communes shall be by a single electoral college.

Source:

Text of the "loi-cadre" was from an English translation through the courtesy of the French Press and Information Service, New York.
General Assembly Resolution 1514 (XV), December 14, 1960

The General Assembly,

Mindful of the determination proclaimed by the peoples of the world in the Charter of the United Nations to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small and to promote social progress and better standards of life in larger freedom,

Conscious of the need for the creation of conditions of stability and well-being and peaceful and friendly relations based on respect for the principles of equal rights and self-determination of all peoples, and of universal respect for, and observance of, human rights and fundamental freedoms for all without distinction as to race, sex, language or religion,

Recognizing the passionate yearning for freedom in all dependent peoples and the decisive role of such peoples in the attainment of their independence,

Aware of the increasing conflicts resulting from the denial of or impediments in the way of freedom of such peoples, which constitute a serious threat to world peace,

Considering the important role of the United Nations in assisting the movement for independence in Trust and Non-Self-Governing Territories,

Recognizing that the peoples of the world ardently desire the end of colonialism in all its manifestations,

Convinced that the continued existence of colonialism prevents the development of international economic co-operation, impedes the social, cultural and economic development of dependent peoples and militates against the United Nations ideal of universal peace,

Affirming that peoples may, for their own ends, freely dispose of their natural wealth and resources without prejudice to any obligations arising out of international economic co-operation, based upon the principle of mutual benefit, and international law,
Believing that the process of liberation is irresistible and irreversible and that, in order to avoid serious crises, an end must be put to colonialism and all practices of segregation and discrimination associated therewith,

Welcoming the emergence in recent years of a large number of dependent territories into freedom and independence, and recognizing the increasingly powerful trends towards freedom in such territories which have not yet attained independence,

Convinced that all peoples have an inalienable right to complete freedom, the exercise of their sovereignty and the integrity of their national territory,

Solemnly proclaims the necessity of bringing to a speedy and unconditional end colonialism in all its forms and manifestations;

And to this end Declares that:

1. The subjection of peoples to alien subjugation, domination and exploitation constitutes a denial of fundamental human rights, is contrary to the Charter of the United Nations and is an impediment to the promotion of world peace and co-operation.

2. All peoples have the right to self-determination; by virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

3. Inadequacy of political, economic, social or educational preparedness should never serve as a pretext for delaying independence.

4. All armed action or repressive measures of all kinds directed against dependent peoples shall cease in order to enable them to exercise peacefully and freely their right to complete independence, and the integrity of their national territory shall be respected.

5. Immediate steps shall be taken, in Trust and Non-Self-Governing Territories or all other territories which have not yet attained independence, to transfer all powers to the peoples of those territories, without any conditions or reservations, in accordance with their freely expressed will and desire, without any distinction as to race, creed or colour, in order to enable them to enjoy complete independence and freedom.

6. Any attempt aimed at the partial or total disruption of the national unity and the territorial integrity of a country is incompatible with the purposes and principles of the Charter of the United Nations.

7. All States shall observe faithfully and strictly the provisions of the Charter of the United Nations, the Universal Declaration of Human Rights and the present Declaration on the basis of equality, non-interference in the internal affairs of all States, and respect for the sovereign rights of all peoples and their territorial integrity.

Source:
Mr. Chairman, the turn this discussion has taken is a much wider one than that we had already expected. In fact, it has covered the whole major heading. We have just had the advantage of listening to the distinguished leader of the Turkish Delegation who told us what lie, as a responsible leader of the nation must do and must not do. He gave us an able statement of what I might call one side representing the views of one of the major blocs existing at the present time in the world. I have no doubt that an equally able disposition could be made on the part of the other bloc. I belong to neither and I propose to belong to neither whatever happens in the world. If we have to stand alone, we will stand by ourselves, whatever happens (and India has stood alone without any aid against a mighty Empire, the British Empire) and we propose to face all consequences.

We do not agree with the communist teachings, we do not agree with the anti-communist teachings, because they are both based on wrong principles. I never challenged the right of my country to defend itself; it has to. We will defend ourselves with whatever arms and strength we have, and if we have no arms we will defend ourselves without arms. I am dead certain that no country can conquer India. Even the two great power blocs together cannot conquer India; not even the atom or the hydrogen bomb. I know what my people are. But I know also that if we rely on others, whatever great powers they might be if we look to them for sustenance, then we are weak indeed.

My country has made mistakes. Every country makes mistakes. I have no doubt we will make mistakes; we will Stumble and fall and get up. The mistakes of my country and perhaps the mistakes of other countries here do not make a difference; but the mistakes the Great Powers make do make a difference to the world and may well bring about a terrible catastrophe. I speak with the greatest respect of these Great Powers because they are not only great in military might but in development, in culture, in civilization. But I do submit that greatness sometimes brings quite false values, false standards. When they begin to think in terms of military strength - whether it be the United Kingdom, the Soviet Union or the U.S.A. - then they are going away from the right track and the result of that will be that the overwhelming might of one country will conquer the world. Thus far the world has succeeded in preventing that; I cannot speak for the future.

. . . So far as I am concerned, it does not matter what war takes place; we will not take part in it unless we have to defend ourselves. If I join any of these big groups I lose my
identity. . . . If all the world were to be divided up between these two big blocs what would be the result? The inevitable result would be war. Therefore every step that takes place in reducing that area in the world which may be called the unaligned area is a dangerous step and leads to war. It reduces that objective, that balance, that outlook which other countries without military might can perhaps exercise.

Honorable Members laid great stress on moral force. It is with military force that we are dealing now, but I submit that moral force counts and the moral force of Asia and Africa must, in spite of the atomic and hydrogen bombs of Russia, the U.S.A. or another country, count. . . .

. . . Many members present here do not obviously accept the communist ideology, while some of them do. For my part I do not. I am a positive person, not an 'anti' person. I want positive good for my country and the world. Therefore, are we, the countries of Asia and Africa, devoid of any positive position except being pro-communist or anti-communist? Has it come to this, that the leaders of thought who have given religions and all kinds of things to the world have to tag on to this kind of group or that and be hangers-on of this party or the other carrying out their wishes and occasionally giving an idea? It is most degrading and humiliating to any self-respecting people or nation. It is an intolerable thought to me that the great countries of Asia and Africa should come out of bondage into freedom only to degrade themselves or humiliate themselves in this way. . . .

I submit to you, every pact has brought insecurity and not security to the countries which have entered into them. They have brought the danger of atomic bombs and the rest of it nearer to them than would have been the case otherwise. They have not added to the strength of any country, I submit, which it had singly. It may have produced some idea of security, but it is a false security. It is a bad thing for any country thus to be lulled into security. . . .

. . . Today in the world, I do submit, not only because of the presence of these two colossuses but also because of the coming of the atomic and hydrogen-bomb age, the whole concept of war, of peace, of politics, has changed. We are thinking and acting in terms of a past age. No matter what generals and soldiers learned in the past, it is useless in this atomic age. They do not understand its implications or its use. As an eminent military critic said: 'The whole conception of War is changed. There is no precedent.' It may be so. Now it does not matter if one country is more powerful than the other in the use of the atomic bomb and the hydrogen bomb. One is more powerful in its ruin than the other. That is what is meant by saying that the point of saturation has been reached.

However powerful one country is, the other is also powerful. To hit the nail on the head, the world suffers; there can be no victory. It may be said perhaps rightly that owing to this very terrible danger, people refrain from going to war. I hope so. . . . The difficulty is that while Governments want to refrain from war, something suddenly happens and there is war and utter ruin. There is another thing: because of the present position in the world there can be aggression. If there is aggression anywhere in the world, it is bound to result in world war. It does not matter where the aggression is. If one commits the aggression there is world war.
I want the countries here to realise it and not to think in terms of any limitation. Today, a war however limited it may be is bound to lead to a big war. Even if tactical atomic weapons, as they are called, are used, the next step would be the use of the big atomic bomb. You cannot stop these things. In a country's life and death struggle, it is not going to stop short of this. It is not going to decide on our or anybody else's resolutions but it would engage in war, ruin and annihilation of others before it annihilates itself completely. Annihilation will result not only in the countries engaged in war, but owing to the radioactive waves which go thousands and thousands of miles it will destroy everything. That is the position. It is not an academic position; it is not a position of discussing ideologies; nor is it a position of discussing past history. It is looking at the world as it is today.

Source:

Lesson 4: Latin American Social and Cultural Movements

Assignment: "Latin American Social and Cultural Movements Chart"
Using the reading, browsing and viewing resources for this unit, complete the chart. You may recreate the chart on a different sheet, print or digital, if you prefer.

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Lesson 5: Independence Movements

Activity: Map
Go to Google "images". Find one map that shows the colonial era of the Middle East, Africa, and Asia. Make sure the map shows what countries controlled what areas. Then find a map that shows the current areas of the Middle East, Africa, and China.
Once you have your maps, you are to type a one-page summary of the major independence movements in those areas, making sure to include important details like events and people. Your last few sentences of your summary should detail the current political and economic situations in the Middle East, the countries of Africa, and China.
Lesson 6: Long Essay Question

Activity: Long Essay Question
Answer the Long Answer Prompt below. Please use the AP History Long Essay Question Rubric to guide your writing.

- Prompt: Analyze the reasons for the Latin American Revolutions in the early 19th century and the Russian Revolution of 1917-1922. How were the reasons for the revolutions similar? Different? What were the results of the revolutions and how were the results similar? Different?

Here are some tips:

- Include lots of specifics (names, events, dates, etc).
- Make sure to analyze the similarities and differences without "dividing your paper" (don’t discuss Russia in one paragraph and Latin America in another. Discuss the similarities and differences in the reasons in one paragraph and the similarities and differences of the results in the next paragraph.)
- Answers should be at least one page (preferably one and one-half). (If typed: SINGLE SPACED. SIZE 12 FONT. TIMES NEW ROMAN.)

You do not need to complete the outline, but you may use it in your planning.
## AP History LEQ Rubric (6 points)

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Scoring Criteria</th>
<th>Decision Rules</th>
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<tbody>
<tr>
<td><strong>A. THESIS/CLAIM</strong> (0–1 pt)</td>
<td>1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</td>
<td>To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</td>
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<td><strong>B. CONTEXTUALIZATION</strong> (0–1 pt)</td>
<td>1 pt. Describes a broader historical context relevant to the prompt.</td>
<td>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</td>
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<tr>
<td><strong>C. EVIDENCE</strong> (0–2 pts)</td>
<td>1 pt. Provides specific examples of evidence relevant to the topic of the prompt. OR 2 pts. Supports an argument in response to the prompt using specific and relevant examples of evidence.</td>
<td>To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt. To earn two points the response must use specific historical evidence to support an argument in response to the prompt.</td>
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<td><strong>D. ANALYSIS AND REASONING</strong> (0–2 pts)</td>
<td>1 pt. Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt. OR 2 pts. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</td>
<td>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced. To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</td>
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- Explaining nuance of an issue by analyzing multiple variables
- Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects
- Explaining relevant and insightful connections within and across periods
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence

This understanding must be part of the argument, not merely a phrase or reference.
Long Essay Question (LEQ) Outline

Name_____________________________
Date____________________

Write out the question here:
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________

Which of the categories does this question fall into?  Underline the Category Below.

Continuity and Change Over Time  Comparison  Causation

Thesis Statement
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
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Topic Sentence 1
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1) supporting fact__________________________________________
2) supporting fact__________________________________________
3) supporting fact__________________________________________
Topic Sentence 2

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1) supporting fact

2) supporting fact

3) supporting fact

Topic Sentence 3

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1) supporting fact

2) supporting fact

3) supporting fact

Conclusion (write your conclusion paragraph to include synthesis-put in italics or highlight the portion that includes synthesis)

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

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____________________________________________________________________________________________________________
Lesson 7: Nation Building in East Asia and the Pacific Rim

Questions to Consider for Lessons 7-12

1. What South Vietnamese leader was supported then later deposed by the U.S.? __________________________
2. What was Chinese leader Deng Xiaoping known for? __________________________
3. What organization did Ho Chi Minh found in the late 1920’s? __________________________
4. What two programs led by Mao Tse Tung had disastrous effects in China? __________________________
5. What group was the U.S. fighting against in the Vietnam war? ______________

The recent history of Japan, Vietnam, and the smaller Southeast Asian nations have significant differences from other Asian and African states. Japan remained independent, industrialized, and became a great imperialist power. After World War II, Korea, Taiwan, and other industrializing nations gave the Pacific Rim new importance. China and Vietnam had suffered from Western and Asian imperialists. With their traditional order in ruins, they had to face the usual problems of underdeveloped, colonial, peoples. Full-scale revolutions occurred. By the beginning of the 21st century, the result of all the changes gave East Asia a new importance in world affairs.

Read summary and Big Picture about East Asia and the Pacific Rim in the pages that follow.

Visit the following websites and take notes over important information that you read.

Pacific Rim

Hidden Korea
http://www.pbs.org/hiddenkorea/culture.htm

20th Century Korea
http://www.lifeinkorea.com/Information/history2.cfm

20th Century Japan
https://www.japan-zone.com/omnibus/history3.shtml

Vietnam War
http://www.42explore2.com/vietnam.htm

Colonialism and Nationalism in Southeast Asia
http://www.seasite.niu.edu/crossroads/wilson/colonialism.htm
Complete the vocabulary activity below to check for your understanding of the major terms and definitions for this lesson.

Solve the crossword puzzle.

Across
2. Chinese leaders who opposed the Great Leap Forward; more powerful in late 1960’s.
7. US supported leader of South Vietnam in the 1950’s; deposed by the US.
9. Independent Republic of China set up on island after nationalists fled from Communist Chinese mainland in late 1940’s; supported by U.S but still claimed by Communist China.
11. 3-year campaign in mid-1960’s China to restore Mao’s vision for China.
13. Communist dominated nationalistic movement in Vietnam in the 1940’s; supported by China.

Down
1. 1950-1953- North Korea attempts to take over South Korea; USSR and US heavily involved.
3. peasant revolution in southern Vietnam in late 1970’s; forced gov’t. reforms.
5. most important victory for Viet Minh army over the French; gave Viet Minh control over North Vietnam.
6. led in the late 1920’s by Ho Chi Minh; fought for Vietnam’s independence.
8. most important Vietnamese Communist leader.
10. Asiatic economic region including Japan, South Korea, Singapore, Hong Kong, and Taiwan.
Nation Building in the Pacific Rim Summary

East Asia in the Postwar Settlements. Allied victory and decolonization restructured East Asia. Korea was divided into Russian and American occupation zones. Taiwan was occupied by Chiang Kai-shek’s Chinese government. The Americans and Europeans reoccupied, temporally, their colonial possessions. Japan was occupied by the United States. The Pacific Rim states became conservative and stable nations tied to the West.

New Divisions and the End of Empires. The postwar tide of decolonization freed the Philippines from the United States, Indonesia from the Dutch, and Malaya from the British. The Chinese Communist victory in China drove Chiang’s regime to Taiwan. Korea remained divided after a war in which American intervention preserved South Korean independence. Japan under its American occupiers peacefully evolved a new political structure.

Japanese Recovery. Although Japan had been devastated by the war, it recovered quickly. The American occupation, ending in 1952, altered Japan’s political forms. The military was disbanded and democratization measures were introduced. Women received the right to vote, unions were encouraged, and Shintoism was abolished as state religion. Landed estates were divided among small farmers and zaibatsu holdings temporarily dissolved. A new constitution established the parliament as the supreme governing body, guaranteed civil liberties, abolished the “war potential” of the military, and reduced the emperor to a symbolic figurehead. The Japanese modified the constitution in 1963 to include social service obligations to the elderly, a recognition of traditional values. Most Japanese accepted the new system, especially the reduction of the role of the military. Defense responsibility for the region was left to the United States. Two moderate political parties merged to form the Liberal Democratic Party in 1955. It monopolized Japan's government into the 1990s. The educational system became one of the most meritocratic in the world.

Korea: Intervention and War. Cold War tensions kept Korea divided into Russian and American zones. The north became a Stalinist-type communist state ruled until 1994 by Kim Il-Sung. The south, under Syngman Rhee, developed parliamentary institutions under strongly authoritarian leadership. The North Koreans, hoping to force national unity on communist terms, invaded the south in 1950. The United States organized a United Nations defense of South Korea that drove back the invading forces. China’s Communist government reacted by pushing the Americans southward. The fighting stalemated and ended with a 1953 armistice recognizing a divided Korea. In the following years, North Korea became an isolated, dictatorial state. South Korea, under authoritarian military officers, allied to the United States. The South Korean economy flourished.

Emerging Stability in Taiwan, Hong Kong, and Singapore. When the Guomindang regime was defeated in China by the communists, it fell back on Taiwan. The Chinese imposed authoritarian rule over the majority Taiwanese. The United States supported Taiwan against China until tensions lessened in the 1960s. By then, Taiwan had achieved growing economic prosperity. Hong Kong remained a British colony, with its peoples gaining increasing autonomy, until returned to Chinese control in 1997. Singapore developed into a vigorous free port and gained independence in 1965. By the end of the 1950s, there was stability among many smaller
east Asian states; from the 1960s, they blended Western and traditional ideas to achieve impressive economic gains.

**Japan, Incorporated.** From the 1950s, Japan concentrated upon economic growth and distinctive cultural and political forms. The results demonstrated that economic success did not require strictly following Western models.

**Japan’s Distinctive Political and Cultural Style.** The Liberal Democrat party provided conservative stability during its rule between 1955 and 1993. The political system revived oligarchic tendencies of the Japanese past as changes in parliamentary leadership were mediated by negotiations among the ruling elite. Change came only in the late 1980s when corruption among Liberal Democratic leaders raised new questions. Japan’s distinctive political approach featured close cooperation between state and business interests. Population growth slowed as the government supported birth control and abortion. Most elements of traditional culture persisted in the new Japan. Styles in poetry, painting, tea ceremonies, theater, and flower arrangements continued. Films and novels recalled previous eras. Music combined Western and Japanese forms. Contributions to world culture were minimal. Nationalist writers, as Hiraoka Kimitoke, dealt with controversial themes to protest change and the incorporation of Western ideas.

**The Economic Surge.** By the 1980s Japan was one of the two or three top economic world powers. The surge was made possible by government encouragement, educational expansion, and negligible military expenditures. Workers organized in company unions that stressed labor-management cooperation. Company policies provided important benefits to employees, including lifetime employment. The labor force appeared to be less class-conscious and individualistic than in the West. Management demonstrated group consciousness and followed a collective decision-making process that sacrificed quick personal profits. Leisure life was very limited by Western standards. Family life also showed Japanese distinctiveness. Women’s status, despite increased education and birthrate decline, remained subject to traditional influences. Feminism was a minor force. They concentrated on household tasks and child-rearing, and did not share many leisure activities with husbands. In child rearing, conformity to group standards was emphasized and shame was directed at nonconformists. Group tensions were settled through mutual agreement, and individual alienation appeared lower than in the West. Competitive situations produced stress that could be relieved by heavy drinking and recourse to geisha houses. Popular culture incorporated foreign elements, such as baseball. Pollution became a major problem and the government gave the environment more attention after 1970. Political corruption led to the replacement of the Liberal Democrats during the 1990s by unstable coalition governments. Severe economic recession and unemployment disrupted former patterns.

**The Pacific Rim: New Japans?** Other Asian Pacific coast states mirrored Japan’s economic and political development. Political authoritarian rule under parliamentary forms was common. Governments fostered economic planning and technical education. Economies flourished until the end of the 1990s.

**The Korean Miracle.** The South Korean government normally rested in the hands of military strongmen. One general, Chung-hee, held power from 1961 to 1979. The military was pressured from power at the end of the 1980s and was succeeded by an elected conservative government.
Limited political activity and press freedom was allowed. From the mid-1950s, primary attention went to economic growth. Huge firms were created by government aid joined to private entrepreneurship. The Koreans exported a variety of consumer goods, plus steel, automobiles, and textiles. The industrial groups, such as Hyundai, resembled Japanese zaibatsus and had great political influence. As Korea industrialized, population soared to produce the highest national world population density. Per capita income advanced, but was still far behind Japan’s. Important economic inequalities continued.

**Advances in Taiwan and the City-States.** The Republic of China (Taiwan) experienced a high rate of economic growth. Agricultural and industrial production rapidly increased as the government concentrated on economic gains. Education received massive investments. The policies meant important economic and cultural progress for the people of Taiwan. The government remained stable despite the recognition of the Communists as the rulers of Chinas by the United States in 1978. The Taiwanese built important regional contacts throughout eastern and southeastern Asia to facilitate commerce and opened links with the regime in Beijing that continued to claim the island was part of China. After the death of Chiang Kai-shek in 1978, the gap between mainland-born Chinese and Taiwanese lessened as gradual reform went forward. Singapore developed along lines roughly similar to those of Taiwan. Prime Minister Lee Kuan Yew held power for three decades after 1965. Tight controls were maintained over many aspects of public and private life. Authoritarian rule suppressed opposition movements. Successful economic development eased the political strains; by the 1980s Singapore’s people had the second-highest per capita income in Asia. After its return to China in 1997, Hong Kong continued as a major world port and international banking center. It linked China to the rest of the world. Industrial development fueled high export levels.

**Common Themes and New Problems.** The nations had more in common than economic success. They all stressed group loyalty over individualism and emphasized hard work. Confucian morality played a part in the process. All relied on government planning and limits on dissent. All benefited from contact with the flourishing Japanese economy. Pacific Rim dynamism influenced other regions of southeast Asia. By the 1980s Indonesia, Thailand, and Malaysia experienced rapid economic growth. But by the closing years of the 20th century, the region showed weaknesses in the region as growth lessened, currencies declined, and unemployment rose. Many Westerners thought that the nations had to adopt more free-market competition. The economic distress brought political difficulties that played a role in a change of government in Indonesia. At the end of the century, economic growth quickened.

**In Depth: The Pacific Rim as a U. S. Policy Issue.** The rise of Pacific Rim economies raises important questions for the West, especially the United States, because of its military role and world economic position. The United States had promoted the region’s economic development as part of the contest with Communism. It did not want to end its influential position of military superiority. The economic competition of the Pacific Rim states posed real threats. Japan was a major contributor to the United States’ unfavorable trade balance, and it increased its holdings within the country. During the 1980s, many individuals urged Americans to imitate Pacific Rim patterns, and some firms did so. Others wanted a more antagonistic American response: evacuation of military bases, imposition of tariffs. No clear policies followed. Pacific Rim nations similarly had to rethink their relationship with the West and the United States. Access to
Western markets and military assistance remained desired, but there was a strong wish to establish a more equal relationship.

**Mao’s China and Beyond.** Chiang Kai-shek’s success during the 1930s was interrupted by Japanese invasion. He allied with the Communists and for the next seven years war against the Japanese replaced civil war. The war strengthened the Communists at the expense of the Guomindang since it was defeated by the Japanese when waging conventional warfare. The Communists fought guerrilla campaigns and extended control over much of north China. Intellectuals and students changed their allegiance to the Communists. By 1945 the balance of power was shifting to Mao, and in the renewed civil war after the defeat of Japan, the Communists were victorious in 1949. Mao triumphed because Communist policies won the support of the peasantry and other groups. Land reform, education, and improved health care gave them good reason to support Mao. The Communists won because they offered a solution to China's fundamental social and economic problems.

**The Communists Come to Power.** The long struggle had given them a strong military and political organization. The army was subordinate to the party. The Communists used their strength to reassert Chinese regional preeminence. Secessionist movements in Inner Mongolia and Tibet were suppressed and, in the 1950s, China intervened in the Korean War and preserved the division of that country. They periodically threatened to invade the Guomindang refuge in Taiwan, and supported the Vietnamese liberation movement. The close cooperation with the Soviet Union collapsed by the late 1950s because of border disputes and arguments with the post-Stalinist leadership. During the early 1960s, China defeated India in a brief border war and exploded a nuclear device.

**Planning for Economic Growth and Social Justice.** Government activity for domestic reform was equally vigorous, but less successful. Landlords were dispossessed and purged, and their lands redistributed. To begin industrialization, a first five-year plan commenced in 1953, drawing resources from the countryside for its support. Some advances were achieved in heavy industry, but the resulting consequences of centralized state planning and a privileged class of urban technocrats were unacceptable to Mao. He had a deep hostility to elitism and to Lenin’s idea of a revolution imposed from above; he clung to his faith in peasants as the force of the revolution. The Mass Line approach began in 1955 with the formation of agricultural cooperatives; in 1956 they became farming collectives that provided the bulk of Chinese production. Peasant ownership ceased. In 1957 intellectuals were purged after being asked their opinion of government policies.

**The Great Leap Backward:** The Great Leap Forward, an effort to revitalize the revolution by restoring its mass and rural base, was launched in 1958. Small-scale industrialization aimed at creating self-reliant peasant communes, but instead resulted in economic disaster. Peasants reacted against collectivization. Communist China experienced its worst famine, the crisis exacerbated by a growing population and a state rejection of family planning. The government did then introduce birth control programs and succeeded in slowing population increase. By 1960 the Great Leap ended and Mao lost his position as State Chairman. He continued as head of the Central Committee. Pragmatists such as Zhou Enlai, Liu Shaoqui, and Deng Xiaoping pushed policies of restored state direction and local level market incentives.
“Women Hold Up Half of the Heavens.” Mao, assisted by his wife Jiang Qing, was committed to the liberation of Chinese women. Guomindang efforts to reverse gains made by women during the early revolution caused many women to support the Communists. They worked in many occupations in Communist ranks. When the revolution triumphed, women received legal equality. Women gained some freedom in selecting marriage partners and were expected to work outside of the home. Educational and professional opportunities improved. Traditional male attitudes persisted and women had to labor both in and out of their homes. Males continued to dominate upper-party levels.

Mao’s Last Campaign and the Fall of the Gang of Four. By 1965 Mao believed that he had won sufficient support to overthrow his pragmatist rivals. He launched the Cultural Revolution during which opponents were attacked, killed, or forced into rural labor. Zhou Enlai was driven into seclusion, Liu Shaoqui killed, and Deng Xiaoping imprisoned. The destruction of centralized state and technocratic elites endangered revolutionary stability. The campaign was terminated by Mao in 1968 as the military brought the Red Guard back into line. The struggle between Mao and his rivals recommenced, with Deng slowly pushing back the Gang of Four led by Jiang Qing. The deaths of Zhou Enlai and Mao in 1976 cleared the way for an open succession struggle. The pragmatists won out; the Gang of Four was imprisoned for life. Since then the pragmatists have opened China to Western influences and capitalist development, but not to political reform. The Communists, since taking power in 1949, have managed a truly revolutionary redistribution of China’s wealth. The mass people have much better standards of living than under previous regimes, and their condition is superior to that of the people in many other developing regions. The agricultural and industrial growth rates have surpassed India’s.

Colonialism and Revolution in Vietnam. Although the Vietnamese were brought under European rule during the 19th century, the Confucian influence of China on their historical evolution makes their encounter with the West similar to China’s. The failure of the Confucian emperor and bureaucracy to prevent a French takeover discredited the system in force in Vietnam for a millennia. The French had been interested in Vietnam since the 17th century; by the late 18th century they became politically involved when internal power struggles brought wide disorder. From the late 1770s, the Tayson peasant rebellion toppled the Nguyen and Trinh dynasties. The French backed Nguyen Anh (later renamed Gia Long) and helped him to unify Vietnam by 1802. Hue became the capital, and French missionaries and traders received special rights. Gia Long and his successors were conservatives deeply committed to Confucianism, thus disappointing French missionary hopes to convert Vietnam to Catholicism. When ruler Minh Mang persecuted Vietnamese Catholics, the French, during the 1840s, intervened. By the 1890s, Vietnam, Cambodia, and Laos were under French control, and the Nguyen made into puppet rulers. The French exploited Vietnam without providing its people any significant return. Food consumption among the peasantry dropped between the early 1900s and the 1930s while Vietnam became a leading world rice producer.

Vietnamese Nationalism: Bourgeois Dead Ends and Communist Survival. The failure of the Nguyen to resist the French discredited the dynasty. There was guerrilla opposition into the early 20th century, but it was localized, small-scale, and easily defeated. With the old order discredited, many Vietnamese rejected Confucianism. Under the French, a Western-educated middle class grew to work in government and private careers. They contested French racism and
discrimination in job opportunities. French ability to repress all outward signs of opposition gave those arguing for violent solutions the upper hand. In the 1920s a Vietnamese Nationalist Party (VNQDD), with members drawn from the educated middle class, began to pursue violent revolution. Their efforts ended with the harsh repression of the party in 1929. The fall of the VNQDD left the Communist Party, dominated by Nguyen Ai Quoc (Ho Chi Minh), as the main focus of resistance. The Communists believed in revolt based upon urban workers until, in the early 1930s, they shifted to a peasant emphasis to take advantage of rural risings. The French crushed the party, but it survived underground with help from the Comintern. The Japanese occupied Vietnam in 1941.

The War of Liberation against the French. The Communist-dominated resistance movement, the Viet Minh, fought the Japanese during the war and emerged at the end of World War II as an effective party ready to continue the reforms they had inaugurated in liberated regions. By 1945, under the leadership of Vo Nguyen Giap, and with much rural support, the Viet Minh proclaimed an independent Vietnam. They did not control the south where the French returned to exploit local divisions and reassert colonial rule. A harsh colonial war followed that closed with French defeat at Dien Bien Phu in 1954. An international conference at Geneva promised elections to decide who should govern Vietnam.

The War of Liberation Against the United States. The promise of elections was not kept as Vietnam became entangled in Cold War maneuvers. Anti-Communist feeling in the United States during the early 1950s fed the idea that South Vietnam must be defended against a communist takeover. A southern government, with United States backing, was established with Ngo Dinh Diem as president. He rigged elections to legitimize his rule and began a campaign against the Communists (the Viet Cong) in the south. The north Vietnamese regime supported the Viet Cong. When hostilities escalated and Diem proved unable to stem Communist gains, the United States allowed the military to depose him and take over the war. The fighting continued, but even the intervention of 500,000 American troops and massive bombing did not defeat the Communists. The United States gave up and withdrew its forces in the 1970s. Southern Vietnam fell to the Communists in 1975. Vietnam had its first united government since the mid-19th century, but it ruled over a devastated country.

After Victory: The Struggle to Rebuild Vietnam. Communist efforts to rebuild have floundered, partly because of Vietnamese isolation from the international community. The United States used its influence to block international assistance. Border clashes occurred with China. Vietnamese leaders of a dictatorial regime pushed hard-line Marxist-Leninist political and economic policies and persecuted old enemies. A highly centralized economy stifled growth and continued wartime miseries. Liberalization in the economic sphere finally began during the late 1980s. The United States and Vietnam began movement into a more constructive relationship.

Global Connections: East Asia and the Pacific Rim in the Contemporary World. Both China and Vietnam have undergone revolutionary transformations during the 20th century. Monarchies and colonial regimes have been replaced by Communism. Entire social classes have disappeared. New educational systems have been created. Women have gained new legal and social status. Confucianism fell before Marxist-Leninism and later Western capitalist influences. But much remains unchanged. Suspicion of commercial and entrepreneurial classes persists, and
the belief remains that rulers are obliged to promote the welfare of their subjects. Ideological systems stress secular and social harmony rather than religious concerns. Japan and the Pacific Rim have undergone lesser change, and in some ways, remain more traditional societies. But industrialization and democratization have brought change in many areas. East Asia, largely independent of Western control, has become a growing force in world affairs.
Japan

From the end of the 19th century to the first quarter of the 20th century Japan dedicated its resources to expanding its territories in the Pacific Rim and Asia. Japan's victories at the turn of the century included its defeat of China in the Sino-Japanese War resulting in Japan's control of Taiwan, eventual annexation of Korea, territorial gains as a result of the Treaty of Versailles, Japanese victory over Russia in the Russo-Japanese War, and the Japanese invasion of Manchuria.

After having signed an Anti-Nazi Pact with the Germans and the Italians in the 1930s the Japanese proceeded to invade and occupy China and Indo-China. During the 1940s Japan gained a virtual stranglehold throughout the Southeast Asia and the Pacific Islands.

After World War II Japan established a new constitution pledging commitment to peace and promising not to maintain a military of any kind. The Liberal Democratic Party (LDP) is voted into power and retains that power until the end of the 90s.

The latter part of the 20th century was dedicated to the industrialization of Japan and the opening of diplomatic relations particularly with Korea and China. Quickly the Japanese rose to a position of the 3rd major industrial power in the world.

The Japanese culture went through a tremendous change in the post-World War period. Many were unhappy with the loss of traditional values and traditions which came with the modernization of the culture.

North Korea/ South Korea

For centuries the peninsula of Korea had acted as the bridge between China and Japan putting it in the perfect geographic position for domination by one of the two. Traditionally the Koreans had been dominated by the Chinese resulting in their adoption of many Chinese cultural characteristics but as the 20th century began the Japanese began to assume the role of dominating power. Ultimately the Japanese annexed Korea continuing westward to dominate the lion’s share of Asia and the Pacific Rim.

After World War II Korea figuratively and literally became a battleground for the Cold War. Soviet trained Kim Il-sung leading the Koreans Workers Party (KWP) gained control of North Korea resulting in the withdrawal of Soviet troops. In 1950 South Korea claimed its independence resulting in an invasion by the north to force them back into the fold. The United Nations declared the north in violation and sent a police force to push the north back home. Ultimately the north was pushed out of the south and an armistice was signed to end the hostilities.

Although both sides have discussed peace and possible unification no resolution to the problem has been achieved. In the early 90s North and South Korea both joined the United Nations. North Korea made headlines in the 21st century as President George W. Bush challenges the north on their nuclear capability.

South Korea's political situation has been basically unstable throughout the latter part of the 20th century seeing a succession of governments come and go. Tension continues to escalate between the North and the South.

China

At the turn of the century China was dominated by foreign powers, particularly European. This foreign influence came in the form of political and economic domination of the weak Chinese government. One particular aspect of foreign influence which was particularly powerful was the influx of missionaries both Protestant and Catholic. The missionaries brought with them not only Christianity but a western education, technological and medical innovations. While many of the aspects of missionary influence were positive others were not, such as the erosion of Chinese culture.
After the suppression of the Boxer Rebellion the Empress Dowager was forced to accept European demands, which included indemnity payments and acceptance of foreign garrisons on Chinese soil. This situation prompted the Chinese to begin to look at developing a more modern state, improving education, building railroads, reforming the political system by moving toward a more representative government the process of which was completed by 1908.

Despite the reforms the Qing Dynasty was too weak to survive. Sun Yet-sen organized the Revolutionary Alliance hoping to establish a constitutional democracy which was realized in 1912 with Yet-sen serving as president.

The next decade in China was characterized by internal instability ultimately leading to further foreign intervention. The Russians gained control of Outer Mongolia in 1919, proclaiming it to be the Mongolian People’s Republic. Sun Yet-sen was followed by Nationalist Party leader Chaing Kai-shek who initially accepted support from the Soviets but later dismissed them in favor of backing from conservative Chinese businessmen.

The conservative nature of the Nationalist Party leadership led to resistance from the lower classes, particularly the peasants. Communist, Mao Zedong led a resistance movement which challenged the Nationalists. The Internal struggle for control was put on hold after the invasion and occupation of the Japanese during World War II.

Post the world war China resumed its internal struggle culminating in the victory of Mao and his Communist leadership. Chaing Kai-shek and the Nationalist Party set up a government in exile on the island Taiwan while mainland China began its metamorphosis into a communist society. Taiwan remained under Chaing Kai-sheks leadership until 1977 (his death). The United States and other western nations supported the Nationalist government in exile as a component of their Cold War strategy, even though Chaing Kai-sheks leadership was less than democratic.

In the early years Mao’s leadership of the People’s Republic of China brought industrial growth (Five Year Plans) and collectivization of agriculture. While policies resulted in restructure they were basically instituted in a humane fashion.

In 1958 Mao introduced the Great Leap Forward Program, called for more industrial output and more radical collectivization of agriculture. The plan was an utter failure ultimately leading to a break within the Communist Party. The 1960s brought about the Cultural Revolution led by Mao and his wife Jiang Qing. This movement utilized repression, censorship, and indoctrination as tools to wipe out all opposition to Mao’s rule. The bible of the movement was The Little Red Book. The end result of this revolution (ended upon Mao’s death) was almost utter destruction of the classical Chinese culture. Many Chinese were sent to indoctrination camps (communist leaders included).

After Mao’s death (1978) Deng Xiaoping gained control of the government ousting Jiang Qing and her supporters (Gang of Four). Deng Xiaoping instituted the four modernizations program; industry, agriculture, technology, and national defense. His moderate programs introducing elements of capitalism proved to be successful.

One byproduct of the more open China was a desire on the people’s part for more. This desire was illustrated by the student demonstration in 1989 at Tiananmen Square. While unsuccessful the demonstrations proved that there was a desire by the Chinese people for further restructuring and reform.

Vietnam

During the Age of Imperialism Vietnam fell under French rule. In the early years of French domination the Vietnamese did not offer strong resistance, although nationalist movements began to emerge in the 1920s.

By 1930 Ho Chi Minh formed an Indochinese Communist Party to promote reform and nationalism. The Japanese gained control of Vietnam on the onset of World War II pushing the French colonists out. Once the Japanese had been defeated at the conclusion of World War II the Vietnamese under the leadership of HoChi Minh, declared themselves independent of further French control.

In 1946 a war developed between the Vietminh (nationalists) and the French resulting in the temporary division of Vietnam marked at the 17th parallel. The Vietminh stayed to the North and the French supported Nguyen Dynasty remained in the South. A Communist society was developed in the north with Hanoi as its capital. The south was led by
President Ngo Dinh Diem (marks end of the Nguyen dynasty) backed by the United States. He begins the process of eliminating the Communist influence in the south.

In 1963 Diem was assassinated, and the struggle for control of Vietnam escalated with the United States supporting the South with air support and later full scale troop deployment. Read this document to find more information about why the United States became involved in Vietnam.

In 1976 after the United States withdrew its military support the south was incorporated with the north to form the Socialist Republic of Vietnam. By the end of the decade the Vietnamese set up a communist government in Cambodia, later reducing its military presence there due to threats from China.

Economic development has been slow in Vietnam as the government attempted to nationalize businesses and collectivize agriculture. The 1990s saw Vietnam establish trade and diplomatic relations with European and Asian states.
The Cold War developed at a time when many states were breaking free of Imperialistic controls. What role if any did the Cold War play in the instability of the newly emerging Pacific Rim nations? Would they have experienced the same degree of instability if the Cold War had not developed. Why or why not?
Lesson 9: Asia Map Activity

Use the outline map of China and Southeast Asia, OR YOU CAN FIND A SUITABLE MAP ON YAHOO OR GOOGLE IMAGES AND ADD RELEVANT DATES AND A TITLE, and indicate the spread of the Japanese Empire during the first half of the 20th century (1900-1945).

On a second map, either from below OR YOU CAN FIND A SUITABLE MAP ON YAHOO OR GOOGLE IMAGES AND ADD RELEVANT DATES AND A TITLE, indicate the political redistribution of the same region. Be sure to indicate if the region is independent and/or independent under the political control of another political entity. As you create your map keep in mind the Cold War and its influence in Asia.
Lesson 10: Asia Chart

Activity: "Asia Chart"
Using the information from this unit, fill in the chart with as much detailed information as possible. You may recreate the chart on a different sheet, print or digital, if you prefer.

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Japan</td>
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<td>China</td>
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<tr>
<td>North Vietnam</td>
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</tbody>
</table>
Assignment: "Asian Nationalism and Gender Roles"

Address the following prompt in a three to four paragraph summary. (Not a formal essay.)

Choose one of the following geographical regions and discuss how the concept of nationalism in the 20th century affected the social and gender structure of the chosen state.

- Vietnam
- Korea
- China

Make sure your summary is detailed, with specific examples.
Lesson 12: DBQ Essay

Assignment: DBQ Essay

Complete the DBQ prompt below.

The following question is based on the documents that follow.

Write an essay that:

1. Has a relevant thesis and supports that thesis with evidence from the documents.
2. Uses all of the documents.
3. Analyzes the documents by grouping them in as many appropriate ways as possible and does not simply summarize the documents individually.
4. Takes into account both the sources of the documents and the authors' points of view.
5. Please use the AP History Document Based Question Rubric to guide your writing.

Determine the methods colonies and colonial peoples used to achieve their independence and end colonial rule in the 20th century. Discuss decolonization and the movement for independence by colonial peoples. What types of additional documentation would help explain the different paths taken and methods used by independence movements?

HISTORICAL BACKGROUND

In 1921, Ireland became the first colony to achieve independence from Great Britain. Egypt and the Philippines both achieved autonomy in the mid-1930s, but it was not until 1947 that decolonization really began. Between 1947 and 1948, Great Britain granted independence to Sri Lanka, Burma, Pakistan, and India. By 1970, most empires had granted their former colonies independence. Only Portugal resisted. In 1991, the breakup of the last remaining colonial empire, the Soviet Union occurred. By the dawn of the 21st century, there were few remaining colonial possessions left.
## CHRONOLOGY OF THE FILIPINO INDEPENDENCE MOVEMENT

<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>1899</td>
<td>United States annexes Philippines</td>
</tr>
<tr>
<td>1899-1902</td>
<td>Guerrilla war between US-Philippines</td>
</tr>
<tr>
<td>1900</td>
<td>Colonial administration established</td>
</tr>
<tr>
<td>1900</td>
<td>Filipino Party established to work with US toward independence</td>
</tr>
<tr>
<td>1901</td>
<td>Filipinos join colonial administration</td>
</tr>
<tr>
<td>1902</td>
<td>Colonial schools, courts created</td>
</tr>
<tr>
<td>1903</td>
<td>Filipino coinage created; US buys church lands for poor farmers</td>
</tr>
<tr>
<td>1907</td>
<td>Independence party formed; free elections to colonial legislature</td>
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<tr>
<td>1913</td>
<td>Law allows Filipino goods into the US without duties</td>
</tr>
<tr>
<td>1916</td>
<td>Filipino national bank established; elective Senate created</td>
</tr>
<tr>
<td>1924</td>
<td>Filipino politicians split over independence question</td>
</tr>
<tr>
<td>1931</td>
<td>US President says Philippines need economic independence</td>
</tr>
<tr>
<td>1933</td>
<td>US Congress passes 1(^{st}) Independence Act</td>
</tr>
<tr>
<td>1934</td>
<td>Filipino legislature declines to accept 1(^{st}) Independence Act</td>
</tr>
<tr>
<td>1934</td>
<td>US Congress passes 2(^{nd}) Independence Act</td>
</tr>
<tr>
<td>1934</td>
<td>Filipino legislature agrees to independence in twelve years</td>
</tr>
<tr>
<td>1935</td>
<td>Philippines Commonwealth established with Filipino president; US retains control of defense, foreign policy, national finance</td>
</tr>
<tr>
<td>1938</td>
<td>Fear of Pacific war leads Filipinos to reject earlier independence</td>
</tr>
<tr>
<td>1941</td>
<td>Japanese invade islands, establish collaborationist government</td>
</tr>
<tr>
<td>1944-1945</td>
<td>US liberates Philippines</td>
</tr>
<tr>
<td>1946</td>
<td>US grants independence including payments for war damage and trade bill to allow Filipino goods into US without tariffs</td>
</tr>
</tbody>
</table>
Aung San, Burmese nationalist and military leader, from his pamphlet, *Burma Challenge*, 1940

“Personally though I felt that international propaganda and assistance of our cause was necessary, the main work, I thought must be done in Burma which must be the mobilization of the masses for the national struggle. I had a rough plan of my own – a country-wide mass resistance movement against British imperialism on a progressive scale . . . co-extensive with international and national developments in the form of a series of local and partial strikes of industrial and rural workers leading to a general and rent strike finally, also all forms of militant propaganda such as mass demonstrations, and peoples marches leading finally to mass civil disobedience, also economic campaign against British imperialism in the form of boycott of British goods leading to mass non-payment of taxes, to be supported by developing guerrilla action against military and civil and police outposts, lines of communications, etc. leading finally to complete paralysis of the British administration in Burma when we should be able along with the developing world situation (World War II) to make the final and ultimate bid to capture power. And I counted then upon the coming over of the troops belonging to the British government to our side – particularly the non-British sections. In this plan I also visualized the possibility of the Japanese invasion of Burma.”

Dmytro Pavlychko, Ukrainian poet and key figure in the reform movement, also a member of the Ukrainian People’s Assembly, from a 1990 interview.

“I am for total independence and opposed to any sort of compromise concerning the so-called Union treaty. But I think we must move towards this independence through the slow, peaceful progress of parliamentary struggles. It has to be a gradual affair – an immediate secession from the Soviet Union is, first of all impossible. Moreover, it would provoke a harsh, chauvinistic reaction, and blood would flow. There are many Russified Ukrainians; there are many who will view such a step negatively. The matter must be carried out with considerable tact and diplomacy. We must quietly leave the Soviet Union and close the door gently, so that Gorbachev does not awaken. But if the entire Ukrainian people were convinced of the merits of such an ideal and were to announce in union that we desire complete independence, then there is not a force that could stop such a movement. There can be no compromises at least until Ukraine has its own constitution. After independence, when matters become clearer, Ukraine can form agreements with Russia according to its needs, for example political, economic, cultural, and national.”
Premier Gamal Abdel Nasser, Egyptian leader who nationalized the Suez Canal, his July 1956 speech to the Egyptian people

“Is history to repeat itself again with treachery and deceit? Will economic independence or economic domination and control be the cause of the destruction of our political independence and freedom? Whenever we turn backwards, we aim at the eradication of the past evils which brought about our domination, and the vestiges of the past which took place despite ourselves and which were caused by imperialism through treachery and deceit. Today, the Suez Canal where 120,000 of our sons lost their lives in digging it by corvee, and for the foundation of which we paid eight million pounds, has become a state within the state. It has humiliated ministers and cabinets. Britain has forcibly grabbed our rights, our 44 percent of its shares. Britain still collects the profits of these shares from the time of its inauguration until now. The income of the Suez Canal Company in 1955 reached 35 million pounds, or 100 million dollars. Of this sum we, who have lost 120,000 persons, who have died digging the canal, take only one million pounds or 3 million dollars. This is the Suez Canal Company, which was dug for the sake of Egypt and its benefit! We shall not repeat the past. We shall eradicate it by restoring our rights in the Suez Canal. This money is ours. This canal is the property of Egypt because it is an Egyptian Joint Stock Company.”

Syrian Nationalist leader, Fakhri al-Barudi, his 1941 speech before the Syrian Chamber

“I do not believe that the nationalists have agreed to assume the responsibilities of the new national government because Free (anti-Nazi) France proclaimed the independence of Syria. They have seen how many times in the past independence was granted but soon withdrawn; and in the events of 1936, 1937, and 1938, we have a conclusive proof of French insincerity and faithlessness. They have assumed official responsibilities only when it was made clear to them that, this time, the offer of independence was guaranteed and insisted upon by Great Britain. [Even if their sole purpose was to keep the Germans out of Syria and win the war, and because the Arabs are of a greater importance than are the French], the Allied guarantee of our independence is, and has been, our only weapon against the [League of Nation’s 1919] colonial mandate.”
Amilcar Cabral, Secretary-General and president of the War Council of the African Party for the Independence of Guinea (Bissau) and Cape Verde (from Portugal), from a lecture in the United States, 1970; he was assassinated in 1973.

"The armed liberation struggle requires the mobilization and organization of a significant majority of the population, the political and moral unity of the various social classes, the efficient use of modern arms and of other means of war, the progressive liquidation of the remnants of tribal mentality, the rejection of social and religious rules and taboos, which inhibit development of the struggle – gerontocracies, nepotism, social inferiority of women, rites and practices incompatible with the rational and national character of the struggle. Consider these features inherent in an armed liberation struggle – the practice of democracy, of criticism and self-criticism, the increasing responsibility of populations for the direction of their lives, literary work, creation of schools and health services, training of cadres from peasant and worker backgrounds. The conquest of national independence and in the perspective of developing the economic and social progress of the people must be at least the following: development of a popular culture and all positive indigenous cultural values; development of a national culture; constant promotion of the political and moral awareness of the people and patriotism."


"Broadly speaking, there are two methods that African nationalism employed, and still employs in trying to realize its aspiration: nonviolence, and violence. Men tend to employ methods that yield dividends. They discard those methods, which do not show results. Where constitutional arrangements were satisfactory, African nationalist participated in the various legislative bodies. When parliamentary participation was found not to yield the expected results, African nationalists usually organized mass rallies throughout the county. At the mass rallies nationalists took every opportunity to detail eloquently the oppression of white rule. And African nationalists used everything at their disposal to gain the sympathy of the European public. Where nonviolence failed, nationalists resorted to violence. It was only resorted to as a desperate measure. If there was no constitutional channel to address wrongs, this meant defying the law. Often this resulted in riots. Boycotts and strikes which began on a nonviolent basis ended in violence when they broke out into looting, stoning of vehicles, and other acts of destruction. When the powers-that-were refused to come to terms with popular demands, armed revolt was inevitable."
# AP History DBQ Rubric (7 points)

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Scoring Criteria</th>
<th>Decision Rules</th>
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</thead>
<tbody>
<tr>
<td><strong>A. THESIS/CLAIM</strong> (0–1 pt)</td>
<td>1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</td>
<td>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</td>
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<tr>
<td><strong>B. CONTEXTUALIZATION</strong> (0–1 pt)</td>
<td>1 pt. Describes a broader historical context relevant to the prompt.</td>
<td>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.</td>
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<tr>
<td><strong>C. EVIDENCE</strong> (0–3 pts)</td>
<td>Evidence from the Documents:</td>
<td></td>
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<td></td>
<td>1 pt. Uses the content of at least three documents to address the topic of the prompt. OR 2 pts. Supports an argument in response to the prompt using at least six documents.</td>
<td>To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents. To earn two points, the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.</td>
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<td></td>
<td>Evidence beyond the Documents:</td>
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<td></td>
<td>1 pt. Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.</td>
<td>To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</td>
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<tr>
<td><strong>D. ANALYSIS AND REASONING</strong> (0–2 pts)</td>
<td>1 pt. For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.</td>
<td>To earn this point, the response must explain how or why (rather than simply identifying) the document’s point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</td>
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<td>1 pt. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</td>
<td>A response may demonstrate a complex understanding in a variety of ways, such as:</td>
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<td>• Explaining nuance of an issue by analyzing multiple variables</td>
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<td>• Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect</td>
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<td>• Explaining relevant and insightful connections within and across periods</td>
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<td>• Confirming the validity of an argument by corroborating multiple perspectives across themes</td>
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<td>• Qualifying or modifying an argument by considering diverse or alternative views or evidence</td>
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<td>This understanding must be part of the argument, not merely a phrase or reference.</td>
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Lesson 13: Globalization and Resistance

By the early 21st century, the unfolding of globalization - the increasing interconnectedness of all world parts - reflected the close of the Cold War and the lessening of international conflict, a movement to free markets, new technical developments (especially the computer), and a general acceptance of global connections. Complicating factors to globalization were lingering nationalism, an important religious surge, persisting nationalism, and terrorism.

Globalization is the name for the process of increasing the connectivity and interdependence of the world's markets and businesses. This process has speeded up dramatically in the last two decades as technological advances make it easier for people to travel, communicate, and do business internationally. Two major recent driving forces are advances in telecommunications infrastructure and the rise of the internet. In general, as economies become more connected to other economies, they have increased opportunity but also increased competition. Thus, as globalization becomes a more and more common feature of world economics, powerful pro-globalization and anti-globalization lobbies have arisen.

The pro-globalization lobby argues that globalization brings about much increased opportunities for almost everyone, and increased competition is a good thing since it makes agents of production more efficient. The two most prominent pro-globalization organizations are the World Trade Organization and the World Economic Forum. The World Trade Organization is a pan-governmental entity (which currently has 144 members) that was set up to formulate a set of rules to govern global trade and capital flows through the process of member consensus, and to supervise their member countries to ensure that the rules are being followed. The World Economic Forum, a private foundation, does not have decision-making power but enjoys a great deal of importance since it has been effective as a powerful networking forum for many of the world's business, government and not-profit leaders.

The anti-globalization group argues that certain groups of people who are deprived in terms of resources are not currently capable of functioning within the increased competitive pressure that will be brought about by allowing their economies to be more connected to the rest of the world. Important anti-globalization organizations include environmental groups like Friends of the Earth and Greenpeace; international aid organizations like Oxfam; third world government organizations like the G-77; business organizations and trade unions whose competitiveness is threatened by globalization like the U.S. textiles and European farm lobby, as well as the Australian and U.S. trade union movements.

Read the "Globalization and Resistance" Summary in the pages that follow.
Visit the following websites and take your own notes over important information.


https://www.globalpolicy.org/globalization.html

http://www.investorwords.com/2182/globalization.html


http://www.wadsworth.com/history_d/templates/student_resources/0534600069_spielvogel/InteractiveMaps/spot_maps/map29_1.html

Watch the Crash Course videos below over Globalization. You might want to keep your own notes as you watch the presentation. https://thecrashcourse.com/courses/worldhistory1
Watch: Globalization I and Globalization II

Complete the vocabulary matching exercise below to check for your understanding of the major vocabulary terms for this lesson.

Boris Yeltsin       Policy of more “openness” and cooperation with the west put into place by Soviet Premier Mikhail Gorbachev

Glasnost           First President of the Russian Republic following the collapse of the Soviet Union

Mikhail Gorbachev  1991 US led United Nations action against Iraq’s occupation of Kuwait

First U.S.-Iraq War Last communist leader of the Soviet Union before its collapse. Pushed for “glasnost” and “perestroika”

NAFTA              The increasing “interconnectedness” of all parts of the world; includes economic, politics, communications

Multinational Corporations North American Free Trade Agreement; free trade zone between Canada, Mexico, and the US established in 1994

Globalization     Powerful companies from the west and the pacific rim that dominate international trade

Questions to Consider as you complete lessons 13-17

1. What Russian leader was the last of the Soviet Premiers? __________________________
2. What group is largely seen as making the most social political advancements of the late 20th century? __________________________
3. What agreement established a “free trade” zone between Canada, the U.S., and Mexico? __________________________
4. Who was the first President of Russia following the collapse of the Soviet Union? __________________________
5. What term means the “interconnectedness” of all parts of the world? __________________________
Globalization and Resistance Summary

The Explosion of the 1980s and 1990s. By the mid-1980s, the intense rivalry with the United States contributed to a deteriorating Soviet economy. Forced industrialization had caused extensive environmental disaster throughout eastern Europe. Related diseases impaired morale and economic performance. Infant mortality rates soared. Industrial production slowed and economic growth stopped, but one-third of national income continued to go to military production. Younger leaders recognized that the system might collapse.

The Age of Reform. In 1985 Mikhail Gorbachev introduced reforms. He urged nuclear reduction and negotiated with the United States a limitation of medium-range missiles in Europe. The war in Afghanistan was ended by Soviet withdrawal. Internally Gorbachev proclaimed glasnost, or openness, the freedom to comment and criticize. He urged use of market incentives and reduction of bureaucratic controls. But strong limits on political freedom remained and the centralized planning apparatus resisted reform. Gorbachev’s policies partly reflected an ambivalence about the West as he reduced isolation but still criticized Western values. He wanted reform, not abandonment, of basic Communist controls. The keynote to reform was perestroika, or economic restructuring. This meant more private ownership and decentralized control of aspects of the economy. Foreign investment was encouraged and military expenditures were reduced to free resources for consumer goods. In 1988 a new constitution gave considerable power to a parliament and abolished the Communist monopoly of elections. Gorbachev was elected to a new and powerful presidency in 1990 as people argued for or against reform. The economic and political conditions provoked agitation among minority nationalities; some demanded independence.

Dismantling the Soviet Empire. The states of Eastern Europe took advantage of the new times to seek independence and internal reform. Soviet troops were withdrawn. Bulgaria arranged free elections in 1989; Hungary and Poland in 1988 installed non-communist governments and moved toward a free economy. Czechoslovakia did the same in 1989. East Germany in 1989 removed its Communist leaders; the Berlin Wall came down and full German unification occurred in 1991. The only violence occurred in Romania when an authoritarian ruler was overthrown. The Communists retained power, through elections, in Bulgaria and Romania; in Albania a more flexible Communist regime took control. The new situation in Eastern Europe was marred by ethnic clashes. Yugoslavia fell apart and brutal fighting broke out among its former components. The new governments faced serious economic and environmental problems.

Renewed Turmoil in 1991 and 1992. In 1991 Gorbachev survived an attempted coup because of popular support. Central authority weakened. Minority republics sought independence and the Baltic republics gained independence. By the end of 1991 the Soviet Union had been replaced by a loose union of republics. Gorbachev had resigned and was replaced by Boris Yeltsin. Economic and political tensions were rampant. By the late 1990s Yeltsin had lost support and was succeeded by Vladimir Putin. He pledged reforms and commitment to democracy. Debate continued over the future of Russian society.

The Spread of Democracy. From the late 1970s multiparty democracy had spread to many new regions. The Cold War's close reduced the need for great power support of authoritarian regimes.
China and the Middle East remained exceptions. Questions about democracy’s future persisted because of uncertain economic futures.

The Great Powers and New Disputes. The United States became the sole superpower, while Russia's power dramatically declined. Other nations were unhappy with the new single-power dominance, but efforts at alliances did not change the situation. The United States pushed its political and economic model, and worked against potential threats from smaller nations. It intervened in regional conflicts, as in the Persian Gulf War of 1991 and in the Balkans. The terrorist attacks on the United States in 2001 raised new issues. The United States responded by changing the Islamic fundamentalist regime in Afghanistan.

Regional Disputes and Alliances. Many long-enduring regional rivalries became more acute when United States-Soviet rivalry ended. New regional cooperative efforts emerged. NATO, joined by former eastern block members, had to find a new role. The European Union continued to expand. During the 1990s the United States, Canada, and Mexico formed the North American Free Trade Agreement (NAFTA). Regional conflicts persisted. Iran and Iraq fought a long and costly war, and in 2003 the United States and Britain conquered Sadam Hussein’s Iraq. Israeli-Palestinian violence continued. Pakistan and India remained unable to settle the dispute over Kashmir; by 2000 both had tested nuclear weapons.

Ethnic Conflict. A surge in ethnic conflict was prominent in the post-cold war era. Increased global interaction and the collapse of multinational nations, generated hostilities. In Europe, ethnic groups gained new opportunities for expression and movements arose to limit immigration. Czechoslovakia peacefully divided into the Czech Republic and Slovakia, but other states proceeded less peacefully. The Muslim region of Chechnya in Russia declared independence in 1990 and a persisting harsh conflict followed. The foremost example of a multiethnic state’s collapse was Yugoslavia during the 1990s. An international military force intervened to impose peace. Another intervention was required to halt strife in Kosovo. The 1990s also witnessed African disorder in Rwanda, Sudan, Sierra Leone, and Liberia.

In Depth: How Much Historical Change? Many analysts expected major shifts in human affairs when the Cold War terminated. Some thought about an “end of history” concept; democracy would sweep the world and the need to query basic political institutions was over. It would be a more peaceful era since democracies did not fight each other. A related argument emphasized that consumer capitalism would spread a prosperity that no one wanted to jeopardize. Such predictions cannot be proved.

Globalization. By the early 21st century, the unfolding of globalization - the increasing interconnectedness of all world parts - reflected the close of the Cold War and the lessening of international conflict, a movement to free markets, new technical developments (especially the computer), and a general acceptance of global connections. Complicating factors to globalization were lingering nationalism, an important religious surge, persisting nationalism, and terrorism.

The New Technology. New developments made the possible the widespread use of the cellular phone, computers, and satellite linkages for television.
**Business Organization and Investment.** International investment has accelerated significantly. Exports and imports have increased and multinational corporations have extended business organization across political boundaries. They continue the search for cheap raw materials, and invest in nations with high interest rates. Because of their resources, multinational companies were able to determine policies in weaker nations. Even as they polluted the environment, multinationals promoted industrial skills and brought more-enlightened labor policies. Their long-term impact is unknown.

**Migration.** During the 1990s, past international migration patterns continued. Countries with negative population growth needed new, lower-skilled workers. Their arrival resulted in tensions between local populations and the new arrivals.

**Cultural Globalization.** Cultural contact and exchange accelerated by the close of the 1990s. A path to worldwide homogeneity has been caused by the adoption of Western cultural values, art forms, consumer goods, and the English language. Other cultures also contributed to the homogeneity. Models often were adapted to local cultures.

**Institutions of Globalization.** Political forms globalized slower than technology, business, and consumer culture. The United Nations, with mixed success, attempted to calm conflicts and help refugee populations. It similarly dealt with gender and population control issues, and combated the AIDS epidemic. The importance of other international organizations, such as the International Monetary Fund (IMF) grew. So did regional economic arrangements.

**Protest and Economic Uncertainties.** A vigorous international anti-globalization movement appeared by the end of the 1990s. They thought economic development was threatening the environment, exploited cheap labor, and promoted rampant consumerism. Rich nations and the wealthy, it was alleged, benefited at the expense of most people. Some world regions suffered as unfavorable trade balances damaged their economies. Reform efforts by international organizations, such as the World Bank, might increase unemployment. Many decided that globalization hurt more than it helped.

**A World of Religious and Ethnic Conflict.** A resurgence of particular loyalties complicated globalization. Nationalism, sub-national loyalties, and religious differences all helped stimulate intolerance or violence.

**Religious Revivals.** Religious movements, often opposed to sexuality, freedom for women, and consumerism, reacted against globalization as they insisted on their distinctiveness. New vigor came to Orthodox Christianity, Protestant fundamentalism, Hinduism, and Islam. Impoverished groups not succeeding in the global economy proved receptive.

**Global Terrorism.** International terrorism, utilizing some of the apparatus of globalization, grew after 2000. Minority national movements or religious groups turned to civilian targets to undermine despised regimes. Terrorism brought heavy government retaliation, but the measures did not eradicate the threat.
Global Warming and Other Perils. The opening of the communist world demonstrated that extreme economic devastation had occurred. Policies followed in China, southeast Asia, Brazil, and sub-Saharan Africa appeared equally dangerous. Economic development strategies designed to assist growth in many less-developed regions have failed to raise living standards or environmental damage. In 2000, the wealthiest one-fifth of humanity dominated consumption and produced the most pollution. No solutions were in sight.

Environmental Issues as Global Concerns. Environmental issues are now focal points of debate and government policy. The greenhouse effect has led to substantial warming and could have massively damaging effects. Major international conferences have addressed the problem, but governments have been slow to respond to measures that might damage their economies.

Disease. As in the past, global contacts have involved disease. AIDS spread rapidly from the 1980s. Results so far are less severe than earlier epidemics.

Toward the Future. History has demonstrated that efforts to predict the future will fail, but it does allow a basis for thinking about what will occur.

Projecting from Trends. What trends will continue? We do know that population growth will decline and that individuals will live longer. But unexpected happenings might alter the trend. The fate of democracies, based on past experiences, remains murky. How the mutual trends of mass consumerism and increased religious interest will interact is equally uncertain.

Big Changes. Some thinkers look to major departures from past developments. The 1960s “population bomb” was one such argument. Although that prediction failed, others have taken its place. Another postulation, for a postindustrial world, is still being argued.

The Problem of the Contemporary Period. The many changes occurring in world history during the 20th century make prediction difficult. Western dominance is past, but what will replace it? The same uncertainty applies to the status of women.

Global Connections: Civilizations and Global Forces. How will individual civilization develop in the future? The key civilizations have been shaping world history for a millennia. It now appears that separate characteristics of civilizations are merging and being replaced by global loyalties. But it is clear that individual civilizations retain principal characteristics. It probably is premature to postulate global homogeneity.
Activity: Globalization Activity
Answer the following questions about globalization:
1. In your own words, what is “Globalization”?
2. What are the pros of globalization?
3. What are the cons of globalization?
4. What has caused globalization?
5. How has globalization affected you and your family?

Discussion: Globalization
Browse the website Globalization 1010 - Human Rights and read how Human Rights are related to Globalization. Then read and respond to the prompt below.

Why might various regimes oppose human rights and on what basis? Is the human rights movement a Western replacement to Imperialism as a way to exert international political influence? Have international human rights movements produced political change?

The minimum requirements for this assignment are to complete two well developed paragraphs as an original response.
Lesson 15: Current Events

Project: Current Event

In this activity, you are going to do a Current Event Review Project. This will consist of three main topics that need to be covered:

1. The effects of technology on the quality of life
2. The environmental impact of technological change
3. The emergence of a global community

For EACH of these topics you need to find ONE current event (so you will end up with 3 current events total).

For each current event, you need to complete the following:

Begin by locating a web site in which you can find a current event. For example: Newsweek, U.S. News and World Report, GALILEO SIRS or EBSCO, Atlanta Journal and Constitution, etc. It MUST be a viable site! The current event article must be from the realm of World History and pertain to the subject of technology, environmental concerns, or terrorism. This means anything occurring in the society that coincides with the topic that has been discussed in the unit. Be sure your subject matches the topic you are assigning to it.

Prepare a current event summary with the following information:

1. Site chosen for your current event - give me the exact web address.
2. Name of the topic you are assigning to it
3. Title of your article
4. Author of article
5. Summary of your article—1 paragraph not to be copied directly from the article!!!
6. Your opinion and reflections about the article—1 paragraph
Lesson 16: Women as Leaders Activity

Activity: Women as Leaders
The following three women had significant impact on World History in the 20th century. Using the websites listed, and any other you might find doing your own research, create your own "biography" for each woman. Make sure to list background and significant achievements. Each biography should be at least 10 to 12 sentences long.

- Golda Meir
  https://www.jewishvirtuallibrary.org/golda-meir

- Indira Gandhi
  http://departments.kings.edu/womens_history/igandhi.html

- Margaret Thatcher
  http://www.absoluteastronomy.com/topics/Margaret_Thatcher
Lesson 17: Module Wrap-Up

Assignment Checklist:
In this module you were responsible for completing the following assignments.

- Discussion: Decolonization
- Assignment: "Latin American Social and Cultural Movements Chart"
- Activity: Map
- Long Essay
- Discussion: Pacific Rim Nations
- Activity: Asia Map
- Activity: "Asia Chart"
- Assignment: "Asian Nationalism and Gender Roles"
- Assignment: DBQ Essay
- Activity: Globalization Activity
- Discussion: Globalization
- Project: Current Event
- Activity: Women as Leaders

Review:
Now that you have completed the initial assessments for this module, review the lesson material with the practice activities and extra resources. Please review all notes you have taken and use all resources to review for this unit’s test.