

Dates of the test: _____ will be the essay portion & _____ will be the multiple choice portion

Understand that by receiving this study guide seven weeks before the actual testing date it is expected that you will be more than prepared for your Unit VI test over The Newest Stage of World History: 1900–present (CH 29–37). I am expecting you to WHAP! the heck out of it.

- Do not wait on this preparing to test on this material – It is suggested for you to study about 30 – 60 minutes **each day** leading up to the test, in addition to staying up to date on the material we are still covering in class.
- Here is the breakdown for the quizzes/mini tests:

CH 29 – _____	CH 33 – _____	CH 37 – _____
CH 30 – _____	CH 34 – _____	
CH 31 – _____	CH 35 – _____	
CH 32 – _____	CH 36 – _____	

Unit VI Overview. Maps of the world in 1914, in 2006, and of multinational corporations in 2000 reflect two of the biggest developments in the 20th century. Massive changes in boundaries resulted from the end of the Ottoman, Austro-Hungarian, and Russian empires. Deep-rooted changes also took place in political forms—monarchies had predominated in 1914—and in social systems. The emergence of multinational companies was the other area of great change. While it is clear that the age of empires is over, defining the period that followed is difficult. In this period, following world history from 1914, it is difficult to achieve a perspective. The history of the period is not over, and discerning the most important ideas is challenging.

Big Concepts. The contemporary period in world history organizes around several global themes. The period saw the dissolution of global empires through decolonization. It also saw new global wars and conflicts. New global institutions emerged charged with overseeing international politics, finance, and business. Finally, new technologies and policies created even more global contacts.

Triggers for Change. World War I, worldwide depression, and World War II were clearly major factors. Everywhere, European dominance was questioned, threatened. Former colonies challenged Western military supremacy. A framework was provided by the cold war. When the Soviet Union collapsed and the United States emerged as the sole world power, new questions emerged. Would some other nation become the global power? Technological change profoundly affected life. The destructive power of weaponry grew, as did the nature of warfare, with civilians increasingly under fire. Genocide was frequently a feature of the post-war period. Population growth, made possible by 19th-century improvements in health care, created a new concern. Taken together, the factors in the rapid changes of the 20th century, coupled with the problem of historical perspective, raise many questions concerning the most significant triggers.

The Big Changes. Political changes were substantial. Everywhere aristocracies were replaced, in some instances by totalitarian governments, elsewhere by democracies. Economically, many countries followed the Western lead in industrialization. Oil-producing countries played a new role in world events. China and India transformed themselves into major exporters. Nationalism, Marxism, and consumerism comprised the secular forces that had the greatest influence on culture. Religion continued to play a vital role. Globalization continued in the latter half of the 20th century, after a hiatus in the 60s and 70s. This period was considerably more intense than the first development of globalization, as China, Russia, Japan, Germany, and the United States played key roles. Environmental change also became global, with the products of one nation affecting another far away.

Continuity. Three areas of continuity can be discerned. Some countries continued to produce raw materials and goods in traditional low-cost ways. Gender roles were influenced by changes in other spheres, but pressure for change was countered in many areas by resistance. In the same way, cultural change was resisted by efforts to underline native culture. Governments in some cases reacted to change by insisting on their rights. For instance, the United States remained hostile to what it viewed as infringements of its sovereignty in matters of the environment, punishment of war criminals, and banning land mines.

Impact on Daily Life. Emotions and Behavior. Emotional and behavioral patterns were impacted by global change. In some cases, change was brought about intentionally, to help effect reform. Lowering birth rates also impacted family life. The demands of consumerism brought sales tactics that forced changes in behavior. As increasing numbers of businesspeople traveled the globe, they brought with them a new set of global behaviors.

Societies and Trends. Chapter 29 covers World War I. The interwar period is examined in Chapter 30, focusing on anticolonialism and major regime changes in Russia, Germany, and Italy. Chapters 31 and 32 deal with World War II and the cold war, respectively. Latin America is the focus of Chapter 33. Decolonization and its impact in Africa, the Middle East, and south Asia are the subjects of Chapter 34. Events in east Asia and the Pacific Rim are dealt with in Chapter 35. The turn of the 21st century is covered in Chapters 36 and 37.

Unit VI Study Guide breakdown by Chapter:

CH 29: Descent into the Abyss: World War I and the Crisis of the European Global Order

- What caused World War I?
- Compare and contrast the effects of World War I upon the domestic political and economic affairs of the involved nations.
- Discuss the consequences of the agreements concluding World War I.
- What forces led to European loss of colonial dominance?
- What was the “Indian prototype” of decolonization movements?
- How did the early Egyptian nationalist movement vary from that of India?
- Why was Gandhi critical to the success of the all-India nationalist movement?
- Discuss the settlement of the issue of Palestine after World War I.
- What were the crises and motivations that led to the formation of the opposing European alliances and the factors that brought the two alliances to war in 1914?
- What were the major factors, particularly in Europe, that contributed to the catastrophic levels of casualties and general destruction of World War I?
- How did the fallout from the conflict alter gender and racial attitudes and interactions both in wartime and especially in the decades after the war?
- What were the major grievances that drove the resistance and rebellions that African, Middle Eastern, and Asian peoples mounted during and after World War I?

CH 30: The World between the Wars: Revolutions, Depression, and Authoritarian Response

- Characterize the “Roaring ’20s.”
- What was the relationship between the Great Depression and political instability?
- Define “totalitarianism.”
- How do short-term and long-term changes relate in analyzing the 1920s?
- What were the common patterns of early 20th-century revolutions, and what were the major differences among Mexico, China, and the Soviet Union.
- What were the principal regional differences in the impact of and response to the Great Depression?
- What were the main features of the Nazi state?
- Did global developments in the 1930s make another world war inevitable?
- Discuss the settlement of the issue of Palestine after World War I.

CH 31: A Second Global Conflict and the End of the European World Order

- Would it be fair to argue that World War II began with the Japanese invasions of Manchuria in 1931 and China in 1937 rather than with the German invasion of Poland in 1939?
- What were the key factors in the early success of Japanese and German military aggression?
- What combination of forces led to the equally rapid demise of the empires that each of these expansionist powers had built?
- How did the cold war emerge from the end of World War II?
- Were the roles played by colonized peoples more or less important in World War II than they had been in World War I, and in what ways was the second conflict more truly global?
- What were the causes leading to World War II?
- Discuss the differences in the tactics of waging war in the two 20th-century world conflicts.
- How were the diplomatic problems of World War II settled?
- What forces led to European loss of colonial dominance?
- What steps led to the partition of India in 1947?
- Discuss the differing paths to independence in settler and nonsettler Africa.
- Discuss the settlement of the issue of Palestine after World War I.
- Characterize the internal politics of western Europe after 1945.

CH 32: Western Society and Eastern Europe in the Decades of the Cold War

- How did the cold war and decolonization alter the international framework for the West?
- What were the main changes in western Europe, compared to patterns during the 1920s and 1960s?
- How did postwar developments in the United States compare to those in western Europe?
- What caused the changes in the roles and motivations of women in western Europe and the United States?
- What were the main goals of the Soviet Union in Europe after World War II?
- What were the main shifts in Soviet society and policy between World War II and the 1980s?
- How did the cold war affect western Europe?
- What is the “welfare state”?
- How did the social structure of the West change in the period after World War II?
- How did Soviet foreign policy change after 1945?
- How was Soviet economy and society similar to that of the West?
- Describe the cultural experience occurring in Western and Soviet-influenced societies during the late 20th century.

CH 33: Latin America: Revolution and Reaction into the 21st Century

- What problems were associated with Latin America’s attempt to achieve economic development?
- What changes occurred as a result of the Mexican Revolution?
- How did various Latin American countries react to the failures of liberal government?
- How did populist governments in Brazil and Argentina attempt to rule?
- What types of radical reform were attempted in Guatemala, Bolivia, and Cuba, and what were the results?
- Why did the military believe that it offered a viable answer to Latin American problems?
- Discuss the role of the United States in Latin America during the 20th century.
- In what ways was Latin America drawn into the Cold War as a participant and as a battleground?

- Why did social revolution appeal to so many people in Latin America in the post-World War II era, and what forces opposed it?
- What have been the tensions between nationalism and the development of the global economy?
- How did urbanization in Latin America compare to the rest of the developing world, and how did it alter the lives of its people?

CH 34: Africa, the Middle East, and Asia in the Era of Independence

- Why did African and Asian new states have such difficulty in establishing national identities?
- What accounts for high population growth rates in new Asian and African nations?
- How are cities in Asia, Africa, and Latin America different from those of the West?
- Define “neocolonialism.”
- In what way did Nasser’s military government differ from other military regimes?
- Discuss the differences and similarities in post-independence policies in India and Egypt.
- What influences contributed to the gaining of power by Islamic fundamentalists in Iran?
- Which of the challenges facing post-colonial nations after 1945 do you think were the most critical and why?
- Which, if any, of the postcolonial paths to political stability and socioeconomic development do you think were the most successful, and what factors were the most important in shaping positive outcomes?
- How did religious revivalist movements, most notably the one led by Ayatollah Khomeini in Iran, differ from other twentieth-century revolutions, and why was decolonization delayed in almost all settler colonial societies, such as South Africa?

CH 35: Rebirth and Revolution: Nation-Building in East Asia and the Pacific Rim

- How did the end of World War II affect the states of the Pacific Rim?
- What accounts for the enormous economic growth of Japan and the Pacific Rim after 1945?
- Why did the communists and not the Kuomintang achieve permanent success?
- How did Mao’s political beliefs affect the nature of the communist system after 1945?
- What gains did women achieve in China, Japan, and the Pacific Rim states after 1945?
- How did France gain control of Vietnam?
- What was new following the revolutions in China and Vietnam, and what was retained from traditional civilization?
- What were the major factors that explain Japan’s ability to emerge from devastating defeat to become a major industrial and economic power and key player in the world community of nations?
- What sorts of political systems and economic policies predominated among the “little Tigers” in east and southeast Asia?
- How did ideological extremism and totalitarianism in the People’s Republic of China subvert efforts at economic development and result in widespread human suffering and environmental disasters?
- How was it possible for the Vietnamese to liberate their homeland from Japanese, French, and Chinese colonization efforts and defeat a massive intervention by the American superpower during decades dominated by civil war and devastating foreign aggression?

CH 36: Power, Politics, and Conflict in World History, 1990–2014

- In what way was the Soviet Union different after 1985?
- Why did the Soviet Union disintegrate?
- How has the concept of nationalism impacted the modern world map?
- What is the most important impact of the end of the Cold War?
- How has the role of the United States changed since the collapse of the Soviet Union?
- What were the main results of Gorbachev's policies in Russia, Central Asia, and east-central Europe?
- What factors best explain why political democracy spread to additional regions from the late 20th century onward?
- How do the former Yugoslavia and Rwanda compare with one another as cases of genocide?
- What were the main limits to the U.S. exercise of power after the Cold War?

CH 37: Globalization and Resistance

- Compare the consequences of globalization in developed and less-developed nations.
- Discuss the differing environmental policies in democratic and authoritarian societies.
- What were the differences in the industrial map of the world in 2014 compared with 1950?
- What caused the acceleration of globalization in the later 20th century?
- How has globalization changed the human–environment relationship?
- What were the main changes and continuities in religion in the contemporary period of world history?
- What predictions about the future are particularly plausible, and why?

Possible Essay 1 – Compare & Contrast (Taken directly from the 2006 AP World History exam)

Directions: You are to answer the following question. You should spend 5 minutes organizing or outlining your essay. Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
- Addresses all parts of the question.
- Makes direct, relevant comparisons.
- Analyzes relevant reasons for similarities and differences.

Compare and contrast the goals and outcomes of the revolutionary process in TWO of the following countries, beginning with the dates specified.

Mexico 1910
China 1911
Russia 1917

Possible Essay 2 – Compare & Contrast (Taken directly from the 2004 AP World History exam)

Directions: You are to answer the following question. You should spend 5 minutes organizing or outlining your essay. Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
- Addresses all parts of the question.
- Makes direct, relevant comparisons.

Compare and contrast how the First World War and its outcomes affected TWO of the following regions in the period from the war through the 1930's.

East Asia
Middle East
South Asia (Indian subcontinent)

Possible Essay 3 – CCOT (Taken directly from the 2007 AP World History exam)

Directions: You are to answer the following question. You should spend 5 minutes organizing or outlining your essay. Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
- Addresses all parts of the question.
- Uses world historical context to show change over time and/or continuities.
- Analyzes the process of change over time and/or continuity.

Analyze major changes and continuities in the formation of national identities in ONE of the regions listed below from 1914 to the present. Be sure to include evidence from specific countries in the region selected.

Middle East
Southeast Asia
Sub-Saharan Africa

Possible Essay 4 – Comparison (Taken directly from the 2008 AP World History exam)

Directions: You are to answer the following question. You should spend 5 minutes organizing or outlining your essay. Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
- Addresses all parts of the question.
- Makes direct, relevant comparisons.
- Analyzes relevant reasons for similarities and differences.

Compare the emergence of nation-states in nineteenth-century Latin America with the emergence of nation-states in ONE of the following regions in the twentieth century.

Sub-Saharan Africa
The Middle East

Possible Essay 5 – CCOT (Taken directly from the 2010 AP World History exam)

Directions: You are to answer the following question. You should spend 5 minutes organizing or outlining your essay. Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
- Addresses all parts of the question.
- Uses world historical context to show continuities and changes over time.
- Analyzes the process of continuity and change over time.

Describe and explain continuities and changes in religious beliefs and practices in ONE of the following regions from 1450 to the present.

Sub-Saharan Africa
Latin America/Caribbean

Possible Essay 6 – DBQ (Taken directly from the 2005 AP World History exam)

2005 AP[®] WORLD HISTORY FREE-RESPONSE QUESTIONS

WORLD HISTORY SECTION II

You will have 10 minutes to read the contents of this green insert. You are advised to spend most of the 10 minutes analyzing the documents and planning your answer for the document-based essay question in Part A. If you have time, you may spend some portion of the time reading the questions in Part B and Part C. You may make notes in this green insert. At the end of the 10-minute period, you will be told to break the seal on the pink, free-response booklet and to begin writing your answers on the lined pages of the booklet. Do not break the seal on the pink booklet until you are told to do so. Suggested writing time is 40 minutes for the document-based essay question in Part A. You will have 5 minutes of planning time and 35 minutes of writing time for each essay question in Part B and in Part C.

BE SURE TO MANAGE YOUR TIME CAREFULLY.

Note: This examination uses the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (before Christ) and A.D. (anno Domini), which are used in some world history textbooks.

Part A (Suggested writing time—40 minutes) Percent of Section II score—33 1/3

Directions: The following question is based on the accompanying Documents 1-6. The documents have been edited for the purpose of this exercise. Write your answer on the lined pages of the Section II free-response booklet.

This question is designed to test your ability to work with and understand historical documents. Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses all or all but one of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible. **Does not simply summarize the documents individually.**
- Takes into account both the sources of the documents and the authors' points of view.

You may refer to relevant historical information not mentioned in the documents.

1. Analyze the issues that twentieth-century Muslim leaders in South Asia and North Africa confronted in defining their nationalism. What **additional kind of document(s)** would be most helpful in furthering your analysis?

Historical Background: In 1947 British-controlled South Asia was partitioned to form the Islamic state of Pakistan and the secular state of India. In North Africa, Egypt gained partial independence from Great Britain in 1922, but the British kept control of the Suez Canal until 1954. Algeria gained independence from France in 1962.

2005 AP[®] WORLD HISTORY FREE-RESPONSE QUESTIONS

Document 1

Source: Syed Ahmad Khan, educator and founder of the Muhammadan Anglo-Oriental College, undated letter to a fellow Muslim, published two years after Khan's death, *Several Notable Letters of Sir Syed Ahmad Khan*, India, 1900.

If the Muslims do not take to the system of education introduced by the British, they will not only remain a backward community, but will sink lower and lower until there will be no hope of recovery left to them.

If the choice were to lie between giving up and preserving Islam, I would have unhesitatingly chosen Islam. That, however, is not the choice. The adoption of the new system of education does not mean the renunciation of Islam. It means its protection. We are justly proud of the achievements of our forefathers in the fields of learning and culture, but these achievements were possible only because they were willing to act upon the teachings of the Prophet Muhammad. The Prophet said that knowledge is the heritage of the believer and that he should acquire it wherever he can find it. He also said that the Muslims should seek knowledge even if they have to go to China, which at that time was one of the most civilized countries in the world, but it was a non-Muslim country and could not teach the Muslims anything about their own religion. Did the early Muslims not take to Greek learning avidly? Did this in any respect undermine their loyalty to Islam?

Europe has made such remarkable progress in science that it would be suicidal not to make an effort to acquire that knowledge. How can we remain true Muslims or serve Islam if we sink into ignorance?

Document 2

Source: Ahmad Lutfi as-Sayyid, founder of the Egyptian People's Party in 1907, *Memoirs*, Egypt, 1965.

Among our forefathers were those who maintained that the land of Islam is the fatherland of all Muslims. However, that is a colonialist formula used to advantage by every colonizing nation that seeks to expand its possessions and to extend its influence daily over neighboring countries. Today the [traditional Islamic] formula has no reason to exist. We must replace this formula with the only doctrine that is in accord with every Eastern nation that possesses a clearly defined sense of fatherland. That doctrine is nationalism.

Our love of Egypt must be free from all conflicting associations. We must suppress our propensity for anything other than Egypt because patriotism, which is love of fatherland, does not permit such ties.

Our Egyptian-ness demands that our fatherland be our *qibla** and that we not turn our face to any other.

*Marks the direction of Mecca, to which a Muslim turns in prayer.

2005 AP[®] WORLD HISTORY FREE-RESPONSE QUESTIONS

Document 3

Source: Abul Kalam Azad, Indian Muslim leader, imprisoned several times by the British for political activism, article in a Muslim newspaper, India, 1912.

It drives me mad today to see the deplorable sight among Muslims where there are only two kinds of leaders. For the traditionalists there are the *ulama**; for the modernist group, the Western-educated intellectuals. Both are ignorant of religion and both are paralyzed limbs of the community. The first group is beset by religious superstitions, prejudices, and stagnancy, while the other is caught in atheism, imitation of the West, and love of power and position.

*Islamic scholars.

Document 4

Source: Taha Husayn, Muslim literary figure and Egyptian nationalist, *The Future of Culture in Egypt*, Egypt, 1938.

We Egyptians must not assume the existence of intellectual differences, weak or strong, between the Europeans and ourselves or infer that the East mentioned by Kipling* in his famous verse “East is East and West is West, and never the twain shall meet” applies to us or our country.

We want to be like the European nations in military power in order to repel the attack of any aggressor and to be able to say to our English friends, “Thank you, you may go, for we can now defend the Suez Canal.” Who wants the end must want the means; who wants power must want the elements constituting it; who wants a strong European-type army must want European training.

We also need economic independence. I do not mean we should be independent of Arabia, Syria, and Iraq, but independent of Europe and America. We must therefore use the same means that the Europeans and Americans use to defend their national economies.

*English novelist, journalist, and longtime resident of South Asia.

2005 AP[®] WORLD HISTORY FREE-RESPONSE QUESTIONS

Document 5

Source: Moufdi Zakaria, Algerian nationalist, Fourth Congress of the North African Student Association; speech, Algeria, 1935.

Islam is our religion; North Africa, our fatherland; and Arabic, our language.

Every Muslim in North Africa, believing in the oneness of North Africa, believing in God and in his Prophet, is my brother and shares my soul. I make no distinction between a Tunisian, an Algerian, or a Moroccan; nor between a villager and a city dweller, a settled person and a nomad. I consider anyone who incites division among the different components of my fatherland as the greatest enemy of my fatherland and of myself. I will fight him with every means, even if it is against the father who begat me or against my brother.

We do not hate races. All men are creatures of God. We respect the Europeans established among us, as long as they respect us. We shall do them no harm as long as they make no assault on our liberties, on our dignity, and on the riches of our country.

Our fatherland is North Africa. Uniting us with it for eternity are the links of language, of Arabness, and of Islam.

Document 6

Source: Ahmed Ben Bella, military leader of the Algerian National Liberation Front in the 1950's and first prime minister of Algeria, speech, Islamic Council, Switzerland, 1985.

For nearly fourteen centuries the Islamic factor has represented the crucial dilemma and the core of our identity. We are the product of the challenges it has undergone or made others undergo. The relationship with the Christian world, which has often been a relationship of confrontation, has helped shape our history and draw the contours of our world of today. But this relationship is not linear, is not made merely of confrontations. There were also great moments of synthesis, of opening toward the other, of spaces opened for greater comprehension. They coincide, in short, with the great moments of our history. Universal inheritances—like the teachings of Aristotle, of Plato, or of Socrates, for example—were saved from oblivion by the Muslims. It is there that the humanist quest would take on its myriad colors, where the German poet Schiller's "Ode to Joy" has had its deepest echoes.

END OF PART A