

Globalization

AP World History: Modern

Advances in Technology and Exchange

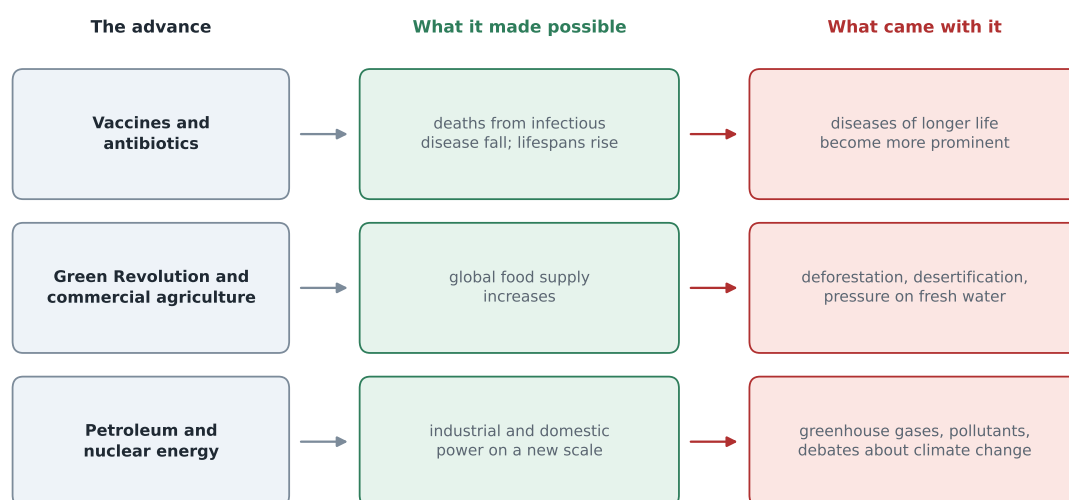
Unit 9 covers **1900 to the present**, and its central move is evaluative rather than narrative: almost every development it names produced both a benefit and a cost, and questions reward answers that hold both.

The CED names the advances directly:

- **New modes of communication** 通信方式 - radio, cellular technology, and the internet.
- **Energy technologies** 能源技术, including the use of **petroleum** 石油 and **nuclear power** 核能.
- **Medical innovations** 医学创新, including **vaccines** 疫苗 and **antibiotics** 抗生素, which **increased lifespans** 寿命.
- The **Green Revolution** 绿色革命 and commercial agriculture, which **increased the global food supply** 粮食供应.
- More effective forms of **birth control** 节育, which gave women greater control over **fertility** 生育, transformed reproductive practices, and contributed to declining fertility rates in industrialised states.

Note the last one carefully. It is a technological change with a demographic *and* a social consequence, which makes it unusually useful evidence in questions about the changing role of women.

Technological Advances and Limitations: Disease



An exam answer that names only the left-hand column has described the century. Naming both is what evaluates it.

This is why Unit 9 questions ask you to evaluate rather than to describe

Diseases, as well as medical and scientific developments, had significant effects on populations across the century. The CED splits the effect in two:

- Diseases associated with poverty persisted 与贫困相关的疾病, while other diseases emerged as epidemics and pandemics 流行病与大流行病.
- Diseases associated with longer lifespans - conditions such as heart disease and neurological illnesses of old age - became more prominent precisely *because* medical advances extended life.

That second point is the unit's logic in miniature: the success of one intervention produced the conditions for a different problem. It is not a contradiction, and saying so is what makes an answer analytical.

Debates About the Environment

Human activity contributed to **deforestation** 森林砍伐, **desertification** 荒漠化, a **decline in air quality** 空气质量下降, and increased consumption of the world's supply of **fresh water** 淡水.

The release of **greenhouse gases** 温室气体 and pollutants into the atmosphere provoked **debates about climate change** 气候变化. The CED's word is *debates* - the examinable content is that the science and its policy implications became a subject of international argument, not a settled instruction.

Economics in the Global Age

Three developments define the period's economic history, and all three accelerated after 1990:

- Many governments encouraged **free-market economic policies** 自由市场政策, a trend accelerated by the **end of the Cold War**.
- Revolutions in **information and communications technology** led to the growth of **knowledge economies** 知识经济 in some regions, while other regions remained centred on agriculture or manufacturing.
- **Changing economic institutions, multinational corporations** 跨国公司, and **regional trade agreements** 区域贸易协定 reshaped how production and trade were organised across borders.

The continuity worth naming: this is the same story as Unit 6's economic imperialism, in new institutional form. Firms in wealthy states again hold disproportionate influence over the terms on which producers elsewhere participate.

Calls for Reform and Responses

Rights-based discourses 权利话语 challenged old assumptions about **race, class, gender, and religion**. In much of the world, **access to education** 受教育机会 and **participation in new political and professional roles** became more inclusive - an uneven process, but a real one.

At the same time, **movements throughout the world protested the inequality** of the environmental and economic consequences of **global integration** 全球一体化. Both halves are examinable: greater inclusion, and organised objection to how the benefits were distributed.

Globalized Culture

The CED makes three separate claims about culture, and they are not the same claim:

- Political and social changes of the twentieth century **led to changes in the arts** 艺术 and other forms of cultural expression.
- Arts, entertainment, and popular culture **increasingly reflected global influence** 全球影响 - forms borrowed, adapted, and recombined across regions.
- **Consumer culture** 消费文化 became globalised and **transcended national borders**.

The third is the strongest for essays because it is the most measurable: the same products, brands, and consumption patterns appearing across very different societies.

Resistance to Globalization

Responses to rising cultural and economic globalisation took a variety of forms 多种形式. The CED deliberately leaves the category broad, and a good answer fills it with distinct kinds rather than repeating one:

- Movements defending **local or national cultural identity** 本土文化认同 against homogenising influence.
- Organised opposition to **trade agreements and international financial institutions** on economic grounds.
- **Religious and traditionalist movements** 宗教与传统主义运动 rejecting the social changes that accompanied integration.

Institutions in a Globalized World

New international organisations 国际组织, including the **United Nations** 联合国, emerged to manage problems no single state could handle alone - security, health, refugees, trade, and the environment.

This closes the arc of the course: Unit 7 opened with the collapse of an order and unprecedented conflict; Unit 9 ends with the institutions built in response, and with the argument - still unresolved - about how much authority they should hold.

Continuity and Change in a Globalized World

The unit's reasoning skill is **continuity and change**, applied across the whole modern period.

Worked example (a real AP exam question). AP World short-answer questions here ask, for example, to *"Explain one way in which technological developments after 1900 affected the world's population."* A full-mark answer names the development and traces its effect: *"Medical innovations such as vaccines and antibiotics reduced deaths from infectious disease, which increased average lifespans and contributed to rapid population growth, particularly in regions where these treatments were introduced faster than birth rates fell."* Notice the mechanism: a *reason* the population changed, not the statement that it did.

Exam tips

- Unit 9 questions are **evaluative**. For almost every advance, name the benefit **and** the cost. That single habit lifts most answers here.
- **Birth control** is technological, demographic, and social evidence at once - unusually flexible in questions about women's changing roles.
- The rise of **diseases of longer life** is caused by medical success. Say that explicitly; it demonstrates causal reasoning.
- On climate, the CED's word is **debates**. Write about the argument, not a verdict.

- Connect the **global economy** back to Unit 6: the same asymmetry, new institutions. Cross-period links score well on essays.
- For resistance to globalisation, give **distinct kinds** - cultural, economic, religious - not one kind three times.