

# Globalization

AP World History ■ Unit 9

AP World History



# Global connections, unequal participation

## 1900 to the present

A message, a container of goods and a cultural product cross distances more easily. Who can take part, and what remains unequal?

- 1 Explain mechanisms.** Show how a named development changed exchange or population.
- 2 Compare evidence.** Distinguish a declared aim from an outcome.
- 3 Build an argument.** Assess extent with change, continuity and limits.

# 1

## Advances in Technology and Exchange

# Communication and transportation

## Information over distance

Radio, cellular communication and the internet make distant information exchange easier. This helps coordinate production and trade.

## People and goods over distance

Air travel and **shipping containers** 集装箱 reduce obstacles to movement. Containers support transfer between stages of transport.

Distance becomes easier to manage; borders, costs and unequal access remain.

# Your turn: explain a mechanism

## Attempt before the model

Choose radio, the internet, air travel or shipping containers. Explain one way it changed exchange after 1900 and state one limit.

Name the development, explain the connection and keep the claim within its evidence.

## Check: containers and supply chains

- 1 **Development.** Shipping containers support movement of goods over long distances.
- 2 **Mechanism.** A standard container can move through stages of transport, making transfers easier to organise.
- 3 **Effect.** This supports longer supply chains and coordination of international production.
- 4 **Limit.** It does not remove customs borders, transport costs or unequal infrastructure.

## Different technologies, different mechanisms

### Energy and agriculture

**Petroleum** 石油 and **nuclear power** 核能 increased productive capacity. The **Green Revolution** 绿色革命 and commercial agriculture raised agricultural productivity.

### Medicine and fertility 生育

**Vaccines** 疫苗 and **antibiotics** 抗生素 improved survival. More effective **birth control** 节育 increased control over fertility and contributed to falling fertility rates.

Do not assign all technologies the same effect or assume equal access.

# 2

## Technology and Disease

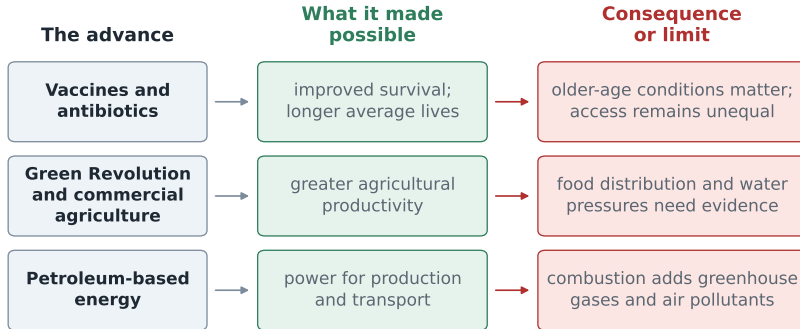
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## Three disease patterns

- 1 **Persistence.** Malaria, tuberculosis and cholera are syllabus examples associated with poverty; they do not affect only poor people.
- 2 **Epidemic threats.** The 1918 influenza pandemic, Ebola and HIV/AIDS illustrate different disease histories.
- 3 **Older-age conditions.** More people surviving to older ages changes the population exposed to conditions such as heart disease and Alzheimer's disease.

Medical progress is not the sole cause of older-age conditions.

# Trace an effect and its limit



*Explain the mechanism; answer the actual task.*

Use the causal chain that answers the question.

## Your turn: longer lives and continuing disease

### Explanation task

How can average lives become longer while a population continues to face disease?  
Use a persistent or emerging disease example and distinguish older-age conditions.

## Check: survival and population growth

- 1 **Innovation.** Vaccines and antibiotics helped reduce some infectious-disease deaths.
- 2 **Survival.** Improved survival contributed to longer average lives.
- 3 **Population effect.** Where death rates fell before birth rates, population could grow more rapidly.
- 4 **Qualification.** Access to treatment, birth rates and migration affect the outcome; countries did not change uniformly.

# 3

## Debates About the Environment

# Environmental changes have distinct causes

## Land and water

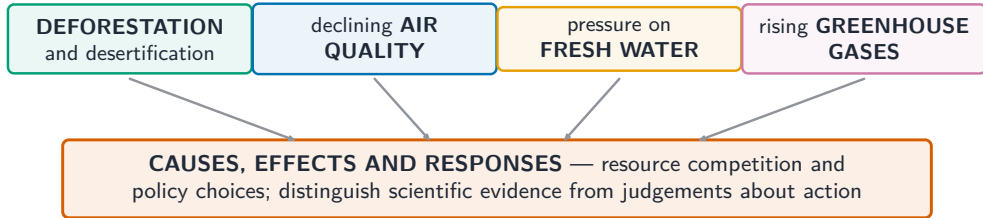
Clearing woodland removes forest cover. Irrigation can increase demand for **fresh water** 淡水 and competition over a supply.

## Air and climate

Petroleum combustion adds **greenhouse gases** 温室气体 and can contribute to air pollution. This is a different mechanism from removing forest or using water.

Explain the activity, the environmental change and the consequence.

# Environmental change and responses



Historical policy disputes do not make all scientific causal claims equally supported.

# Scientific evidence and policy choices

## An assessed causal conclusion

The IPCC's 2023 assessment attributes global warming to human activities, principally greenhouse-gas emissions.

## A policy judgement

How quickly should emissions fall, and how should states share the cost? Evaluate the reasons and evidence for the proposed response.

Source: IPCC 2023 Summary for Policymakers, A.1. The historical task may ask about causes, effects or disputed responses.

## Your turn: classify the claim

### Two different claims

A: Burning petroleum adds greenhouse gases.

B: Richer states should pay a larger share of the response.

Which is a causal claim and which is a policy judgement? Explain the support each needs.

## Check: distinguish the kinds of support

- 1 **Claim A.** A causal mechanism needs scientific evidence about combustion and emissions.
- 2 **Claim B.** A distributional judgement needs an argument about responsibility, capacity and fairness, informed by evidence.
- 3 **Connection.** Scientific findings inform a response; they do not alone settle every choice about how its costs are shared.

# 4

## Economics in the Global Age

## Late-century changes were uneven

- 1 **Policy.** Many governments encouraged free-market policies and liberalisation; the end of the Cold War accelerated the trend.
- 2 **Knowledge economies 知识经济.** Information and communications technology supported this growth; Finland, Japan and the U.S. are syllabus examples.
- 3 **Manufacturing.** Production increasingly located in parts of Asia and Latin America; Vietnam, Bangladesh and Mexico are syllabus examples.

These are changing patterns, not claims that each country has only one kind of activity.

# Institutions, agreements and firms

## Rules and cooperation

The WTO, ASEAN and historical NAFTA illustrate institutions or agreements affecting international economic relations. They are not interchangeable organisations.

## Production across borders

Nissan and Mahindra and Mahindra are syllabus examples of **multinational corporations** 跨国公司. A firm and an intergovernmental institution have different roles.

Name the example and explain the economic relationship it supports.

# Compare with economic imperialism

## Possible continuity

International production and unequal influence over the terms of exchange can continue across periods.

## Changes to examine

Political sovereignty, legal control and the technology coordinating supply chains can differ from nineteenth-century colonial rule.

A multinational supply chain is not automatically colonial government. Compare a specific relationship rather than asserting identity.

## Your turn: qualify a regional claim

### Evidence task

“After 1900 all regions became knowledge economies.” Use two named syllabus examples to revise this claim and explain one role of communications technology.

## Check: a bounded economic claim

- 1 **Evidence.** Finland is an example of a knowledge economy; Vietnam illustrates increasing manufacturing production.
- 2 **Revised claim.** Knowledge-economy growth and manufacturing relocation occurred unevenly across regions.
- 3 **Mechanism.** Communications technology helped coordinate information and production across distance.
- 4 **Limit.** The examples do not show that either country had only one sector or equal access for everyone.

# 5

## Calls for Reform and Responses

## Read a rights claim as a source

### Universal Declaration of Human Rights, 1948, Article 26

“Everyone has the right to education.”

- 1 **Language.** “Everyone” presents education as a universal right.
- 2 **Historical use.** This can challenge exclusion based on social categories.
- 3 **Source limit.** A declared right does not show that every person had a school place or equal outcomes.

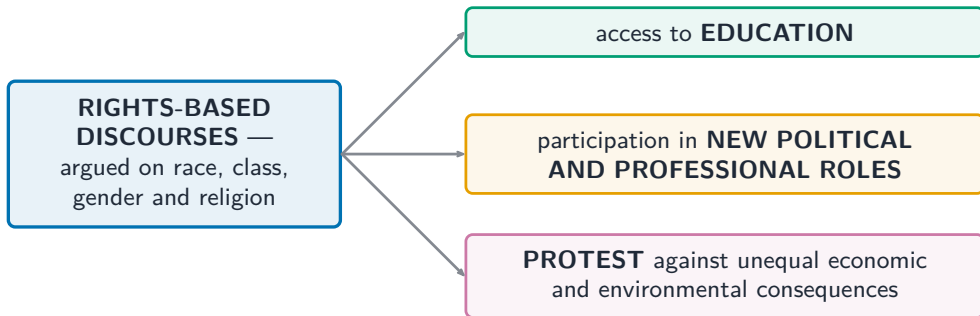
Source: **United Nations** 联合国, UDHR Article 26.

## Your turn: principle and implementation

### Source judgement

What does Article 26 establish about rights language? What additional evidence would be needed to establish expanded **access to education** 受教育机会?

## Connect reform demands to evidence



A rights claim, a reform demand and its implementation are separate kinds of evidence.

## Check: investigate access and barriers

- 1 **What the source supports.** Education is presented as a universal entitlement.
- 2 **What to investigate.** School access, participation and barriers affecting different groups in a specified place and period.
- 3 **Examples to select carefully.** Global feminism and the end of apartheid relate to inclusion; the Green Belt Movement and fair-trade organisations address other connected concerns.

Match a named example to the particular claim, rather than treating all reforms as identical.

# 6

## Globalized Culture

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# Circulation, adaptation and consumption

## Cultural forms

Reggae, Bollywood, World Cup soccer and the Olympics are syllabus examples of culture reaching across borders.

## Consumer goods

Toyota and Coca-Cola are syllabus examples of brands crossing markets. A shared product does not prove identical tastes or meanings.

To establish adaptation, show what changed in the cultural form or its use; circulation alone is insufficient.

## Your turn: choose relevant cultural evidence

### Two claims

A: **Consumer culture** 消费文化 crossed national borders.

B: Cultural forms were adapted across regions.

Choose evidence for each claim and identify what more claim B requires than a brand's presence.

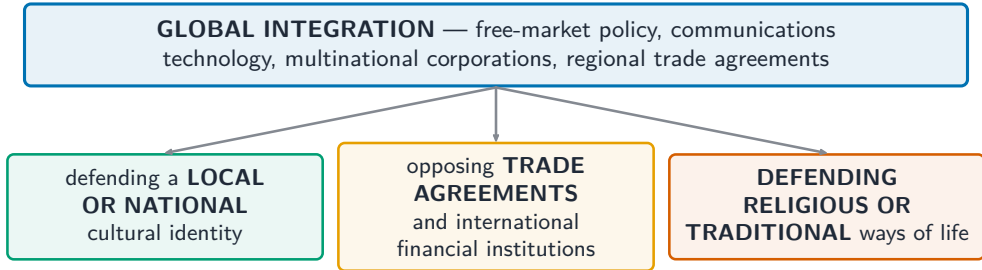
## Check: evidence must fit the claim

- 1 **Consumer culture.** A global brand can illustrate products or consumption crossing borders.
- 2 **Adaptation.** Evidence must show borrowing, recombination or changed use in a particular context.
- 3 **Boundary.** Neither claim alone establishes the disappearance of local languages, tastes or production.

# 7

## Resistance to Globalization

## Different targets of response



Categories can overlap. Identify what a particular response seeks to change or preserve.

## Compare two syllabus responses

### Opposition to institutions

Anti-IMF and anti-World Bank activism targets international financial institutions or their policies.

### Local participation

The development of Weibo illustrates a locally developed social-media platform within a connected world.

A local platform alone does not establish every user's motive or rejection of international contact.

## Your turn: avoid an absolute label

### Comparison task

Explain why opposition to an international financial institution and creating a local platform are different responses. What evidence would be needed before calling either opposition to all global exchange?

# 8

## Institutions in a Globalized World

## Founding purpose and historical outcome

### Source: UN Charter, Article 1

The purposes include maintaining peace and security, friendly relations and cooperation on international problems.

### Historical test

The Charter supports a claim about stated aims. Assessing success in a conflict requires evidence about events, actions and institutional limits.

Source: United Nations Charter, Article 1. Shared problems help explain efforts to coordinate states.

## Your turn: test an institution's effectiveness

### Source-selection task

Explain one reason for international cooperation. Identify the evidence needed to test effectiveness beyond a founding statement, specifying the outcome you would examine.

# 9

## Continuity and Change

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# An argument about the importance of distance

## Original practice prompt; not an AP item

Assess the extent to which technology reduced the importance of geographic distance after 1900. Use communication and transportation evidence and one limit.

Attempt a thesis and a short supporting paragraph before the model.

# A possible argument, with a limit

## Worked response

Radio, cellular communication and the internet reduced barriers to sending information, while air travel and shipping containers supported movement over long distances. Yet access, borders and resource inequalities continued to shape participation. Technology changed how distance could be managed without making location irrelevant.

Develop the argument with specific historical evidence; this model guarantees no mark.

## Choose the reasoning the task requires

- 1 **Explain.** Name a development and trace its mechanism or consequence.
- 2 **Compare.** Use a common basis and explain meaningful similarity or difference.
- 3 **Assess extent.** Defend a bounded judgement with relevant evidence and qualifications.

Do not force every task into a benefit-and-cost list or treat a cross-period reference as an automatic scoring point.

# 10 Recap

## Check yourself

- 1 **Technology.** How did containers and communications reduce obstacles created by distance?
- 2 **Environment.** How does a causal conclusion differ from a judgement about who pays?
- 3 **Sources.** Why does a stated right or institutional aim not establish success?
- 4 **Globalisation.** What evidence distinguishes cultural circulation, adaptation and consumption?