

Terms, Geographical and Historical Identifications (arranged by AP World time-period and key concept)

Period 6: Accelerating Global Change and Realignment, c. 1900 to the Present

6.1 Science and the Environment

TERMS

realignment ecological balance scientific paradigm deforestation
desertification emergent epidemic disease

GEOGRAPHICAL

Nanjing Dresden Hiroshima

HISTORICAL

theory of relativity quantum mechanics Big Bang theory Green Revolution
polio vaccine global warming 1918 influenza pandemic
Ebola virus

Global Conflicts and Their Consequences

TERMS

restructure redistribute status quo secessionist movement
territorial partition economic dependency transregional political organization
technological stagnation negotiated independence mandatory state
imperial metropolises proliferation military prescription total war
fascism proxy war dissolution popular culture

GEOGRAPHICAL

Gold Coast	Viet-Nam	Angola	Quebec	Nigeria
Biafra	Israel	Cambodia	Rwanda	Soviet Union
Chile	Spain	Uganda		

HISTORICAL

Mohandas Gandhi	Ho Chi Minh	Kwame Nkrumah			
Muhammad Ali Jinnah	Quebecois separatist movement				
Biafra secessionist movement	Pan-Arabism	Pan-Africanism			
Zionism	India/Pakistan partition				
The Holocaust	Palestinians	Darfurians			
Gurkha soldiers	ANZAC troops	Cold War			
NATO	Warsaw Pact	Picasso's <i>Guernica</i>			
Tich Quang Duc	antinuclear movement				
Martin Luther King	Vladimir Lenin	Mao Zedong			
Non-Aligned Movement	anti-Apartheid movement				
Tienanmen Square uprising	New World Order	military-industrial complex			
IRA	ETA	Al-Qaeda	Dada	James Bond	Socialist Realism

3 New Conceptualizations of Global Economy, Society and Culture

TERMS

global governance	export-oriented economy	free market policies
economic liberalization	multinational corporation	global integration
cultural identity	xenophobia	exclusionary reaction
consumer culture		

HISTORICAL

The Five Year Plans	The Great Leap Forward	The Great Depression
The New Deal	Fascist corporatist economy	Nasser
Ronald Reagan	Margaret Thatcher	Deng Xiaoping
Pinochet	League of Nations	International Criminal Court
International Monetary Fund (IMF)		World Bank
World Trade Organizations (WTO)		UNICEF
Amnesty International	Doctors Without Borders	The European Union (EU)
World Health Organization WHO	NAFTA	ASEAN
Mercosur	Greenpeace	Green Belt in Kenya
U.N. Universal Declaration of Human Rights	negritude	
New Age Religions	Hare Krishna	Falun Gong
fundamentalist movements	Liberation Theology	reggae
Bollywood		

COMPARING THE DECOLONIZATION PROCESS IN DIFFERENT NATIONS

KENYA

(FORMER COLONY OF Great Britain)
PROCESS TO INDEPENDENCE

- Mau Mau, secret organization, bloody campaign against British rule
- British military response to Mau Mau
- British bow to pressure
- Independence in 1963

PERSIAN GULF STATES

(Former protectorate of Great Britain)
PROCESS TO INDEPENDENCE

British withdrew in 1961 because of the cost of defense; states had been important for strategic and commercial reasons

MOROCCO

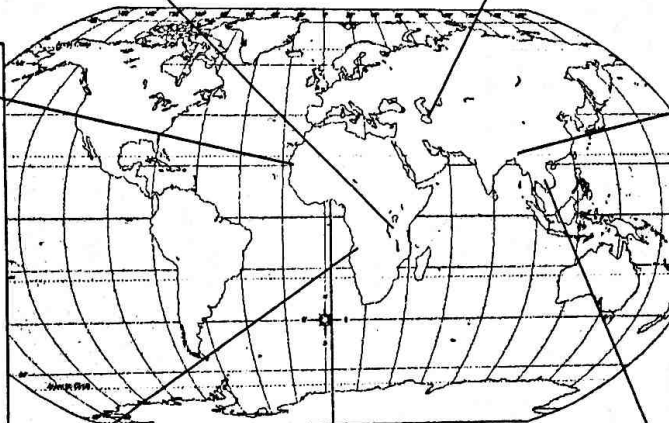
(Former protectorate of France & Spain)
PROCESS TO INDEPENDENCE

- Divided and under protectorate status in 1912
- Rebel fighting throughout 1920s and 1930s
- Area of heavy fighting in WWII
- Open warfare on French by independent fighters from 1947 onward
- French withdraw in 1955
- Independence in 1956
- Spanish area returned in 1969

MYANMAR/BURMA

(Former Colony of Great Britain)
PROCESS TO INDEPENDENCE

- As province of British India rebelled against British in 1931-1932
- Made a crown colony in 1938
- Sided with British in WWII
- Independence in 1948



BELGIAN CONGO/ DE- MOCRATIC REPUBLIC OF CONGO

(Former Protectorate of Great Britain)
PROCESS TO INDEPENDENCE

- Removes as personal fiefdom of King Leopold II in 1908 because of brutality
- Reforms instituted, including education
- Rebellions in late 1950s
- Belgians bow to world opinion & violence
- Independence in 1960

GOLD COAST/GHANA

(Former colony of Great Britain)
PROCESS TO INDEPENDENCE

- Strikes, protests by nationalists
- British policy of gradual independence; constitution but British still in control of foreign policy, defense, the economy, law
- Demands by nationalists for complete freedom
- British bow to pressure
- Complete independence in 1957

FRENCH INDOCHINA/ VIETNAM

PROCESS TO INDEPENDENCE

- Occupied by the Japanese in WWII
- Declaration of independence in 1945
- Reoccupation by the French
- French-IndoChinese War
- Partitioned by Geneva Conference into Communist north and non-Communist south
- Overthrow of president in the south in 1963, Vietcong insurgency; Vietnam War
- U.S. pull out in 1975
- Communist Vietnam declared in 1976

A. PRE-20th Century

Witness the following passage from the first American edition of the *Encyclopedia Britannica*, published in 1798.

Vices the most notorious seem to be the portion of this unhappy race: idleness, treachery, revenge, cruelty, impudence, stealing, lying, profanity, debauchery, nastiness and intemperance, are said to have extinguished the principles of natural law, and to have silenced the reproofs of conscience. They are strangers to every sentiment of compassion, and are an awful example of the corruption of man when left to himself.²

Georg Wilhelm Friedrich Hegel's 'Geographical Basis of World History' from the 1820s provides a particularly apt example of this new perspective. Hegel divided Africa up into three regions: North Africa, Egypt, and 'Africa proper'. Hegel describes the last region thus:

Africa proper is the characteristic part of the whole continent as such . . . It has no historical interest of its own, for we find its inhabitants living in barbarism and savagery in a land which has not furnished them with any integral ingredient of culture. From the earliest historical times, Africa has remained cut off from all contacts with the rest of the world; it is the land of gold, forever pressing in upon itself, and the land of childhood, removed from the light of self-conscious history and wrapped in the dark mantle of night.³

B. EARLY 20th Century

During the course of the early 20th century, a somewhat different version of world history came into prominence, and this was the use of the concept of civilizations as coherent units of analysis. Historians of this era, such as H. G. Wells, Arnold Toynbee, and James Breasted built their analysis and presentation of world history around the presumed racial and cultural 'continuity' of certain civilizations. Not surprisingly, these scholars placed European (or 'Western') civilization at the pinnacle of a human hierarchy, with other civilizations such as 'Chinese' or 'Persian' playing at best supporting roles. Like the Enlightenment historians before them, these scholars left sub-Saharan Africa out of the picture. In the 1938 edition of his work *The Conquest of Civilization* Breasted dismissed Africa as follows:

On the south of the Northwest Quadrant lay the teeming black world of Africa, as it does today. It was separated from the white race by the broad stretch of the Sahara Desert. Sometimes the blacks of inner Africa did wander along [the Nile] into Egypt, but they only came in small groups. Thus cut off by the desert barrier and living by themselves, they remained uninfluenced by civilization by the north, nor did they contribute appreciably to this civilization.⁵

Source: Reynolds, Jonathan T. "Africa & World History: From Antipathy To Synergy." History Compass, 5/6 2007.

LATE 20th - EARLY 21st century

Joseph Miller argued that the tendency of most historians to incorporate African materials into the existing world history narrative still privileged an overtly European understanding of history. As Miller stated

The laudable quest to render Africans respectable by comfortable, familiar standards – whether as builders of states and monuments or as members of ethnicized cultures – thus inevitably excludes nearly all the ideas and strategies important to people in Africa, precisely because the forms in which Africans' ideas became familiar to outsiders were the ones that Europeans constructed to render Africans incompetent, if not also contrastingly repugnant. They are the specific components of the 'blackness' and 'bondage' under which (undifferentiated) 'Africans' still labor in much world history.²⁸

Miller offered two examples. First, he argued that the reliance upon 'states' as units of analysis and significance in world history is misleading. Rather, the nature of political organization and identity in Africa was fundamentally different from that found in European history.

Africans in fact thought of political community not as institutionalized collectives of this sort but rather in terms of ongoing, direct, fact-to-face negotiations. Politics was a dynamic process of personal interaction rather than relationships stabilized by 'hegemony' or 'legitimacy' or any of the other modern fictions necessary to explain 'structures' that work by abstraction rather than through continuous, real-time confrontation and collaboration.²⁹

Second, was a call for world history treatments of the transatlantic slave trade to incorporate African perspectives on the era, specifically by utilizing the concept of witchcraft as a framework through which to present Africans' understanding of the trade.

Material – as distinct from human – accumulation thus embodied [*sic*]. The fundamental evil of (suspected) betrayal and traffic with aliens, whether 'red' Europeans, visiting Muslims, or African strangers. Wealth in things, secretly hoarded for self-aggrandizement, carried overtones of perversion, a bargain with the devil.³⁰

In so incorporating what he saw as the 'realities' of African history, and similar perspectives from other world regions, Miller argued that world history could escape its western trappings.

My world history amalgamates these meaningful worlds in a multi-centric integration of balanced, engaged, autonomous strivings and misunderstandings. It's tone cherishes failure as much as success and considers thoroughly the standards applied to determine the difference between the two.³¹

Source: Reynolds, Jonathan T, "Africa + World History: From Antipathy To Synergy," History Compass - 5/6 2007,