

Global Conflict

AP World History ■ Unit 7

AP World History



What we will cover

- 1 Shifting Power After 1900
- 2 Causes of World War I
- 3 Conducting World War I
- 4 Economy in the Interwar Period
- 5 Unresolved Tensions After World War I
- 6 Causes of World War II

1

Shifting Power After 1900

Shifting Power After 1900

Unit 7 covers **global conflict from 1900**, and its organising question is not "what happened in the wars" but *why the political order that existed in 1900 collapsed, and what replaced it.*

- The older land-based **Ottoman, Russian, and Qing empires** collapsed under that combination – internal strain and pressure from outside at the same time.
- States around the world **challenged the existing political and social order**, and the CED's named case is the **Mexican Revolution** 墨西哥革命, which arose from political and economic inequality.

Shifting Power After 1900, continued

At the start of the century the West dominated the global political order. Over the following decades **both land-based and maritime empires gave way to new states**, and the CED names the mechanism as a combination of **internal and external factors** 内外因素.

An answer that gives only internal weakness, or only external pressure, has given half the explanation.

2

Causes of World War I

Causes of World War I

The CED compresses the causes into one statement, and every element of it is worth marks:

- **Imperialist expansion** 帝国主义扩张 and **competition for resources** 资源竞争.
- **Territorial and regional conflicts** 领土与地区冲突.
- A **flawed alliance system** 结盟体系 that turned a local conflict into a general one.
- **Intense nationalism** 极端民族主义.

Causes of World War I, continued

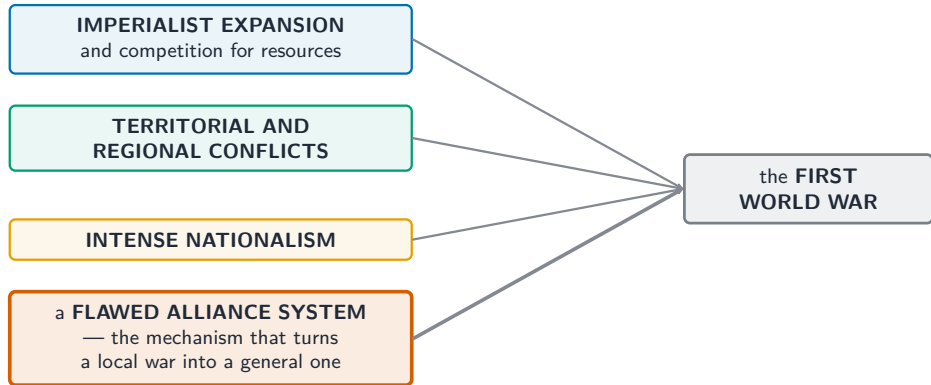
Notice the shape of the claim: the first three supply the tension, and the alliance system supplies the **escalation** 升级.

That distinction – between what made conflict likely and what made it global – is the single most useful thing to hold from this topic.

Three explain tension; one explains escalation

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Three explain tension; one explains escalation, in detail



A **flawed alliance system** 结盟体系 that turned a local conflict into a general one.

3

Conducting World War I

What a government must control once war stops being a matter

- **Political propaganda** 政治宣传, art, and media to sustain public support.
- **Intensified forms of nationalism** 强化的民族主义.
- Mobilisation of **economies and populations** 经济与人口动员 - conscription, war production, and the direction of labour.
- Recruitment and use of **colonial subjects** 殖民地臣民 as soldiers and labourers.

What a government must control once war stops being, in detail

Total war: the state directs the whole society

Propaganda and media

sustain public support;
art, film, press

Intensified nationalism

the nation as the unit
that must be defended

Economic mobilisation

conscription, war production,
directed labour, rationing

Colonial recruitment

soldiers and labourers drawn
from imperial holdings

used in
BOTH wars

What differs in 1939-45: new technology and tactics - the atomic bomb, fire-bombing - raise casualties, and a far higher share of them are civilian.

Mobilisation of **economies and populations** 经济与人口动员 - conscription, war production, and the direction of labour.

Conducting World War I

World War I was the **first total war** 总体战. The CED lists the methods governments used, and they are not only military:

- **Political propaganda** 政治宣传, art, and media to sustain public support.
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Conducting World War I, continued

Alongside this, **new military technology led to increased levels of wartime casualties** 伤亡.

The technological point and the mobilisation point are separate marks, so give both.

4

Economy in the Interwar Period

Economy in the Interwar Period

Following World War I and the onset of the **Great Depression** 大萧条, governments began to take **a more active role in economic life** 更积极的经济角色. That is the general claim; the CED then supplies contrasting cases of how far that role went.

In the **Soviet Union** 苏联, the government controlled the national economy through the **Five Year Plans** 五年计划, implementing repressive policies at significant **cost to the population** 人口代价 while achieving rapid industrialisation.

One direction of travel, different extents

the **GREAT DEPRESSION** — a collapse no market recovered from on its own

governments take **A MORE ACTIVE ROLE** in economic life

states direct the economy outright
— the Soviet **FIVE YEAR PLANS**,
at significant cost to the population

the same direction of travel, taken to very different extents

The pattern is the answer and the countries are the evidence. A prompt here asks about **extent**, which means placing a case on this spectrum

5

Unresolved Tensions After World War I

Unresolved Tensions After World War I

Between the two world wars, Western and Japanese imperial states predominantly maintained control over colonial holdings, and in some cases gained new territory. The hopes for **self-determination** 民族自決 raised by the peace settlement were largely not met for colonised peoples.

Naming that link is what makes a continuity answer strong.

6

Causes of World War II

Causes of World War II

The CED again gives a compound cause, and each element is examinable:

- The **unsustainable peace settlement** 和约 after World War I.
- The **global economic crisis** 全球经济危机 produced by the Great Depression.
- **Continued imperialist practices** 帝国主义行径.
- The **rise of fascism and extreme nationalism** 法西斯主义与极端民族主义.

Causes of World War II, continued

Compare this with the World War I list and a real pattern appears: economic pressure and nationalism are common to both, while the *specific* additions in 1939 are the failed settlement and the new ideological regimes.

A comparison question wants exactly that structure – shared causes named, then the differences.

7

Conducting World War II

Conducting World War II

World War II was **also a total war**, and governments used the same broad categories of method: propaganda, art and media, intensified nationalism, and the mobilisation of economies and populations including colonial subjects.

New military technology and new tactics – including the **atomic bomb** 原子彈, fire-bombing, and the waging of total war – **led to increased levels of casualties**, including a far higher proportion of **civilian** 平民 deaths than in the previous conflict.

Continuity above the rule, change below it

- **Political propaganda** 政治宣传, art, and media to sustain public support.
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Continuity above the rule, change below it, in detail

	THE FIRST WORLD WAR	THE SECOND
MOBILISING A SOCIETY	total war: economies and populations directed to the war	the same, and further
WHO IS DRAWN IN	colonial subjects fight for empires they do not govern	again, and on a wider front
TECHNOLOGY	new weapons raise casualties sharply	new weapons and new tactics — and the atomic bomb
WHO DIES	overwhelmingly soldiers	civilians on a scale without precedent

Mobilisation of **economies and populations** 经济与人口动员 - conscription, war production, and the direction of labour.

8

Mass Atrocities After 1900

Mass Atrocities After 1900

This topic asks for **causes and consequences of mass atrocities** 大规模暴行 in the period from 1900 to the present. The CED's framing is that the rise of **extremist groups in power** 极端主义团体 led to the attempted destruction of specific populations, and it names the **Holocaust** 犹太人大屠杀 – the Nazi killing of Jewish people – as the principal case, alongside other twentieth-century genocides and mass killings.

That last point connects this topic to the technology theme running through the whole unit.

9

Causation in Global Conflict

Causation in Global Conflict

The unit's reasoning skill is **causation**, and specifically the **relative significance** 相对重要性 of causes.

That word "relative" is the whole task: you are not listing causes, you are ranking them and defending the ranking.

Worked example – a similarity evidenced on both sides

“Explain one similarity between the ways governments conducted World War I and World War II.”

- **Full marks:** *“Both wars were total wars in which governments mobilised entire economies and populations. In both, states used propaganda to sustain public support, directed industrial production toward war material, and recruited soldiers and labourers from their colonies.”*
- A similarity claim must be **evidenced on both sides**.

Evidence from one war only cannot demonstrate a similarity, however good the evidence is.

Exam tips

- For the collapse of the Ottoman, Russian, and Qing empires, always pair internal strain with external pressure. One alone is half an answer.
- Separate what made World War I likely (imperial competition, nationalism, regional conflict) from what made it global (the alliance system).
- Total war has a checklist: propaganda, nationalism, economic mobilisation, colonial recruitment. Use it for both wars and the comparison writes itself.
- The interwar economy is a spectrum of state involvement, not a single policy. Say how far a state went, not just that it intervened.
- Comparison questions need evidence on both sides. A detail about only one case cannot support a similarity or a difference.
- "Relative significance" means rank and justify. A list of causes with no argument about which mattered most does not answer the question asked.

10 Recap

Unit 7 – key takeaways

1

Empires

internal strain plus external pressure

2

WWI

likely vs global: alliances made it worldwide

3

Total war

propaganda, nationalism, mobilisation, colonies

4

Interwar

a spectrum of state involvement, not one policy

Check yourself

- 1 What pair explains Ottoman/Russian/Qing collapse?
- 2 What made the war global rather than likely?
- 3 Give the total-war checklist.
- 4 How should you talk about interwar intervention?

Answers: internal + external ▪ the alliance system ▪ propaganda, nationalism, mobilisation, colonies ▪ how far, not just that it happened