

# Globalization

AP World History ■ Unit 9

AP World History



## What we will cover

- 1 Advances in Technology and Exchange
- 2 Technological Advances and Limitations: Disease
- 3 Debates About the Environment
- 4 Economics in the Global Age
- 5 Calls for Reform and Responses
- 6 Globalized Culture

# 1

## Advances in Technology and Exchange

# 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.

- **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.

## Advances in Technology and Exchange: costs

- 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.

## Advances in Technology and Exchange, continued

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.

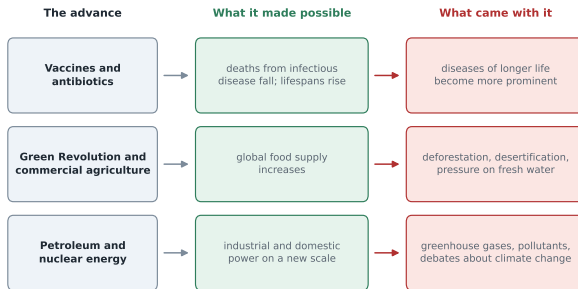
# 2

## Technological Advances and Limitations: Disease

## Every advance carries a cost

- **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.

# Every advance carries a cost, in detail



*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

## Technological Advances and Limitations: Disease

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.

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# 3

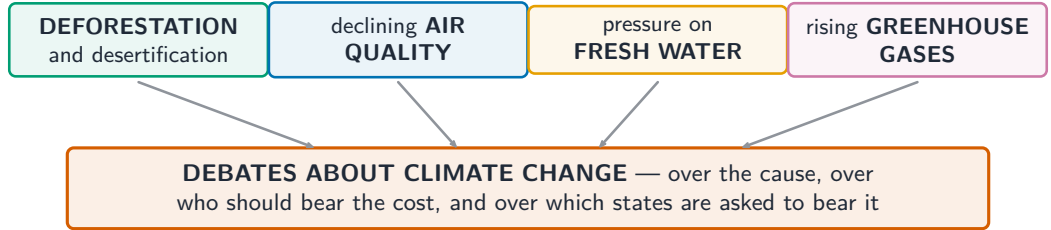
## Debates About the Environment

# 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 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.

# Measured pressures, argued responses



The pressures are **measured**; the response is **argued**. A question here is usually about the second, and needs the first as evidence

# 4

## Economics in the Global Age

# 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.

## Economics in the Global Age, continued

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.

# 5

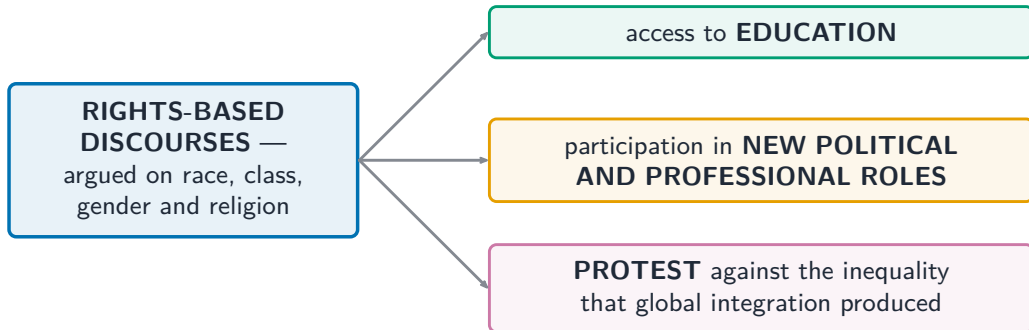
## Calls for Reform and Responses

# Calls for Reform and Responses

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.

## One form of argument, different claimants



The same **form** of argument in every case: something is distributed unequally, and a right is claimed to it

# 6

## Globalized Culture

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# 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**.

## Globalized Culture, continued

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.

# 7

## Resistance to Globalization

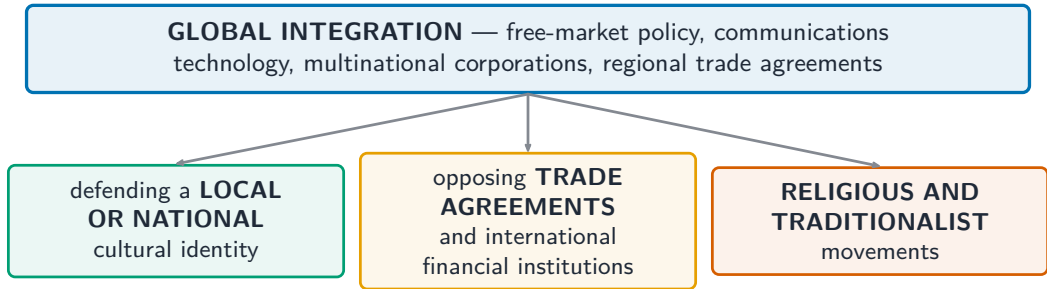
# Resistance to Globalization

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.

# Resisting globalisation



Three refusals of **different** things – a culture, an institution, a way of living.  
“Anti-globalisation” collapses all three into one word

# 8

## Institutions in a Globalized World

# Institutions in a Globalized World

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.

# The institutions and arguments of the global age

## The United Nations

The **United Nations**, founded in 1945, joined a set of **new international organisations** – the IMF, the World Bank, later the WTO – built to manage conflict and trade between states.

## Rights-based discourses

**Rights-based discourses** gave movements a shared vocabulary: decolonisation, civil rights, women's rights and indigenous claims all argued in it.

## Access to education

Expanding **access to education**, especially for women, is among the clearest measurable changes of the period.

## Climate

**Debates about climate change** turn on **greenhouse gases** – and on who should cut them, given who emitted them first.

Each institution was built after a failure. Name the failure and the institution's purpose explains itself.

# 9

## Continuity and Change in a Globalized World

# 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 reason, not a fact

***“Explain one way in which technological developments after 1900 affected the world’s population.”***

- **Full marks:** *“Medical innovations such as vaccines and antibiotics reduced deaths from infectious disease, which increased average lifespans and contributed to rapid population growth, particularly where these treatments arrived faster than birth rates fell.”*
- Name the development, then trace its effect.

The mark is for a *reason* the population changed, never for 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.

# 10 Recap

## Unit 9 – key takeaways

1

### **Advance+cost**

name the benefit and the cost  
every time

2

### **Birth control**

tech, demographic, and social  
evidence at once

3

### **Disease**

diseases of longer life are caused  
by medical success

4

### **Climate**

the CED's word is debates, not a  
verdict

## Check yourself

- 1 What habit lifts Unit 9 answers?
- 2 Why is birth control unusually flexible evidence?
- 3 What caused diseases of longer life?
- 4 What word does the CED use on climate?

**Answers:** benefit and cost ▪ tech + demography + society ▪ medical success ▪ debates