

Globalization: Yesterday and Today

The 2008 World History Course Description of the College Board Advanced Placement Program* lists five themes that it urges teachers to use in organizing their teaching. Each World History Debating the Documents booklet focuses on one or two of these five themes.

The Five Themes

1. **Interaction between humans and the environment** (demography and disease, migration, patterns of settlement, technology)
2. **Development and interaction of cultures** (religions; belief systems, philosophies, and ideologies; science and technology; the arts and architecture)
3. **State-building, expansion, and conflict** (political structures and forms of governance; empires; nations and nationalism; revolts and revolutions; regional, transregional, and global structures and organizations)
4. **Creation, expansion, and interaction of economic systems** (agricultural and pastoral production, trade and commerce, labor systems, industrialization, capitalism and socialism)
5. **Development and transformation of social structures** (gender roles and relations, family and kinship, racial and ethnic constructions, social and economic classes)

This Booklet's Main Themes:

- 2 Development and interaction of cultures
- 4 Creation, expansion, and interaction of economic systems

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Teacher Introduction

★ Using Primary Sources

Primary sources are called “primary” because they are first-hand records of a past era or historical event. They are the raw materials, or the evidence, on which historians base their “secondary” accounts of the past.

A rapidly growing number of history teachers today are using primary sources. Why? Perhaps it’s because primary sources give students a better sense of what history is and what historians do. Such sources also help students see the past from a variety of viewpoints. Moreover, primary sources make history vivid and bring it to life.

However, primary sources are not easy to use. They can be confusing. They can be biased. They rarely all agree. Primary sources must be interpreted and set in context. To do this, students need historical background knowledge. *Debating the Documents* helps students handle such challenges by giving them a useful framework for analyzing sources that conflict with one another.



*“Multiple,
conflicting
perspectives are
among the truths
of history.
No single
objective or
universal account
could ever put an
end to this endless
creative dialogue
within and
between the past
and the present.”*

From the 2005 Statement on Standards of Professional Conduct of the Council of the American Historical Association.

★ *The Debating the Documents Series*

Each *Debating the Documents* booklet includes the same sequence of reproducible worksheets. If students use several booklets over time, they will get regular practice at interpreting and comparing conflicting sources. In this way, they can learn the skills and habits needed to get the most out of primary sources.

Each *Debating the Documents* Booklet Includes:

- **“Suggestions for the Student” and an Introductory Essay.** The student gets instructions and a one-page essay providing background on the booklet’s topic. A timeline on the topic is also included.
- **TWO Groups of Contrasting Primary Source Documents.** In most of the booklets, students get one pair of visual sources and one pair of written sources. In some cases, more than two are provided for each. Background is provided on each source. Within each group, the sources clash in a very clear way. (The sources are not always exact opposites, but they do always differ in some obvious way.)
- **Three Worksheets for Each Document Group.** Students use the first two worksheets to take notes on the sources. The third worksheet asks which source the student thinks would be most useful to a historian.
- **CD-ROM.** The ImageXaminer lets students view the primary sources as a class, in small groups, or individually. A folder containing all of the student handouts in pdf format, including a graphic organizer for use with the ImageXaminer’s grid tool, allows for printing directly from the CD.
- **DBQs.** Have students write an effective essay using all of the booklet’s primary sources on one of the document-based questions (DBQs) on page 22.

★ *How to Use This Booklet*

All pages in this booklet may be photocopied for classroom use.

1. Have students read “Suggestions for the Student” and the Introductory Essay.

Give them copies of pages 7–9. Ask them to read the instructions and then read the introductory essay on the topic. The timeline gives them additional information on that topic. This reading could be done in class or as a homework assignment.

2. Have students do the worksheets.

Make copies of the worksheets and the pages with the sources. Ask students to study the background information on each source and the source itself. Then have them take notes on the sources using the worksheets. If students have access to a computer,

have them review the primary sources with the ImageXaminer. You may also ask them to use its magnifying tools to more clearly focus their analysis.

3. “Debate the documents” as a class.

Have students use their worksheet notes to debate the primary source documents as a class. Use the overheads to focus this discussion on each source in turn. Urge students to follow these ground rules:

- Use your worksheets as a guide for the discussion or debate
- Try to reach agreement about the main ideas and the significance of each primary source document
- Look for points of agreement as well as disagreement between the primary sources
- Listen closely to all points of view about each primary source
- Focus on the usefulness of each source to the historian, not merely on whether you agree or disagree with that source’s point of view

4. Have students do the final DBQ.

A DBQ is an essay question about a set of primary source documents. To answer the DBQ, students write essays using evidence from the sources and their own background knowledge of the historical era. (See the next page for a DBQ scoring guide to use in evaluating these essays.)

The DBQ assignment on page 22 includes guidelines for writing a DBQ essay, as well as a second AP-level question. Here are some additional points to make with students about preparing to write this kind of essay.

The DBQ for this booklet (see page 22):

Using the sources provided, describe some of the key similarities and differences between globalization in the 1600s and 1700s, and globalization during the 20th century.

- Analyze the question carefully
- Use your background knowledge to set sources in their historical context
- Question and interpret sources actively. Do not accept them at face value.
- Use sources meaningfully to support your essay’s thesis
- Pay attention to the overall organization of your essay

★ *DBQ Scoring Guide*

Use this guide in evaluating the DBQ for this booklet. Use this scoring guide with students who are already familiar with using primary sources and writing DBQ essays. For the AP* World History core scoring rubric, see page 45 of the pdf file at http://apcentral.collegeboard.com/apc/public/repository/ap07_worldhist_coursedesc.pdf

Excellent Essay

- Offers a clear answer or thesis explicitly addressing all aspects of the essay question
- Does a careful job of interpreting many or most of the documents and relating them clearly to the thesis and the DBQ; deals with conflicting documents effectively
- Uses details and examples effectively to support the thesis and other main ideas; explains the significance of those details and examples well
- Uses background knowledge and the documents in a balanced way
- Analyzes bias and point of view in sources where that is clearly called for
- Is well written; clear transitions make the essay easy to follow from point to point; only a few minor writing errors or errors of fact

Good Essay

- Offers a reasonable thesis addressing the essential points of the essay question
- Adequately interprets at least some of the documents and relates them to the thesis and the DBQ
- Usually relates details and examples meaningfully to the thesis or other main ideas
- Includes some relevant background knowledge
- Analyzes bias and point of view in one or more sources
- May have some writing errors or errors of fact, as long as these do not invalidate the essay's overall argument or point of view

Fair Essay

- Offers at least a partly developed thesis addressing the essay question
- Adequately interprets at least a few of the documents
- Relates only a few of the details and examples to the thesis or other main ideas
- Includes some background knowledge
- Has several writing errors or errors of fact that make it harder to understand the essay's overall argument or point of view

Poor Essay

- Offers no clear thesis or answer addressing the DBQ
- Uses few documents effectively other than referring to them in “laundry list” style, with no meaningful relationship to a thesis or any main point
- Uses details and examples unrelated to the thesis or other main ideas; does not explain the significance of these details and examples
- Is not clearly written, with some major writing errors or errors of fact

Suggestions to the Student

★ *Using Primary Sources*

A primary source is any record of evidence from the past. Many things are primary sources: letters, official documents, photos, cartoons, stone carvings, coins, wills, maps, charts, etc. They are called “primary” because they are first-hand records of a past event or time period. This *Debating the Documents* lesson is based on two groups of primary source documents. Within each group, the sources conflict with one another. That is, they express different or even opposed points of view. You need to decide which source is more reliable, more useful, or more typical of the time period. This is what historians do all the time. Usually, you will be able to learn something about the past from each source, even when the sources clash with one another in dramatic ways.

★ *How to Use This Booklet*

1. Read the one-page introductory essay.

This gives you background information that will help you analyze the primary source documents and do the exercises for this *Debating the Documents* lesson. The timeline gives you additional information you will find helpful.



2. Study the primary source documents for this lesson.

For this lesson, you get two groups of sources. The sources within each group conflict with one another. Some of these sources are visuals; others are written sources. With visual sources, pay attention not only to the image’s “content” (its subject matter), but also to its artistic style, shading, composition, camera angle, symbols, and other features that add to the image’s meaning. With written sources, notice the writing style, bias, even what the source leaves out or does not talk about. Think about each source’s author, that author’s reasons for writing, and the likely audience for the source. These things give you clues as to the source’s historical value.

3. Use the worksheets to analyze each group of primary source documents.

For each group of sources, you get three worksheets. Use the “Study the Document” worksheets to take notes on each source. Use the “Comparing the Documents” worksheet to decide which of the sources would be most useful to a historian.

4. As a class, debate the documents.

Use your worksheet notes to help you take part in this debate.

5. Do the final DBQ.

“DBQ” means “document-based question.” A DBQ is a question along with several primary source documents. To answer the DBQ, write an essay using evidence from the documents and your own background history knowledge. The DBQ is on page 22.

• Globalization: Yesterday and Today •

In recent years, debates about “globalization” have generated books, conferences, protests, marches, and bitter clashes with police in cities around the world. These political and intellectual battles reflect the fact we are all deeply affected now by trends linking all regions of the world in increasingly close and complex interactions.

In this globalization debate, people often think they are arguing about some new, revolutionary development. In fact, globalization is not new at all. In one sense, human migration became fully global thousands of years ago, when small hunter-gatherer bands crossed the Bering Strait and entered the Americas. In 1492, when Columbus made landfall in the Caribbean, globalization took another huge step forward, as humans achieved an awareness of their presence in every region of the world.

From then on, global economic, political, cultural, and environmental patterns of interaction began to grow deeper and wider with each decade.

Looking back, this process may not seem to have been truly “global” because of who carried it out. Before the 20th century, the main agents of globalization were the powerful industrial states of the West—Spain, Great Britain, France, the United States, and a few others. As they established their colonial empires, they spread their influence around the globe. Free-market capitalism and modern science and technology began to disrupt and refashion economic and social life everywhere. By the late 1800s, international trade was deepening ties among all regions of the world rapidly.

Then came World War I, the Great Depression, World War II, a Cold War rivalry that split the world into two hostile camps, decolonization, and the collapse of the West’s worldwide empires. It may be that globalization today seems new in part because of how these events disrupted a much older process.

In any case, the major Cold War rivalry between the Soviet Union and the Western democracies ended in 1991, when the Soviet Union itself fell apart. Meanwhile, new technologies such as computers and the Internet were vastly increasing the speed and scale of communication, financial transactions, and planning across all national boundaries. Trade agreements, large corporations and several international organizations have facilitated a huge increase in economic, social, and cultural exchanges of all sorts.

Some fear all of these developments. They protest trade policies they see as favoring huge multinational corporations and undercutting local farmers and businesses. They react against the huge income gap between rich and poor nations that grew rapidly in the 20th century. They reject a spreading cultural uniformity, as commercialized popular culture undermines traditional social and cultural diversity. Some fear trends that weaken the nation-state and enhance the authority of transnational institutions; others dread conflicts arising due to wealth gaps and perceived threats to national and cultural independence.

Yet many view globalization more positively. Thomas Friedman, for example, sees it as simply “enabling individuals, corporations and nation-states to reach round the world farther, faster, deeper and cheaper than ever before.” Some say the growing market economies of India and China prove that any poor nation can achieve industrial growth. Economists note that India and China’s surges have begun to narrow the income gap between rich and poor nations overall. In time, they say, other poor nations will follow. In the meantime, they believe, global linkages are bringing people closer and laying the groundwork for a new, more harmonious world order.

Now, with these sources, you can better understand and begin to take part in these debates yourself.

Globalization Timeline

1400s–1500s • • •

Portugal establishes an overseas trading empire in the Indian Ocean. Columbus lands in the Bahamas, opening the Americas to Spanish conquest. Growing Spanish settlements result in the destruction of many native societies, and an exchange of crops, diseases, domesticated animals, and many other resources between Europe and the Americas. Africa contributes to these exchanges via the Atlantic slave trade and New World plantation slavery.

1600s–1700s • • •

The British, French, Dutch, and some others follow Spain and Portugal in exploring and setting up colonies in the Americas and southeast Asia. Trade across the Atlantic and with Asia via the Indian Ocean intensifies. The Atlantic slave trade reaches its height, but Europeans conquer and colonize little of Africa's interior. The British and French begin to take control of parts of India.

1800s • • •

Great Britain undergoes the earliest phase of the Industrial Revolution. Its machine technology, railroads, steamships, factories, and free-market economic and legal systems begin to spread and affect other European nations, North America, and in time, many other parts of the world. In the late 1800s, a “scramble for Africa” leads European nations to divide up much of Africa. China is divided into “spheres of influence.” World trade grows rapidly.

1900–1945 • • •

World War I devastates Europe and drastically undermines the authority of the West in ruling its colonial dependencies. The Bolshevik uprising transforms Russia into the world's first communist state and turns it against the rest of the capitalist Western powers. The Great Depression of the 1930s renews turmoil and brings Hitler to power. Japan seeks a huge Asian empire of its own. World War II results in chaos even greater than that produced by World War I. The outcome of the war leaves the world still split, but now into two camps: a communist bloc and a Western capitalist democratic bloc. Decolonization begins, and Europe's colonial empires will largely disappear over the next 25 years.

1944–1948 • • •

The Bretton Woods Conference of 1944 plans the World Bank and the International Monetary Fund as institutions designed to regulate the postwar monetary order and provide aid to developing nations. In 1945, the United Nations is established. In 1948, the General Agreement on Tariffs and Trade (GATT) is signed, providing a process for lowering tariffs and setting rules to open national markets to international trade. Defenders and critics of globalization will argue for decades about the relative good or harm these institutions do.

1976 • • •

China's Mao Zedong dies. Liberalization of China's communist system soon begins, launching China on a path of rapid economic growth and trade.

1989–1991 • • •

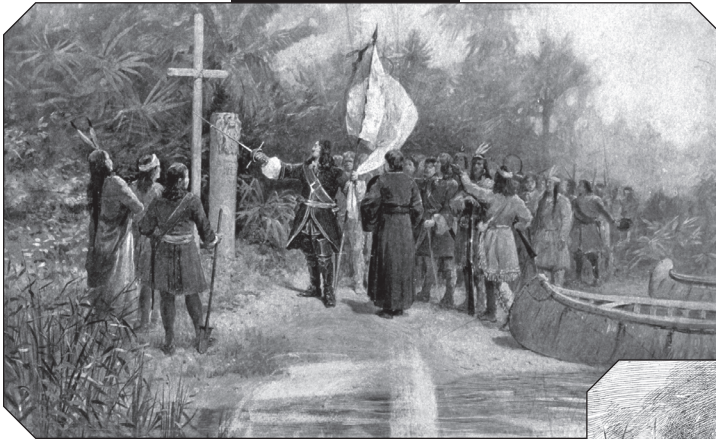
The communist systems of the Soviet Union and its Eastern European satellite states collapse. This alters global power relations and contributes to talk of an emerging new world order. India also begins to reduce regulation, substantially increasing the modernization and growth of its economy.

1995 • • •

The World Trade Organization comes into being, replacing GATT. It is a forum for trade negotiations, administering trade agreements, and handling trade disputes. Protests over globalization have centered on the WTO, with claims and counter-claims about its impact on the world economic order.

Visual Primary Source Documents 1 & 2

Document 1



Library of Congress, Prints and Photographs Division,
LC-USZC2-6404

Document 2



Library of Congress, Prints and Photographs Division, LC-USZ62-104355

Information on Documents 1 & 2

Document 1 is a 19th-century artist's idea of a European explorer landing for the first time in an "undiscovered" locality, holding a flag and sword, pointing to a wooden cross and a carved pillar, claiming new lands in the name of king and Christianity. Native Americans stand among the explorers, and birch-bark canoes are pulled up on the shore. The illustration was created sometime between 1890 and 1910 by artist William Henry Lippencott.

Document 2 was made by engraver A. B. Greene in 1891. It depicts Spaniards executing Atahualpa, the last sovereign emperor of the Inca empire. This illustration shows Atahualpa being burned at the stake, while a monk stands to the right holding a crucifix. In fact, Spanish conquistador Francisco Pizarro captured Atahualpa and held him for a while in order to gain control over the Inca empire. Then in 1533, he sentenced Atahualpa to death by burning. When the Inca emperor converted to Christianity, he was strapped to a pole in an open space and strangled instead.

Visual Primary Source Documents 3–5

Document 3



Shutterstock Inc.

Document 4



Christine Gonsalves,
Shutterstock Inc.

Document 5



Evgeny Itsikson, Shutterstock Inc.

Information on Documents 3–5

Document 3. This somewhat abstract photograph shows businesspeople in front of a map of the world. The way they are interacting with one another, their appearance, style, and clothing all convey a conception of today's globalizing economic marketplace.

Document 4. An old man gives this well-off businessman a shoeshine. This scene in Asia could be found on the streets of just about any city, including those in the poorer nations around the world.

Document 5. This slum in India today calls attention to the fact that poverty persists there, even though that nation has made huge strides in recent decades in eliminating the worst of the types of famines and epidemics that would otherwise kill off millions of people.

Study the Documents: Visual Sources 1 & 2

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ. The question numbers on the ImageXaminer match the ones below.

1 Main Idea—Doc. 1 _____

This drawing could be titled, “A glowing and idealized image of an early stage of globalization.” Explain why you do or do not think this caption is accurate.

2 Main Idea—Doc. 2 _____

This drawing could be titled, “A less idealized and more honest image of an early stage of globalization.” Explain why you do or do not think this caption is accurate? Are there aspects of this early phase of globalization that neither of these images conveys? If so, list some.

3 Source Reliability _____

These two illustrations were both created in the United States in the late 1800s. Are they in any way reliable sources for the events they depict? Might they still be useful primary sources to a historian studying globalization? Explain your answers.

Study the Documents: Visual Sources 3–5

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ. The question numbers on the ImageXaminer match the ones below.

1 Visual Features—Doc. 3

Visual Source Document 3 offers one view of the globalized marketplace. Notice the kinds of figures displayed, the way they are dressed, the way they seem to be interacting, etc. What sort of view of globalization do these features help the image to convey or express?

2 Compare & Contrast 1

Compare and contrast Visual Source Documents 3–5 in two ways: First, contrast their selective points of view about globalization and its impact. Second, compare the visual techniques they use to evoke feelings and depict their subject matter.

3 Compare & Contrast 2

Using all five visual sources (Visual Source Documents 1–5), write a paragraph summing up the way globalization today is similar to or different than globalization in the 16th or 17th centuries.

Comparing the Documents

★ The Visual Sources

Answer the question by checking one box below. Then complete the statements on the “Comparison Essay” worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these primary source documents would be most useful to a historian trying to understand the impact of globalization on the history of the 20th century?

Document 1



Library of Congress, Prints and Photographs Division,
LC-USZC2-6404

Document 3



Shutterstock Inc.

Document 2



Library of Congress, Prints and Photographs Division,
LC-USZ62-104355

Document 4



Christine Gonsalves,
Shutterstock Inc.

Document 5



Evgeny Itsikson, Shutterstock Inc.

Documents 1 & 2 ☐

Documents 3–5 ☐

Comparison Essay

I chose Documents _____ because:

I did not choose Documents _____.

However, a historian still might use the documents in the following way:

KEEP THIS IN MIND: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Written Primary Source Document 1

Information on Document 1

An overview of the World Trade Organization on the Web site of Global Trade Watch, a division of Public Citizen, a national consumer and environmental group founded in 1971. (This statement can be accessed at <http://www.citizen.org/trade/wto/index.cfm>.)

• Document 1 •

Established in 1995, the World Trade Organization (WTO) is a powerful new global commerce agency, which transformed the General Agreement on Tariffs and Trade (GATT) into an enforceable global commerce code. The WTO is one of the main mechanisms of corporate globalization.

Under the WTO's system of corporate-managed trade, economic efficiency, reflected in short-run corporate profits, dominates other values. Decisions affecting the economy are to be confined to the private sector, while social and environmental costs are borne by the public.

In November 1999, the World Trade Organization's (WTO) Third Ministerial Meeting in Seattle

collapsed in spectacular fashion, in the face of unprecedented protest from people and governments around the world.

The WTO and GATT Uruguay Round Agreements have functioned principally to pry open markets for the benefit of transnational corporations at the expense of national and local economies; workers, farmers, indigenous peoples, women and other social groups; health and safety; the environment; and animal welfare. In addition, the WTO system, rules and procedures are undemocratic, un-transparent and non-accountable and have operated to marginalize the majority of the world's people.

Written Primary Source Document 2

Information on Document 2

From “Global Poverty and Inequality in the 20th century: Turning the Corner?,” an article prepared in 2001 for the Treasury Department of the government of Australia. (The article can be accessed at <http://www.treasury.gov.au/documents/110/PDF/Round2.pdf>)

• Document 2 •

Nations achieved large advances in life expectancy, nutrition, and education in the 20th century, and in the more equal distribution of them. Less widely noted is that over the last thirty years or so, the majority of the world's poor have begun slowly to catch up with living standards in developed countries for the first time in over two centuries. So far, the convergence is only relative (that is, the average person in a poor country has faster income growth than the average person in a rich country). Absolute (dollar) income gaps are still widening...

China and India together account for almost 40 per cent of the world's population and both were formerly extremely poor. While they remain very poor, their rapid recent economic progress, consequent on their policy reforms of the last two decades, bulks large in today's improved global inequality statistics...

The proportion of the world's population in extreme poverty has

declined from about three-quarters in 1820 to one-fifth today, and despite some setbacks, that proportion continued to fall slowly over the 1990s. However economic growth in the poorest countries over the 1990s was insufficient, relative to the decade's population increase of 690 million, to reduce the estimated number in extreme poverty, which remains at about 1.2 billion...

Globalisation's critics frequently attribute to it economic problems that in fact arise from the presence of ethnic and religious fragmentation, civil war, poor governance and corruption; and the absence of social trust, modern institutions, and outward-looking economic policies. These problems have to be remedied principally by the peoples affected. The international diffusion of modern ideas, ideals and institutions are not the problem; they are part of the solution.

Study the Document: Written Source 1

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic

Write a brief paragraph explaining who, according to this passage, the winners and the losers are as a result of the WTO, and why.

2 Background Knowledge

The article refers to both the WTO and GATT. Using the introductory essay and timeline, plus your general background knowledge, explain what you know of the nature and key purposes of these two organizations.

3 Bias, or Point of View

The passage claims that the WTO and GATT “functioned principally to pry open markets for the benefit of transnational corporations.” Do you think this language is neutral and merely descriptive, or does it reflect a bias or point of view about WTO-guided globalization? If it is biased, what is the nature of the bias, and do you agree or disagree with it? Why?

Study the Document: Written Source 2

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic

Write a brief paragraph explaining why the passage from this article is optimistic about globalization and its impact even on the poor during the course of the 20th century.

2 Interpreting Meanings

The passage insists that globalization is unfairly blamed for problems caused by several other factors. In your own words, explain what those factors are and why they might cause the big problems that poor nations face today.

3 Bias, or Point of View

What phrases in this passage could be said to reveal its bias, or point of view? Consider also who published this article and who published Written Source Document 1. What, if anything, does this suggest about possible bias in each source? Which source do you think most accurately describes the world economic and social situation and globalization's impact on it? Why?

Comparing the Documents

★ *The Written Sources*

Answer the question by checking one box below. Then complete the statements on the “Comparison Essay” worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these primary source documents would be most useful to a historian trying to understand the impact of globalization on the history of the 20th century?

*A recent overview of the
World Trade Organization
on the Web site of Global
Trade Watch*

Document 1 ☐

*A passage from a 2001
article prepared for the
Treasury Department
of the government of
Australia*

Document 2 ☐

Comparison Essay

I chose Document _____ because:

I did not choose Document _____.

However, a historian still might use the document in the following way:

KEEP THIS IN MIND: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Document-Based Question

Your task is to answer a document-based question (DBQ) on the impact of globalization. In a DBQ, you use your analysis of primary source documents and your knowledge of history to write a brief essay answering the question. Using all four sets of documents, answer this question. Below are two DBQs. The first is somewhat less demanding than the second. Use whichever DBQ your teacher assigns.

Document-Based Questions

1

Using the sources provided, describe some of the key similarities and differences between globalization in the 1600s and 1700s, and globalization during the 20th century.

or

2

“Globalization by private multinational corporations has been reasonably successful. Why would international bodies like the UN or non-governmental advocacy groups do any better?” Clarify this statement and explain why you do or do not agree with it.

Below is a checklist of key suggestions for writing a DBQ essay. Next to each item, jot down a few notes to guide you in writing the DBQ. Use extra sheets to write a four- or five-paragraph essay.

Introductory Paragraph

Does the paragraph clarify the DBQ itself? Does it present a clear thesis, or overall answer, to that DBQ?

The Internal Paragraphs—1

Are these paragraphs organized around main points with details supporting those main ideas? Do all these main ideas support the thesis in the introductory paragraph?

The Internal Paragraphs—2

Are all of your main ideas and key points linked in a logical way? That is, does each idea follow clearly from those that went before? Does it add something new and helpful in clarifying your thesis?

Use of Primary Source Documents

Are they simply mentioned in a “laundry list” fashion? Or are they used thoughtfully to support main ideas and the thesis?

Concluding Paragraph

Does it restate the DBQ and thesis in a way that sums up the main ideas without repeating old information or going into new details?

Additional Sources Online

NOTE TO THE TEACHER: If you are using these materials with an AP world history class, an honors class, or some other group of advanced and/or more knowledgeable students, you may want to use question #2 and make more written sources available to them on this topic. Below are notes on several other sources, all of which are available on the Internet. The most recent URL for each source is provided. Most of the sources are quite brief. Some are a few pages in length. Together they will provide several additional perspectives on the topic of this booklet. All of the following links may be found at www.socialstudies.com/debatingworld.html

Additional Written Sources on *Globalization: Yesterday and Today*

1. A brief summary, from one perspective, of the central debates swirling around the concept of globalization—debates about its meaning, how new it is, whether it is good or bad, its cultural impact, the place of the nation-state in it, etc.

<http://www.sociology.emory.edu/globalization/debates.html>

2. A 2007 interview with author and anti-global activist Naomi Klein. She takes a radical stand here against what she sees as the global reach of capitalism. In her view, the collapse of Soviet communism disoriented radicals by allowing their opponents to picture all socialism as a failure. Hence she argues here for a revival of idealism and a search for a third way in between “totalitarian communism and extreme capitalism.”

http://www.democracynow.org/2007/8/15/naomi_klein_from_think_tanks_to

3. The title to this article is “Pope John Paul II: Globalization Must Not Be a New Form of Colonialism.” This is a 2001 summary in the Houston Catholic Worker of the Pope’s views of economic globalization. Basically, the Pope recognized that globalization “allows for great possibilities for growth and producing riches,” yet he insisted it must also be “based on solid ethical and spiritual values.”

<http://www.cjd.org/paper/capital.html>

4. Economist J. Bradford DeLong here provides an optimistic view of long-term trends in the global economy today, both in terms of overall production and more equal distribution of income. His analysis is similar to that in the 2001 article prepared for Australia’s Treasury Department (see Written Source Document 2).

http://econ161.berkeley.edu:80/TotW/world_income_dist.html

Worksheet Answers and Guidelines

Some worksheet questions call for specific answers to factual questions. In these cases, correct answers are provided here. Most worksheet questions are open-ended and call on students to offer their own interpretations and personal reactions. In those cases, we offer suggestions based on the purpose of the question and the sort of interpretive activity it calls for.

Worksheet 1

Visual Sources 1 & 2

1. Answers will vary, but the peaceful nature of the scene (the dramatic gestures of the Europeans, the friendly natives, the emphasis on faith, etc.) seems to play up only the very best aspects of early globalization.
2. Answers will vary, but since the illustration portrays the Spanish unflatteringly (focusing on Spanish cruelty, their overwhelming military superiority, and the violent mistreatment of the Incas), this is likely a more realistic image of early globalization. Neither image conveys much about the interactions of ordinary settlers and Indians, daily life, etc.
3. The images are not reliable as realistic reports of events. Nonetheless, they do illustrate attitudes from an earlier time about the global interactions that began with Europe's discovery or encounter with the Americas.

Worksheet 2

Visual Sources 3–5

1. All figures appear young, slim, fashionable, men and women together, very confident and businesslike, etc. The image seems to imply a certain order and cleanliness to international business.
2. The contrast is between very well-off people fully comfortable with modern culture vs. a stark contrast of rich and poor in the non-Western world. One image is idealized and symbolic, the other two very realistic shots of daily life.
3. Answers will vary.

Worksheet 3

Written Source 1

1. The passage sees WTO's rules and undemocratic procedures as pitting "corporations" starkly against the basic needs of ordinary people in poorer nations (farmer, workers, women, etc.), with the former triumphing over the latter.
2. Both aim to set up a stable world-trading system and to lower barriers to trade. WTO replaced GATT, which was more of an ongoing negotiating process than a permanent organization.
3. Interpretations may vary and should be discussed in class.

Worksheet 4

Written Source 2

1. Paragraphs should cite widespread improvements in life expectancy, health, income, and more rapid growth of income in many poorer nations (especially China and India), etc.
2. The problems are seen as due more to internal political and social conflict, resistance to new ideas and practices, poor government, etc., than to globalizing economic forces.
3. Answers will vary and should be discussed in class.