

# EDUCATOR'S GUIDE to

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## What Citizens Need to Know About World Affairs

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Link to National Standards for World History and Geography: <http://www.mcrel.org>

Link to State Standards: <http://www.sirs.com/wrc/teachers.html>

Link to Correlations of *What Citizens Need to Know About World Affairs* and your State Standards:  
<http://www.sirs.com/wrc/worldaffairstoc.html>

Link to chapter-by-chapter resources for Key Concepts and Terms, Generalizations, Analytical Questions,  
Key Problem and Activities. [Educator's Guide](#)



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# MESSAGE TO THE EDUCATOR

## PURPOSE

*What Citizens Need to Know about World Affairs* is an interactive electronic book based on National Standards for World History and the National Geography Standards, providing a framework for understanding enduring world history and geography concepts from a global perspective. Utilizing inquiry, discovery and problem solving strategies, the program aims “to encourage students to ask large and searching questions about the human past, to compare patterns of continuity and change in different parts of the world, and to examine the histories and achievements of particular peoples or civilizations with an eye to wider social, cultural or economic contexts.”

National Standards for World History, National Center for History in the Schools  
<<http://www.sscnet.ucla.edu/nchs/standards>.>[2002, March 13]

To link to individual state standards, go to <http://www.sirs.com/wrc/teachers.html>

## ORGANIZING THE READINGS

This guide is designed to help organize the readings for the maximum learning experience. Additional Interactive Citizenship® navigational information is located in the User’s Guide.

### CHAPTER READINGS

*What Citizens Need to Know About World Affairs* appears in two formats, Hypertext Markup Language (HTML) and Portable Document Format (PDF) and is organized into 22 chapters, each representing core concepts. Students may choose to work in either format. The HTML format contains hypertext links to related source documents and relevant Web sites located throughout the chapters that provide ready access to supporting information. Additionally, at the end of each chapter, hypertext links that are dynamically updated to related articles allow students to continue their investigation into each topic. The PDF version allows students to highlight text or write marginal notes as they read, print a clean copy of the text and read it off-line. Users looking for information on a specific subject can review the Index at the end of the Table of Contents. The index headings refer to the number of the chapter section where the information can be found. For example, the index indicates that information on America, Discovery and exploration can be found in 22.2 (Chapter 22, section 2). To ease with navigation, numbers appear next to the section within the chapter text.

### INQUIRY AND DISCOVERY FORMS

Four activities: *Understanding Basic Knowledge*, *Problem Solving*, *Analyzing Graphs and Charts* and *Map Skills* are accessed from the “Learning Tools” icon on the Toolbar located at the top of each page. These are designed primarily for use with this interactive electronic book, but can also be used with texts and articles from newspapers or magazines. The activities can serve as the basis for student assignments and class discussions. Completed forms can be E-mailed to the teacher for review and can form the basis of a student portfolio documenting the student’s learning. As students become familiar with the format, they achieve insight and become more competent at completing the inquiry and problem solving tasks. The analytical skills elicited by the activities are intended to be cross-curricula and are transferable to other disciplines.

### UNDERSTANDING BASIC KNOWLEDGE

This activity provides a format for outlining a chapter or article. Students are called on to identify **concepts**, list **facts** and **data**, formulate **generalizations**, and pose **analytical questions**. Concepts and generalizations are shaped by relevant facts, while analytical questions serve to reveal important information. The process of selecting significant information and constructing new understandings is at the heart of creative learning. When the outline is completed, it can serve as the basis for a discussion of the topic or an essay.

### PROBLEM SOLVING

A problem-solving approach is useful for examining issues. A concise statement of the problem is solicited, followed by an outline of **significant information**, **causes** and **solutions** related to the problem. While the Understanding Basic Knowledge activity is a broad view of an entire chapter or article, the problem-solving approach is an examination of a specific issue.

### ANALYZING GRAPHS AND CHARTS

A salient feature of the Interactive Citizenship database is the use of many illustrated charts, tables and graphs. Like concepts and generalizations, graphic materials are part of the shorthand of a discipline: They convey information quickly and vividly. Still, charts and graphs can be misinterpreted or misleading.

Knowing how to read and interpret charts, graphs and tables is an important but often neglected skill. Students can be challenged to question the presentation or arrangement of data, the selection of information and the conclusions drawn. They can make their own charts, graphs or tables of relevant information found in their research.

## **MAP SKILLS**

Educators may wish to use outline maps of the United States, the world and its regions to enhance students' map skills. As an introductory, evaluative exercise, ask students to draw a free-hand map of the world showing their location on it. Comparison of the results will illustrate that everyone has a unique "mental map" of the world in which they live and that all maps of the globe distort reality to some extent.

In geography, maps are principal graphic organizers, visually depicting and clarifying the world's infinite variety. Maps organize the physical, political, economic and demographic features of regions, countries and neighborhoods. Help students improve their knowledge of where places are in the United States and the world by completing outline maps of regions, states and cities. Encourage them to reinforce their understanding of a chapter topic by interpreting it in a sketch map. Such topics as the terms of a treaty or UN resolution, the growth or decline of an empire, population growth trends, the incidence of AIDS or drought in a particular region can readily be summarized in a sketch map.

## **TEACHING STRATEGIES**

### **INQUIRY**

Asking and answering questions is a traditional way of teaching and learning. Generally, the teacher or textbook asks the questions; the students answer them. However, there is not always a complete or adequate answer to questions raised. The resolution of problems is not easy and the desire to find simplistic responses does not aid in solving the problem, but may create additional complications. The Interactive Citizenship database encourages a different approach, one in which the teacher acts as the facilitator for student learning. We suggest that the student ask analytical questions, and look to the text and additional resources for the answers. The teacher leads the students through this inquiry process by teaching students how to ask analytical questions, ones that deeply probe a subject to get to the essence of the issue. Additionally, students should be encouraged to develop peer study/discussion groups where they can pose questions, share ideas and research findings and determine answers to their questions. In this learning environment, students will not only learn from one another, but will develop mutual respect for varying opinions. Students participating in this type of learning develop self-confidence. Each student can teach every other student something from what he or she has read. Questions raised by the readings should lead students to other materials and the development of an inquiring mind.

### **E-FORUM DISCUSSION GROUPS**

An integral component of the Interactive Citizenship database is to engage students in academic discourse. To achieve this goal, we suggest employing E-Forums, such as E-mail, Listservs and Bulletin Boards to encourage students to discuss the issues and topics they are reading about and share their thoughts with their peers.

### **VOCABULARY DEVELOPMENT**

Each discipline has its unique vocabulary. Instead of presenting students with a list of words to be learned, challenge them to discover words new to them in the readings. Allow the students to compile their own vocabulary lists. Utilizing the Glossary of Terms and the SIRS Knowledge Source dictionary/thesaurus feature, students can easily find the definitions of new words. Incorporating these new words into their writing and portfolio projects will allow students to take ownership of this new vocabulary.

## **EVALUATION**

We suggest that each student retain a collection of completed activities, essays and reports thus creating a portfolio that reflects the quality and progress of the student's efforts. The portfolio accomplishes at least three major educational objectives: emphasis on student accomplishments; easy detection of problem areas; and accessibility to interested parties, namely teacher, student and parents.

For grading purposes, a reasonable number of samples from the student portfolio can be randomly evaluated during the term. To read all materials turned in by every student is an unnecessary and probably an impossible task. By allowing students to use their written work as a basis for evaluation, they are given the direct responsibility for their own learning. To supplement instruction, students should be assigned readings from SIRS Knowledge Source, SIRS Enduring Issues or other available sources relating to topics in the Interactive Citizenship database. The Inquiry and Discovery Activities can be used to structure the outside reading. The activity responses can also be used for background information for an essay or term paper.

# EDUCATOR'S GUIDE

To encourage classroom dialogue the Educator's Guide includes a list of Key Concepts and Terms, Generalizations, Analytical Questions, Key Problems and Activities for each chapter. Each of these components exemplifies an inquiry approach. Discussions that ensue can be stimulating and enlightening. We do not want to deprive students of a valuable learning experience by over-structuring, thereby leaving little to discover in the reading and research process.

## KEY CONCEPTS AND TERMS

Every subject or discipline has data consisting of factual content and a specialized vocabulary. The specialized vocabulary contains terms and concepts with which to convey or describe information efficiently and meaningfully. In studying a discipline, it is important to master an inventory of those terms and concepts that provide order, structure and meaning to the content.

Terms define; concepts categorize and give meaning to otherwise disparate information. The distinction between **terms** and **concepts** is not always clear. A term has a simple, readily understood and widely agreed-upon definition. A concept is a "big idea" that conjures up understandings, impressions and feelings. A store of knowledge is necessary for a person to be able to conceptualize. Developing concepts involves a higher order of thinking than does learning terms. Learners can memorize the definitions of terms, but conceptualization requires basic information and experience. The more experience and knowledge a learner acquires, the richer his or her understanding of a concept. In order to be a competent decision-maker, a person must be able to conceptualize, then to generalize.

## GENERALIZATIONS

Generalizations are statements, usually in sentence form, drawn from assorted information: facts, data, terms and concepts. The purpose of acquiring information is to develop generalizations with the potential for broad application and predictability. Otherwise, information is trivial. Generalizations and concepts are similar in that they structure and add meaning to information. However, a **concept** categorizes and describes, a **generalization** summarizes.

## ANALYTICAL QUESTIONS

Analytical questions are designed to engage the student in critical thinking and to exercise a variety of intellectual skills. Typical questions require students to first gather facts, then to summarize, compare or contrast, or draw inferences. Students may be asked to note historic trends and, based on them, hypothesize future directions. Value judgments are often solicited. Analytical questions help students go beyond what is presently known in order to gain new insights about an issue. Such questions serve as points of departure for classroom discussions and essays.

## KEY PROBLEM

With many topics covered, there are usually several key problems in each chapter. We have selected one problem for each chapter as an example, but students may identify others. Problem solving takes students beyond obtaining basic information on a subject to applying, analyzing and evaluating that information.

## ACTIVITIES

Activities that involve student interaction with an online database such as SIRS Knowledge Source allow students to explore and understand the nuances of the information in the chapters. These activities are designed as a point of departure for the educator, who as a facilitator of the learning process, is expected to modify or create his/her own activities based upon the class' unique learning environment.

The three activities listed below provide a foundation for analyzing and synthesizing each of the 22 chapters. Chapter specific activities are included within the Educator's Guide.

1. Review the chapter's generalizations. Choose one generalization. How does this generalization apply to your life? Based on your experiences and information found in the reading and/or related articles found in SIRS Knowledge Source, prove or disprove the original generalization.
2. From the Learning tools icon on the Table of Contents, access the Understanding Basic Knowledge Form. Using the Key Concepts and Terms provided, locate additional articles relating to the chapter's topic. Using the Quick Search method in SIRS Knowledge Source, perform a Subject Heading search using these key terms. Choosing four relevant articles read each article and complete the Understanding Basic Knowledge activity for each article.
3. From the Learning Tools icon on the Table of Contents, access the Problem Solving Form. Complete this form for the chapter reading and two articles or Web sites linked to this chapter.

## SUGGESTED IMPLEMENTATION

It is suggested that an overview of the chapter titles be the first classroom activity. Titles will serve to describe the program's organization. Following each chapter reading, students should complete the Inquiry and Discovery activities. Once the students are familiar with the content and organization, then an interactive activity that encourages collaborative learning and develops research, reading, writing, listening, speaking and creative thinking skills might be incorporated into this Interactive Citizenship database.

To ensure participation, we suggest organizing the classroom so that each student becomes a correspondent or reporter on a major topic, nation or region of the world. As a correspondent, the student will be responsible for gathering information on his or her topic. The database provides a structure and background information for selecting topics, nations or regions. Links to current articles and Web sites can provide details and current happenings.

As a culminating activity, students can plan a mock United Nations General Assembly meeting (<http://www.amun.org>) to discuss an agenda of world problems, such as peace in the Middle East, the Greenhouse Effect, population growth or world trade issues. Students would prepare themselves to represent a specific nation's point of view on each of the issues on the agenda.

# PART I: GLOBAL PERSPECTIVES

## Chapter 1

# Spatial Perspectives

### KEY CONCEPTS AND TERMS

**Development:** use of modern technology to increase productivity and improve the standard of living.

**Dictatorship:** when power resides in one person who reached this exclusive position by revolution, bloodless takeover or nonrenewable election.

**Ethnicity:** a collection of shared human characteristics or traits, including language, race, nationality, customs and values, that unify large groups of people.

**Export(s):** goods sold from one country to another.

**Government:** the ruling political body that has the authority to make and execute policy in a geographic area.

**Import(s):** goods bought from one country by another.

**Industrial Revolution:** social and economic changes that occurred in the eighteenth and nineteenth centuries when Western European and North American countries converted from agricultural economies based on human and animal power to industrial economies based on machine power.

**Infrastructure:** the array of public structures that foster a nation's economic growth, including roads, bridges, railroad tracks, airports, dams, telephone wires, power lines, hospitals, schools, sewer and water facilities, fire stations and courthouses.

**Interdependence:** reliance upon one another for mutual survival.

**Market:** any place where goods are bought and sold.

**Monarchy:** a form of government in which one person (usually a king or queen) has sovereignty. The right to rule is usually hereditary.

**Nationalism:** the feeling of loyalty and affection a person has toward his or her land and government.

**Nation-states:** political units with defined geographic boundaries, populations and sovereign governments.

**Pacific Rim:** emerging economic region composed of countries that border the Pacific Ocean.

**Region:** any place or area that has internal similarity, based on specific criteria that distinguish the area from its surroundings.

**Republic:** a government in which citizens elect representatives to govern.

**Sovereignty:** supreme authority in a political community. An individual ruler (monarchy, dictatorship), a small group (oligarchy) or the people (democracy) have sovereignty depending on the particular political system.

**Standard of living:** the amount of goods and services a nation has to meet the needs and wants of its people.

### GENERALIZATIONS

1. It has taken centuries of accumulated knowledge for humans to discover their place in the universe.
2. Space exploration has created a new view of Earth.
3. Geographic proximity of nations does not guarantee that they have common goals.
4. The variety of regions that make up the world both unifies and fragments peoples of the world.

### ANALYTICAL QUESTIONS

1. What is a political region? What is "nationality," and how is it related to the concept of a political region? List the various political regions of which you are a member.
2. What different characteristics are used as the basis for defining an economic region? What characteristics distinguish developed regions from developing regions?
3. How does geographic location affect economic development?
4. Describe where you live according to the following regional characteristics: national economic region, national political region, climate region, local economic region, ethnic region.
5. How does the existence of many types of regions help bring peoples of the world closer together? Explain how identification or affiliation with a region can separate people.

### KEY PROBLEM

Regions, particularly those defined by political structure, religion, language and economic philosophy, separate people and provide obstacles to mutual understanding.

## ACTIVITIES

1. Using the Internet links provided or with the help of a reference librarian compare a political map and a physical map of the world. Locate three political boundaries between countries that are defined by natural features and three political boundaries that are unnatural. Write a paragraph on each boundary explaining why you think the boundary was chosen to define the border.
2. In a small group, brainstorm the impact the first space photos of planet Earth must have had on the world's people. Share your conclusions with the class.
3. On an outline map of the world locate its 10 major regions.
4. Compare and contrast the three major map projections of the world. Discuss the various ways in which map projections can be used to express different ideologies.

## Chapter 2

# Time Perspectives

### KEY CONCEPTS AND TERMS

**Big Bang:** the scientific theory that a cosmic explosion occurred billions of years ago from a single mass of material, thereby creating the universe.

**Interdependence:** reliance upon one another for mutual survival.

**Mutation:** sudden appearance of a new trait in plants or animals that can be inherited.

**Nationalism:** the feeling of loyalty and affection a person has toward his or her land and government.

**Natural selection:** an evolutionary process where individuals of a species possessing characteristics most favorable for survival in a specific environment pass on their genetic qualities to succeeding generations.

**Scientific method:** a research method in which a theory is articulated based upon observations; the observations are tested by experiment; and the theory is modified based on the experiment's results.

**Theory of evolution:** the scientific theory that all species of plants and animals developed from earlier forms by hereditary transmission.

**Trigger effect:** when an invention or a discovery initiates other inventions.

### GENERALIZATIONS

1. Living creatures are dependent upon the past and upon other living creatures.
2. Nations like to think they are independent, but in fact they are part of an inextricable web of interdependence.
3. About half of all scientific knowledge acquired throughout history was created in the past generation.
4. World population is growing exponentially.

### ANALYTICAL QUESTIONS

1. What are some everyday experiences that exemplify our dependence on the inventions and insights of our ancestors?
2. How has the study of archaeology increased our understanding of human evolution?
3. How does an insect's increased immunity to pesticides exemplify natural selection?
4. What is meant by global interdependence? Identify some social problems that are not confined by national borders.

### KEY PROBLEM

The development of a global community based on compassion, peace, justice and security is threatened by national prejudices.

## ACTIVITIES

1. Using SIRS Researcher, conduct a Subject Headings search for the term globalization. After reviewing some of the articles, explain the positions of those who support globalization and those who oppose it.
2. In an essay compare the historical perspectives of an astronomer, a geologist, an archaeologist and a theologian. How does the concept of time differ among the four?

## Chapter 3

# Cultural Perspectives

### KEY CONCEPTS AND TERMS

**Cultural lag:** the idea that technology advances at a faster rate than humans can effectively adapt to its use.

**Culture:** all the shared products and values of a human society that comprise its total way of life. Culture includes material products (buildings, cities, etc.) and nonmaterial products (religions, languages, etc.).

**Discrimination:** action taken against a person or idea on the basis of prejudice.

**Environment:** the natural world; all of the surrounding conditions and influences, such as air, water, soil and climate, that affect the development of living things.

**Ethnocentrism:** the belief that one's nation, race or group is superior to others.

**Global village:** a world linked together by the electronic media.

**Government:** the ruling political body that has the authority to make and execute policy in a geographic area.

**Interdependence:** reliance upon one another for mutual survival.

**Patriotism:** love for and devotion to one's country.

**Prejudice:** opinion formed about a person or idea without taking the time to judge it fairly.

**Stereotyping:** developing a fixed idea about a person or a group based on an oversimplified conception.

**Technology:** the practical application of science and knowledge to control nature for human uses.

## GENERALIZATIONS

1. A trip around the world, which includes remote villages and modern cities, is like a trip through time.
2. Although people vary greatly in customs and lifestyle, their similarities are greater than their differences.
3. Developments in science and technology during the twentieth century have had new and tremendous effects on cultures throughout the world.
4. Technological change during the twentieth century has taken place so rapidly that much of it has been misused or underused.

## ANALYTICAL QUESTIONS

1. Give a brief and general definition of culture. What factors make up, or affect, the culture of a society?
2. Describe the main characteristics of your culture using the factors you listed in Question one.
3. What is "cultural lag"? In what respect is the Internet an example of cultural lag? Nuclear energy? Biotechnology?
4. How does television promote the "rising expectations" of less developed countries? In what other ways does American television influence nations around the world?

## KEY PROBLEM

Much of new technology in communication, transportation and life sciences is being used in ways that create new problems for society.

## ACTIVITIES

1. Using SIRS Knowledge Source or another reference database, find articles that discuss instances of *patriotism*, *ethnocentrism*, *stereotyping* and *prejudice*, whether in the United States or another nation. Select at least one article for each behavior. After reading each article, write an essay explaining the origins and circumstances surrounding each instance of cultural pride.
2. Think of a technology that you are familiar with in your daily life. Do you utilize this technology in ways that were intended by its inventors? You may wish to research the history of the technology to aid with this exercise. Create a chart comparing the intended use to the practical or actual use of this technology. What conclusions can you draw? Using this chart discuss with a classmate factors that can contribute to these differences.
3. Brainstorm with fellow classmates to find out which traditions (if any) they and their family observe during the year. Then create a Venn diagram in which you indicate shared and unique cultural traditions among your classmates.

# PART II: GLOBAL DYNAMICS

## Chapter 4

# Ideologies

## KEY CONCEPTS AND TERMS

**Capitalism:** an economic system in which the means of production and distribution are privately owned.

**Cartel(s):** formal agreement among nations that export the same product to regulate the production, sale and price of this product on international markets.

**Caste(s):** rigid Hindu class system that ranks people by the occupation of their parents.

**Command:** a system of government in which all power is in the hands of one person or a small elite group.

**Common law:** unwritten law based on tradition or practice and sustained by court decisions.

**Communism:** a political and economic system in which property and the means of production are owned and managed by the government.

**Consent:** a system of government in which power lies with the people, or citizens, who are governed.

**Coup d'état:** takeover of a government, usually with military force.

**Custom:** a system of government in which power goes to those who have held it in the past.

**Democracy:** a system of governing in which the majority of the people hold political power, either directly or indirectly, through elected representatives.

**Dictatorship:** when power resides in one person who reached this exclusive position by revolution, bloodless takeover or nonrenewable election.

**Ideology:** a doctrine used to justify a group's actions in pursuing its own interests. The dominant ideology in any society legitimizes the existing social order.

**Industrial Revolution:** social and economic changes that occurred in the eighteenth and nineteenth centuries when Western European and North American countries converted from agricultural economies based on human and animal power to industrial economies based on machine power.

**Interdependence:** reliance upon one another for mutual survival.

**Market:** any place where goods are bought and sold.

**Monarchy:** a form of government in which one person (usually a king or queen) has sovereignty. The right to rule is usually hereditary.

**Monopolies:** the control of a total industry or the major part of any industry by one company.

**Oligarchy:** power deriving from a small group of people, usually made up of military, business or religious leaders.

**Socialism:** a political and economic system in which the means of production and distribution of goods are owned and managed by the government, but which allows private ownership of property.

**Sovereignty:** supreme authority in a political community. An individual ruler (monarchy, dictatorship), a small group (oligarchy) or the people (democracy) have sovereignty depending on the particular political system.

## GENERALIZATIONS

1. Ideologies, or belief systems, unify people who think and feel the same way.
2. Ideologies often conflict with one another and cause dissension among people.
3. Governments can exist by custom, by command and by consent. Authoritarian governments are generally military oligarchies or dictatorships exercising totalitarian control. Contemporary democracies employ different forms of leadership, but key government officials are always selected by its citizens.
4. Command economies rely on various degrees of government planning and direction. Some command economies regulate only a few basic industries while others exercise total control. Market-system economies are based on private ownership and initiative, profit motive and competition.

## ANALYTICAL QUESTIONS

1. In what way does a nation's political ideology reflect its basic economic and social values? What factors influence contemporary American political ideology?
2. Distinguish among the three types of political systems, giving an example of each.
3. Select examples of several contemporary authoritarian governments. What individuals or groups rule in these nations? How did their regimes develop and how authoritarian are their leaders?
4. What are the chief features of a democracy? What cultural values are necessary for a successful democracy?
5. In what ways is the American economy a blend of both command and market-system economies? Give examples of features from both systems that are found in the United States.

## KEY PROBLEM

Most modern nations integrate features of capitalism and socialism to varying degrees.

## ACTIVITIES

1. While governments operate according to *command*, *consent* or *custom*, these same principles can also operate in individual relationships with others. Think of the individuals with whom you have relationships—your friends, your parents, your teacher, your sibling. In a brief essay, indicate the nature of your relationship using the characteristics associated with command, consent and custom. Which relationship allocates power according to tradition? Which according to power bestowed upon a single individual or small group? Which according to shared agreement?
2. Read more about the basic thoughts and beliefs of Karl Marx and Adam Smith by following the links in the chapter.

Together with a classmate, create a script in which Marx and Smith are brought back from history and are asked to debate the best way to pay for and run your school. Be sure to utilize each philosopher's familiar arguments in your script.

- Utilizing a reference resource such as *World Almanac and Book of Facts*, identify at least 10 nations that would fall under one of the three major forms of government discussed in this chapter—command, consent, custom. Create a chart to display your findings. An individual nation can appear more than once under each heading. Be sure to include a one or two sentence justification for each entry.

## Chapter 5

# Balance of Power

### KEY CONCEPTS AND TERMS

**Alliances:** agreements between or among nations to meet common goals.

**Balance of power:** even distribution of power among nations or groups of nations.

**Cold War:** intense political, economic and military rivalry between hostile nations short of a shooting war. (American financier Bernard Baruch coined the expression in 1947.)

**Ideology:** a doctrine used to justify a group's actions in pursuing its own interests. The dominant ideology in any society legitimizes the existing social order.

**Mutual deterrence:** inaction or stalemate between or among nations out of fear of retaliation. Each side must be convinced that the other has sufficient power and a willingness to act.

**Neutrality:** policy of not taking sides in a foreign conflict or dispute.

**Rogue nations:** nations that do not abide by internationally accepted rules of behavior.

**Superpowers:** nations with the capacity to destroy other nations either militarily or economically.

**Terrorism:** a calculated, political act of violence designed to publicize grievances or instill fear in a population or specific group.

### GENERALIZATIONS

- Nations, like people, form relationships. Often those relationships pose real or imagined threats to outsiders.
- Superpowers come and go. Who can predict the superpowers of the future?
- Throughout history nations have banded together to form various types of alliances to protect each other from the forces of other nations.
- During the twenty-first century a nation's power may be based on economic more than military strength.
- Terrorism has traditionally been a response of politically disaffected people.

### ANALYTICAL QUESTIONS

- What is meant by a balance of power? In what respect did balance of power alliances on the European continent in the early 1900s lead to World War I? What nations made up the alliances, and how did conflict initially begin?
- How was the balance of power, or lack of it, in Europe during the 1920s and 1930s a factor leading to World War II?
- What is the nature of balance of power alliances in the world today? What types of alliances have been formed? How is the present balance of power arrangement different than in the past?
- How do terrorists induce fear? Against whom do they usually direct their violence?

### KEY PROBLEM

The rise of a global economy in the twenty-first century may reduce nations' abilities to maintain a balance of power and quell international terrorism.

### ACTIVITIES

- Using a reference database such as SIRS Knowledge Source and the U.S. State Department Web site <http://www.state.gov>, identify at least five governments that the U.S. government considers hostile or an enemy toward the United States. Taking each country separately, write at least one paragraph explaining what actions/positions that country's government has taken that have led to these hostile relations.
- Write a letter to a student of the future about the events of Sept. 11, 2001. In the letter, explain your first-hand experience of learning of the events and the impact that they had on you. Using SIRS Knowledge Source or the Internet, find and print a photo or graphic that you feel best represents the significance of the events of that day. Explain in at least one paragraph why you believe this photo/graphic is representative of the importance of the terrorist attack.
- Create a chart in which you offer a side-by-side comparison of the views of the World Trade Organization held by developed and developing countries. Indicate points of agreement and disagreement.

4. The Senate's Church Committee uncovered illegal activity used by the U.S. Central Intelligence Agency (CIA) to combat America's enemies during the Cold War. After September 11, some analysts are suggesting that the best way to fight terrorism is to return to similar tactics. Using SIRS Knowledge Source or another reference database, research several articles addressing CIA efforts to combat America's enemies, past and present. In an essay, explain the benefits and dangers of employing these seemingly illegal activities for fighting terrorism.

## Chapter 6

# Technology

### KEY CONCEPTS AND TERMS

**Appropriate technology:** technology suited to a country's needs by making the best use of natural resources, workers and their skills.

**Biotechnology:** the integration of biology, chemistry and genetics to improve the quality or marketability of food products.

**Brain drain:** the migration of highly skilled workers from developing countries where they were born to developed countries where they were trained in search of jobs and high salaries.

**Information:** facts or data arranged or presented in a useful form.

**Infrastructure:** the array of public structures that foster a nation's economic growth, including roads, bridges, railroad tracks, airports, dams, telephone wires, power lines, hospitals, schools, sewer and water facilities, fire stations and courthouses.

**Knowledge:** an understanding of a process or phenomenon made possible by learning and applying pertinent information.

**Multinational corporation (MNC):** a business with branches and factories in nations outside the home-base nation.

**Research and development:** the application of scientific inquiry and experimentation to the development of new technology.

**Robotics:** the use of mechanical or electronic parts to do jobs humans may find tedious or dangerous.

**Technology:** the practical application of science and knowledge to control nature for human uses.

**Telematics:** the blending of computers and communications in order to transmit information and knowledge to all parts of the world.

### GENERALIZATIONS

1. Technology is rapidly transforming our lives; will we be its masters or its servants?
2. The United States has become an "information society;" adjustments are required in the way we think, work and govern ourselves.
3. Those who have the most to invest in technological development are the most likely to benefit from it.
4. Tremendous changes in science and technology are increasing the economic disparity between the industrialized, developed nations and the developing, predominantly agricultural nations.

### ANALYTICAL QUESTIONS

1. What is technology? Cite a few major differences between your life and your parents' lives a generation ago that resulted from new technology.
2. What does this statement mean: "technology is shrinking our world"?
3. Explain the meaning of "information explosion." What have been some major causes of the information explosion? What is the difference between information and knowledge?
4. Distinguish between "research" and "development." In what parts of the world have research and development grown the most? Why has it taken place in these areas, and why not in other areas of the world?
5. Is it still true that "necessity is the mother of invention"?

### KEY PROBLEM

Because technology is expensive, the rich are more likely than the poor to enjoy its benefits.

### ACTIVITIES

1. Identify at least three new technologies that have been introduced and come into common use during your lifetime. In a brief essay, explain how these technologies have impacted your life.
2. Using the Food and Drug Administration Web site listing approved bioengineered foods, <http://www.cfsan.fda.gov/~lrd/biocon.html>, compare the list of identified crops to the ingredients of the foods that you ate during the last two days. How many bioengineered foods did you eat? After reviewing the list of bioengineered

crops, identify any patterns in the “intended effect” of each of the modifications. What were the most common reasons for modifying the crops?

3. Select one genetically modified crop to research. Using a general reference database locate articles discussing the benefits and drawbacks of the gene modification. Read several articles and then write a brief essay comparing the positions in favor of and opposed to the modification.

## Chapter 7

# Manufacturing

### KEY CONCEPTS AND TERMS

**Appropriate technology:** technology suited to a country’s needs by making the best use of natural resources, workers and their skills.

**Capital-intensive:** production that relies more on equipment than on labor.

**Conglomeration:** the merger of two or more relatively unrelated businesses.

**Direct international investment:** the process by which companies build or buy existing manufacturing facilities abroad and maintain control over business operations.

**Diversification:** expansion of a corporation through acquisition of a related, but non-supporting, company.

**Export(s):** goods sold from one country to another.

**Free enterprise zones:** areas set aside in a developing nation to attract foreign capital investment by offering tax exemptions and other benefits.

**Global factory:** a system where different parts of a production process are carried out in different countries.

**Gross National Product (GNP):** the total value of goods and services produced in a country.

**Horizontal integration:** the acquisition or building, by a multinational corporation, of a production facility in a foreign country that manufactures the same products as the company’s domestic facilities.

**Import(s):** goods bought from one country by another.

**Import quotas:** laws restricting the quantity of products that may be imported into a country.

**Infrastructure:** the array of public structures that foster a nation’s economic growth, including roads, bridges, railroad tracks, airports, dams, telephone wires, power lines, hospitals, schools, sewer and water facilities, fire stations and courthouses.

**International portfolio investment:** the buying of shares by private individuals or companies in a foreign business enterprise.

**Labor-intensive:** production that relies more on labor than on machinery.

**Multinational corporation (MNC):** a business with branches and factories in nations outside the home-base nation.

**Tariff:** tax on imports either to raise money or to protect domestic producers of the imported item.

**Vertical integration:** expansion by a large corporation through acquiring a company whose activities directly support the production of the original company.

### GENERALIZATIONS

1. Most of the components of the clothes we wear and the products we use have traveled around the world, having been manufactured by workers in a “global factory.”
2. Large corporations often operate in many nations, creating increasing interdependence.
3. American companies have found it increasingly advantageous to expand operations to other countries in order to capitalize on new markets, just as businesses in other nations have found it advantageous to establish companies in the United States.
4. Industrial development can bring problems as well as benefits to developing countries.
5. Economic growth that creates many new jobs is necessary to overcome the problem of world unemployment.

### ANALYTICAL QUESTIONS

1. What is a multinational corporation and what are various reasons a company would go multinational?
2. What is the difference between a direct international investment and international portfolio investments?
3. Describe how an MNC expands its operation by integration in overseas markets and give an example of this development. What is the difference between diversification of an MNC and integration?
4. Explain the difference between “labor-intensive” and “capital-intensive” industries and their effect on unemployment rates in developing nations.

### KEY PROBLEM

Multinational corporations are a mixed value in the world. They help bring different cultures closer together and expand economic production, but their activities may not serve the best interests of the home-base nations or host nations.

## ACTIVITIES

1. Look at the labels on your clothing at home. They should indicate where the clothing was manufactured or assembled. Compile a list of the various countries where your clothing was made or assembled. Now look at the stickers on various items of electronic equipment at home (computers, stereos, TVs, etc.). Compile a list of where they were manufactured or assembled. With the help of a teacher or reference librarian find an outline map of the world. Color in the nations where your clothing was assembled in red. Color the nations where your electronic equipment was assembled or manufactured in blue. If clothing and electronic equipment was manufactured in the same location, use the color green. Present your map to a classmate and identify patterns among the nations where your personal items were produced. You may wish to use a reference resource such as an almanac or online database to find more information about the country.
2. With the help of a research librarian or your local Chamber of Commerce identify at least 10 foreign businesses that operate within your city or local community. Create a chart in which you divide these companies into manufacturing/production or services, such as insurance.
3. Using a reference database such as SIRS Knowledge Source, identify articles that discuss the pros and cons of imposing tariffs on goods. Then create a chart in which you indicate what sectors of society stand to benefit from tariffs and which sectors stand to be harmed by tariffs.

## Chapter 8 Trade

### KEY CONCEPTS AND TERMS

**Balance of payments:** a comparison between all the money a nation pays, lends or grants to other nations and all the money it receives from other nations.

**Cartel(s):** formal agreement among nations that export the same product to regulate the production, sale and price of this product on international markets.

**Comparative advantage:** the ability of a company or a nation to produce a certain product more efficiently or cheaply in comparison to another company or nation.

**Export(s):** goods sold from one country to another.

**Gold standard:** a system for setting the value of any currency against the market value of gold.

**Gross National Income (GNI):** the total annual earnings in the form of wages, rents, interest and profits of a country's people.

**Import quotas:** laws restricting the quantity of products that may be imported into a country.

**Import(s):** goods bought from one country by another.

**Multinational corporation (MNC):** a business with branches and factories in nations outside the home-base nation.

**Pacific Rim:** emerging economic region composed of countries that border the Pacific Ocean.

**Protectionism:** the policy of imposing trade restrictions—tariffs or import quotas—to protect domestic industry.

**Specialization:** concentration on the production of one or just a few goods.

**Supranational organization:** a cooperative venture among three or more nations to promote common political, economic or cultural goals.

**Tariff:** tax on imports either to raise money or to protect domestic producers of the imported item.

**Trade embargo:** a refusal, for political reasons, by one nation to trade with another.

**Unilateral:** describing actions taken by one country without consultation with other countries or organizations.

### GENERALIZATIONS

1. A steady increase in trade is creating a “global village.”
2. In a declining economy, demands for protectionism grow as nations compete for markets.
3. Even if a nation could be self-sufficient in providing all of its necessities, it is economically wise to trade with other nations and import goods when it is advantageous.
4. As trade increases among nations, interdependence increases.

### ANALYTICAL QUESTIONS

1. What are the major reasons why nations trade goods among themselves? What are three major products exported by the United States? What are three major products imported by the United States?
2. Even though the United States has a big steel production industry, why does it import steel and does this benefit the United States economy?
3. Who are the major trading nations of the world, and why are they such dominant traders on world markets? What are the primary types of goods these nations export to the rest of the world?

4. What are the major types of trade barriers imposed by a nation and how do they work? What are the main reasons a nation would implement trade barriers and under what conditions would they be a wise policy?
5. What are the main arguments for reducing world trade barriers?
6. List and explain conflicting world attitudes toward the World Trade Organization.

### KEY PROBLEM

Expanding and increasingly competitive trade among the world's nations has contributed to a persistent deficit in the United States' balance of payments.

### ACTIVITIES

1. With the help of a reference librarian or a reference database such as SIRS Knowledge Source, identify the materials that represent the largest areas of trade for your state, province or region. Organize them according to the six general categories described in **8.2 The international market** and write a paragraph about the size and importance of each industry.
2. After reading several articles on the free trade/protectionism debate from SIRS Knowledge Source or another reference database, write a letter to your state's U.S. senator or your district's congressperson expressing your opinion on this subject. Representative's addresses can be located on the Internet or in the SIRS Knowledge Source's Government Reporter database within the Congressional Directory. Be sure to support your opinions with facts found in the articles.
3. Organize a debate among the members of your class over the issue of free trade versus protectionism. Each group should research its position using SIRS Knowledge Source or comparable reference database. You may wish to utilize a division of labor among your group (researchers, writers and presenters) so that everyone can perform a role. When all information is gathered, each team should prepare an outline highlighting its position. With the assistance of your teacher, the class should debate the issue of free trade versus protectionism following traditional debate rules.

## Chapter 9

# Development

### KEY CONCEPTS AND TERMS

**Balance of trade:** the value of all goods sold to foreign nations compared with the value of all goods bought from them. If the price of exported items does not increase as fast as the price of imported goods, the country suffers a balance-of-trade deficit.

**Coalition:** temporary alliance of individuals, groups or nations for a special purpose.

**Cold War:** intense political, economic and military rivalry between hostile nations short of a shooting war. (American financier Bernard Baruch coined the expression in 1947.)

**Developing nations:** nations with little or no industrial development, a lower standard of living than the rest of the world and whose economic activity generally is in agriculture.

**Development:** use of modern technology to increase productivity and improve the standard of living.

**Export(s):** goods sold from one country to another.

**Foreign investment:** when businesses or governments seek economic gain by committing capital or resources to business opportunities in other countries.

**Gross National Income (GNI):** the total annual earnings in the form of wages, rents, interest and profits of a country's people.

**Gross National Product (GNP):** the total value of goods and services produced in a country.

**Import(s):** goods bought from one country by another.

**Industrial Revolution:** social and economic changes that occurred in the eighteenth and nineteenth centuries when Western European and North American countries converted from agricultural economies based on human and animal power to industrial economies based on machine power.

**Inelasticity of demand:** a continuing need for an item. Oil is an inelastic product that enjoys an ongoing demand.

**Infrastructure:** the array of public structures that foster a nation's economic growth, including roads, bridges, railroad tracks, airports, dams, telephone wires, power lines, hospitals, schools, sewer and water facilities, fire stations and courthouses.

**Joint venture:** a partnership between a multinational corporation and a host government to extract a resource for mutual benefit.

**Multinational corporation (MNC):** a business with branches and factories in nations outside the home-base nation.

**Revolution of rising expectations:** the desire on the part of people in developing nations to share in the material comforts provided by modern technology.

**Standard of living:** the amount of goods and services a nation has to meet the needs and wants of its people.

**Subsistence level:** a standard of living that is sufficient to sustain a person's life with the bare minimum of food, clothing and shelter.

**Urbanization:** the movement of people from farming areas and small communities to cities, leading to the general growth of cities and their surrounding areas.

### GENERALIZATIONS

1. A nation may be rich in raw materials and yet be poor if its resources are undeveloped.
2. Many developing nations are agriculturally based with a rapidly growing population and a majority of people living in poverty.
3. Most of the profitable business activity in developing nations is concentrated among a few people, is usually foreign-owned, and its products are exported.
4. The wealth in developing nations is unevenly distributed.

### ANALYTICAL QUESTIONS

1. What is a developing nation? Describe the basic characteristics of an average developing nation.
2. What are three critical factors that influence the economic development of a developing nation? Explain why each is important.
3. Describe the legacy of colonialism and explain why some leaders of developing nations believe that international aid is "neocolonialist."
4. Why is international trade so important to most developing nations? What problems have these nations faced with foreign trade in recent years?
5. What role should developed or industrial nations play in the economic growth of developing nations? What relationship with respect to ownership of property and investments should exist between developed and developing nations?
6. Why are joint ventures with multinational corporations popular with many developing countries?
7. What is meant by the statement "geography is destiny"? Use a typical rich nation and a poor nation to illustrate the answer.

### KEY PROBLEM

In attempting to improve their standard of living through industrialization, developing nations become increasingly dependent on developed or industrialized nations.

### ACTIVITIES

1. The United States was once a colony of Great Britain, yet now it is one of the richest and most developed nations on Earth. Many nations in Africa were also former colonies of Great Britain, as well as other European powers, yet they are among the poorest and least developed countries on Earth. Select a single African country that was a former colony of Great Britain and research its history, using articles found on a general reference database such as SIRS Knowledge Source. Compare the history of that country with what you know of the history of the United States. Propose some possible explanations for this drastically different outcome in the post-colonial experience.
2. The United Nations considers the poorest of the poor nations to be those in which an average person in the population earns less than \$900.00 per year. Take an inventory of your personal expenses for food, clothing, transportation and essential items on a monthly basis. Determine how long it takes you to spend \$900 on your monthly expenses. In an essay, discuss how you would reallocate your priorities if you only had \$900 to spend for an entire year.

## PART III: GLOBAL DECISION-MAKING

### Chapter 10

## International Relations

### KEY CONCEPTS AND TERMS

**Aggression:** one nation's unprovoked attack on another.

**Alliances:** agreements between or among nations to meet common goals.

**Annexation:** the joining of one nation or region to the territory and jurisdiction of another.

**Asylum:** safe refuge granted to political offenders from one nation by another.

**Balance of power:** even distribution of power among nations or groups of nations.

**Bilateral:** describing negotiations between two countries.

**Cold War:** intense political, economic and military rivalry between hostile nations short of a shooting war. (American financier Bernard Baruch coined the expression in 1947.)

**Detente:** a relaxation of tension between two nations.

**Diplomacy:** the conduct of negotiations between nations by government officials representing those nations.

**Foreign aid:** goods, services or funds given or lent under favorable terms to foreign nations.

**Freedom of the seas:** principle of international law that ships of neutral countries may travel on the world's oceans without interference by warring nations.

**Intervention:** one country's involvement in the affairs of another.

**Isolationism:** policy of avoiding involvement with the affairs of other nations.

**Most-favored-nation treaty:** an agreement that obligates the signing nations to grant each other the most favorable trade benefits they might individually negotiate with a third nation.

**Multilateral:** describing negotiations among more than two nations, often within an international organization.

**Neutrality:** policy of not taking sides in a foreign conflict or dispute.

**Sovereignty:** supreme authority in a political community. An individual ruler (monarchy, dictatorship), a small group (oligarchy) or the people (democracy) have sovereignty depending on the particular political system.

**Summit meetings:** international conferences attended by the highest ranking government officials.

**Treaties:** formal agreements between nations establishing criteria for future actions and policies.

## GENERALIZATIONS

1. Each nation in the world has sovereignty, supreme authority over its people.
2. Ways for nations to relate to one another have evolved throughout the history of civilization.
3. Foreign policy is based on what a nation perceives to be in its best interest.
4. Foreign aid of many types and for many reasons plays a major role in international relations.

## ANALYTICAL QUESTIONS

1. What basic considerations go into a nation's foreign policy? How does the United States' foreign policy reflect its self-interest?
2. What diplomatic roles do embassies and consulates play? Give contemporary examples of the following: the use of embassies for asylum, the recall of an ambassador, the withholding of diplomatic recognition and the use of diplomatic immunity.
3. In what ways do nations try to influence world opinion? Compare how news media from different countries cover a single international event.
4. Explain each category of foreign aid, giving examples of each: bilateral, tied and multilateral. What accounts for the decline in recent years in the United States' giving of non-military aid?

## KEY PROBLEM

One of the major conflicts in international relations exists between two traditions: idealism, which is the application of moral norms, and realism, which places greater emphasis on practical rather than ethical considerations.

## ACTIVITIES

1. Using a reference database such as SIRS Knowledge Source as well as other resources like the State Department Web site determine the current presidential administration's policies toward the major world regions (Africa, Asia, Latin America, Europe and the Middle East). Classify them as *isolationist*, *neutral*, *interventionist* or *expansionist*. Create a chart depicting U.S. foreign policy toward each region. Be sure to support your contention with relevant facts gleaned from your reference materials.
2. Covert activities were a characteristic of U.S. foreign policy in the late twentieth century. Using a reference database such as SIRS Knowledge Source, research and identify at least three covert operations in which the U.S. has participated. In an argumentative essay, take a position as to whether the covert operations expanded the American ideals of freedom and democracy or undermined them. Be sure to describe the purpose of the operation and its ultimate outcome.
3. Food aid has been sent to impoverished countries for generations yet malnutrition and starvation continue to be periodic problems. Using a reference database such as SIRS Knowledge Source, find articles and Web sites that address the reasons behind the persistence of malnutrition and starvation. Create an annotated bibliography of articles and Web sites that you would refer to others doing research on this topic.

## Chapter 11

# International Organizations

### KEY CONCEPTS AND TERMS

**Aggression:** one nation's unprovoked attack on another.

**Disarmament:** voluntary limitation on the manufacture and stockpiling of arms.

**International organizations:** a joining together of a group of nations to achieve commonly held objectives.

**Multilateral:** describing negotiations among more than two nations often within an international organization.

**Sanctions:** actions by several nations against another to force it to obey international law.

**Standard of living:** the amount of goods and services a nation has to meet the needs and wants of its people.

**Tariff:** tax on imports either to raise money or to protect domestic producers of the imported item.

**Veto:** to reject or nullify.

### GENERALIZATIONS

1. The United Nations has a far-reaching impact throughout the world.
2. Few nations are willing to give up their sovereignty to international governing bodies.
3. Unless nations are willing to give up some of their sovereignty, international organizations cannot have significant influence.
4. The United Nations is important because almost every nation of the world is represented and it provides a forum for discussion of international issues.

### ANALYTICAL QUESTIONS

1. What was the League of Nations, when was it formed and for what purposes? What evidence is there that the League was a failure, and why did it fail?
2. What is the United Nations and when was it formed? What are the primary goals of the UN, and in general how successful has the organization been?
3. What is the Security Council of the UN, who are its members and what is its basic function? Answer the same questions concerning the General Assembly.
4. Name one of the major international economic organizations in the UN and describe its general membership and purpose.

### KEY PROBLEM

The United Nations, the only international organization representing nearly every nation in the world, is virtually powerless to prevent major aggressions by militant countries or to prevent any form of major war.

### ACTIVITIES

1. Select a contemporary issue of global importance. Role-play a United Nations General Assembly meeting with students representing members of the Security Council as well as non-Security Council members. Research the format and protocol for handling such meetings. Each student should research their "country's" position on the issue by using a general reference database such as SIRS Knowledge Source or by visiting the Web site of the nation they represent. If time allows, a letter or E-mail to the embassy of that country could be sent for more specific information about the country's stand. After research is completed, the student representatives should write out their positions and present them to the group.
2. While the United States is a major supporter of the United Nations, some individuals in the U.S. favor scaling back U.S. involvement in the organization. Using a reference database such as SIRS Knowledge Source, find articles that discuss the reasons for opposition to some aspects of U.S. participation in the international body.
3. Research one of the **Major World Political Organizations** listed in 11.0.1. Who are the members of the organization and what issues have been of primary concern to its membership in the last few years? Present your findings to your classmates in a PowerPoint presentation.

## PART IV: GLOBAL ISSUES

### Chapter 12

# Population

#### KEY CONCEPTS AND TERMS

**Crude birth rate (CBR):** the annual number of births per 1,000 people in a nation or some other specific population group.

**Crude death rate (CDR):** the annual number of deaths per 1,000 people in a nation or some other specific population group.

**Deforestation:** the clearing and destruction of forests to open land areas for settlement or new economic activities.

**Demographic transition:** changes in a population's growth rate due to industrialization.

**Demography:** the study of human populations with respect to size, density, sex, age and ethnicity.

**Desertification:** the process by which useful land is turned into desert due to human degradation, such as overgrazing and deforestation.

**Environmental refugees:** people forced from their homes because the area can no longer support life.

**Family planning:** decision-making by parents to determine the number of children they will have.

**Geometric growth:** population growth that increases in larger increments over successive time periods because of the constantly increasing population base.

**Industrialization:** the process of changing from an agricultural economy to one based on manufacturing.

**Migration:** the geographic movement of people involving a permanent change of residence.

**Quotas:** numbers of immigrants from various national origins who may annually enter the country.

**Refugees:** people who are forced to flee their country because of persecution or war.

**Urbanization:** the movement of people from farming areas and small communities to cities, leading to the general growth of cities and their surrounding areas.

**Zero population growth:** a situation in which population size remains stable over time.

#### GENERALIZATIONS

1. Earth's population is expected to reach eight billion by 2025, presenting a monumental challenge to sustaining life-support systems.
2. Increasing population will create a far different world than we know now.
3. Population growth rates among different peoples of the world are directly related to social and economic factors. As a nation or area becomes more industrialized, urbanized and affluent, birth rates tend to go down.
4. Economic and social conditions have a stronger influence on the population growth rate than do direct, family planning, natalist policies.
5. The world's population is growing at a geometric rate where the number of years it takes for a population to double constantly decreases.
6. Forced migration, for the most part, has been imposed on particular religious or ethnic groups.

#### ANALYTICAL QUESTIONS

1. What are the primary factors that influence a nation's population growth rate?
2. What does "geometric" growth mean and how does it work?
3. What is the difference between population growth and population growth rate?
4. What parts of the world have the highest population growth rate and what areas have the lowest? Explain what accounts for these two situations.
5. Why is it difficult for developing nations to curb their high population growth rates? Explain a policy or policies that might reverse the trend in these nations.
6. Where is the AIDS virus most widespread and how is AIDS spread in different areas of the world?

#### KEY PROBLEM

Overpopulation is a result of poverty. More homeless people are seeking refuge than ever before in history, yet fewer nations are willing to accept refugees.

#### ACTIVITIES

1. Using SIRS Knowledge Source or another general reference database, identify nations where there are large populations of refugees. Identify at least three problems that each nation faces due to the influx of refugees. Write an

essay comparing each nation's problems and discuss how they are being addressed. Do you agree or disagree with these solutions? Justify your answer.

2. Read several articles in a general reference database about the global AIDS crisis. From your readings, identify possible responses to the epidemic. Write a letter to one of your state's U.S. Senators outlining your understanding of the problem and what you believe America's policy should be.
3. With the aid of an instructor or a research librarian, contact a demographer. Conduct a phone or E-mail interview with the demographer in which you ask him or her about the nature and importance of his/her research findings, how he/she became a demographer and what he or she believes is the most pressing demographic issue today. Transcribe your interview in a written format.
4. Given the identified factors that lead to population stabilization, what policies should the developed world pursue in order to alleviate overpopulation and the related problems of poverty and environmental degradation in the developing world? Justify your findings in a 500-word essay.

## Chapter 13

# Food

### KEY CONCEPTS AND TERMS

**Agribusiness:** mechanized farms that produce food over thousands of acres mostly for international markets.

**Cash crops:** farm products grown to be sold and often exported by developing nations as a primary source of income.

**Continentality:** the distance of a place from a large body of water.

**Deforestation:** the clearing and destruction of forests to open land areas for settlement or new economic activities.

**Demographic transition:** changes in a population's growth rate due to industrialization.

**Energy-intensive:** the use of large energy units to increase productivity.

**Export(s):** goods sold from one country to another.

**Food reserves:** the amounts of food, such as grain, available in storage to offset any decrease in production and increase in demand due to famine or population growth.

**Green Revolution:** scientific development in the 1960s of fast-growing, high-yield strains of rice and grain.

**Hectare:** the metric equivalent of 100 acres.

**Hydrologic cycle:** the process by which the world's water supply evaporates from land and sea and is returned to earth as precipitation.

**Insolation:** radiation from the sun.

**Irrigation:** the process of artificially supplying cropland with water.

**Law of diminishing returns:** as more and more resource units are added to production, productivity per unit begins to decrease.

**Malnutrition:** poor health resulting from lack of a proper diet.

**Multinational corporation (MNC):** a business with branches and factories in nations outside the home-base nation.

**Soil erosion:** the thinning and eventual disappearance of topsoil that leaves much less productive subsoil or rock.

**Staple foods:** major and relatively reliable sources of food that have a long shelf life and can be stored for use in future years.

**Subsistence level:** a standard of living that is sufficient to sustain a person's life with the bare minimum of food, clothing and shelter.

**Topography:** the land formation of an area.

### GENERALIZATIONS

1. Enough food is grown to properly feed every man, woman and child on earth.
2. Hunger in the world is more a result of unequal distribution than of insufficient food production.
3. While many people in the world don't have enough food to eat, others eat too much.
4. What people eat is generally determined by where they live. Most food is consumed in the area where it is grown.
5. For more than 100 years, improved farm technology and other agricultural advances increased food production. However, since the 1980s, this growth has leveled off without a corresponding reduction in population growth.
6. Modern agriculture's high production rates have been heavily reliant on fertilizer. Now the world faces a fertilizer shortage.

### ANALYTICAL QUESTIONS

1. What was Thomas Malthus' theory and prediction on the fate of the human population? Why is interest in his ideas renewed today?

2. What are the major factors affecting the production of food? Take one factor and explain its importance and role in food production. How promising or unpromising is the food supply's future with respect to the productivity of this factor?
3. What accounted for the significant advances in world food production during the twentieth century? What is the likelihood that food production will continue to increase at an impressive rate?
4. What percentage of the world's population is undernourished, and where do most of these people live? Why do many of them live under starvation conditions? What do you believe are the best solutions to the problem?

### KEY PROBLEM

Although the world has the capacity to provide enough food for everyone, most of the world's population is inadequately fed.

### ACTIVITIES

1. Given the problems of malnourishment and under nourishment discussed in this chapter what steps can a single individual take to help alleviate these problems? Research articles that address the problem of global nutrition deficits. After gathering your information, brainstorm local solutions to this problem. Write a brief essay in which you discuss these steps and whether your own personal choices advance the cause of reducing global hunger.
2. With the assistance of a reference librarian or other reference resource, find the address of the public relations contact for one of the global agribusinesses discussed in the chapter. Interview a company representative by phone or E-mail about the company's policy with regard to the global food problem. Prepare for the interview by finding articles in a general reference database about the business' actions in the marketplace. Share the outcome of your interview and related research in a PowerPoint presentation to the class.
3. Using the World Almanac and Book of Facts or another reference database, such as SIRS Knowledge Source, determine which countries are the leading producers of one of your favorite fruits or vegetables. Evaluate the countries for the factors described in the chapter: land, climate, topography, irrigation, energy and fertilizer. You may need to contact the U.S. embassy or consulate for the country you are researching by mail, Internet or E-mail. Create a chart in which you present a side-by-side comparison of these countries for specified factors.

## Chapter 14

# Resources

### KEY CONCEPTS AND TERMS

**Apartheid:** Dutch word meaning "apartness" that described racial segregation in South Africa until the late twentieth century.

**Capital resources:** machinery, tools, buildings and other equipment used in the production process.

**Cartel(s):** formal agreement among nations that export the same product to regulate the production, sale and price of this product on international markets.

**Conservation:** an attempt to preserve the natural environment by protecting it from waste, loss or harm.

**Desalination:** the process of removing salt from seawater.

**Development:** use of modern technology to increase productivity and improve the standard of living.

**Energy:** power generated from a variety of sources in nature, including coal, natural gas and petroleum, the sun, wind, water and nuclear power.

**Fossil fuels:** coal, oil and natural gas that were transformed by geologic compression from prehistoric plant and animal remains.

**Human resources:** people, their skills and availability for work.

**Industrial Revolution:** social and economic changes that occurred in the eighteenth and nineteenth centuries when Western European and North American countries converted from agricultural economies based on human and animal power to industrial economies based on machine power.

**Infrastructure:** the array of public structures that foster a nation's economic growth, including roads, bridges, railroad tracks, airports, dams, telephone wires, power lines, hospitals, schools, sewer and water facilities, fire stations and courthouses.

**Means:** methods of production.

**Natural resources:** the raw materials of land and sea potentially available for human use.

**Needs:** goods and services required by producers and consumers.

**Nonrenewable resources:** raw materials that do not replenish themselves.

**Topography:** the land formation of an area.

## GENERALIZATIONS

1. Population growth and improvement in the standard of living create increasing demands for scarce resources.
2. More natural resources have been used in the last two decades of the twentieth century than were consumed in the prior 100 years.
3. An industrial economy requires large quantities and a great variety of natural resources.
4. The geographic location of raw materials influences where industry develops.

## ANALYTICAL QUESTIONS

1. Why has the world's supply of natural resources become a global problem? In what ways is this an especially critical problem for the United States? What other nations are likely to be affected in the same way as the United States?
2. What are human resources? Capital resources? Does the potential problem of a worldwide scarcity apply to human and capital resources? Explain.
3. Name three of the major industrial raw materials and their primary uses.
4. In what respect are coal and iron ore two of the most important natural resources? Where in the world are the main sources of coal and iron ore? How abundant are these two resources in the United States?
5. What is meant by the statement that no single country is totally self-sufficient with respect to industrial raw materials? To what degree is the United States dependent on other nations for its raw materials?
6. How can the water supply be increased or improved?
7. What forms of renewable energy will eventually compete with conventional sources of energy?

## KEY PROBLEM

The reserves of many important nonrenewable natural resources in the world are no longer abundant.

## ACTIVITIES

1. Create a chart listing each of the major energy resources available today. Utilize a general reference database such as SIRS Knowledge Source to find relevant facts about each energy resource. To complete your chart, create two separate columns indicating the benefits and drawbacks of each energy source.
2. With the help of an instructor or reference librarian, contact your local utility company and inquire via letter, E-mail or phone conversation as to where your community's water comes from and what steps the company is taking to conserve and recycle water resources. Document your findings in a written report. Conclude your report with one or two paragraphs expressing your opinion as to whether the utility company is doing all it can to conserve water resources.
3. Select a large body of fresh water anywhere in the world—a lake, river or underground reservoir. Using a general reference database and related books, conduct research on the history of that body of water and its influence on the history and economy of the people who live nearby. Evaluate the current condition of the waterway for such factors as pollution levels, water volume and sustainable use. Write a three page report on your findings.

## Chapter 15

# Environment

## KEY CONCEPTS AND TERMS

**Acid rain:** the result of sulfur dioxide and nitrogen oxide combining with moisture in the atmosphere.

**Anthropic pollution:** biodegradable waste made by humans from natural substances.

**Biosphere:** the part of Earth and its atmosphere in which living things exist.

**Deforestation:** the clearing and destruction of forests to open land areas for settlement or new economic activities.

**Desertification:** the process by which useful land is turned into desert due to human degradation, such as overgrazing and deforestation.

**District heating:** the process of capturing heat wasted in the fossil-fuel production of energy and incineration of garbage to heat buildings.

**Eutrophication:** a condition in a body of water that results from an increase in organic nutrients that deplete the supply of oxygen and produce an environment where plants multiply and fish die.

**Food chain:** the passage of food energy from one species to another.

**Fossil fuels:** coal, oil and natural gas that were transformed by geologic compression from prehistoric plant and animal remains.

**Gaia hypothesis:** the theory that Earth itself is a living organism.

**Greenhouse effect:** the rise in global temperatures resulting from the burning of fossil fuels that produce excess amounts of carbon dioxide and prevent the escape of solar heat.

**Hydrologic cycle:** the process by which the world's water supply evaporates from land and sea and is returned to Earth as precipitation.

**Industrial and chemical pollution:** long-lasting pollution of the environment that results from the burning of fossil fuels and the use of chemicals that do not break down by natural processes.

**Industrial Revolution:** social and economic changes that occurred in the eighteenth and nineteenth centuries when Western European and North American countries converted from agricultural economies based on human and animal power to industrial economies based on machine power.

**Interdependence:** reliance upon one another for mutual survival.

**Pesticides:** chemical substances used to destroy insects and other pests.

**Photosynthesis:** a natural process that occurs when chlorophyll-containing plant cells combine carbon dioxide and water in the presence of sunlight to form carbohydrates.

**Radioactive pollution:** the emission of excessive radiation into the environment that results from the fission of nuclear fuel.

**Thermal pollution:** the contamination of earth's plant and animal life by heat generated in the extraction of energy from fossil and non-fossil sources.

**Toxic wastes:** the accrued poisonous chemicals and wastes from the production of energy, plastics and other synthetic goods.

### GENERALIZATIONS

1. All living creatures on earth share the biosphere.
2. Modern technology can irreparably damage the biosphere.
3. The more industrialized a nation becomes, the greater its energy consumption and pollution of the environment.

### ANALYTICAL QUESTIONS

1. How do toxic materials infect the food chain?
2. How do the burning of fossil and industrial fuels cause acid rain? What are the effects of acid rain on the environment?
3. What is the "greenhouse effect" and how does it affect the planet?
4. What are some major problems in using nuclear energy?
5. What are some of the environmental hazards of using pesticides?
6. What can individuals and companies do to clean up the environment?

### KEY PROBLEM

Industrial and chemical pollution of the biosphere may reach a point beyond which recovery is impossible.

### ACTIVITIES

1. Write an argumentative essay selecting the various forms of pollution explained in this chapter that you feel represent the greatest threat to sustaining human life on the planet. Support your contention using facts gathered from articles found in a general reference database such as SIRS Knowledge Source.
2. While it would seem obvious that everyone should be in favor of laws and regulations to limit sources of environmental pollution, there are individuals who challenge the benefits or the necessity of such laws. Using a reference database such as SIRS Knowledge Source, find articles and/or Web sites that present the view of those who challenge environmental regulation. Do you agree or disagree with their arguments? Record your findings and your position in your reading journal.
3. Many forms of environmental pollution are a result of industrial growth, which stimulates economic expansion. Politicians are often called upon to both promote economic growth while also protecting the environment. Using a reference database, identify a community in which economic growth and environmental protection are at odds with one another. How have local politicians resolved this impasse? Present your findings in an oral presentation to your class.

## Chapter 16 Defense

### KEY CONCEPTS AND TERMS

**Arms control:** any measure, including restriction on production and sale of arms and the way arms may be deployed, that alters the quality and quantity of weapons available.

**Arms race:** the increasing manufacture, sale and stockpiling of armaments by competing nations in the world.

**Cold War:** intense political, economic and military rivalry between hostile nations short of a shooting war. (American financier Bernard Baruch coined the expression in 1947.)

**Deterrence:** the defense theory holding that a foreign aggressor will be discouraged from starting a war by the knowledge that the opponent has the capacity and the will to make a devastating counter-attack.

**Disarmament:** voluntary limitation on the manufacture and stockpiling of arms.

**First-strike capability:** the ability to destroy an enemy's nuclear forces before they can be launched.

**Mutually assured destruction (MAD):** a situation in which the Soviet Union and the United States could simultaneously deliver first strikes.

**Parity:** equality in value, position or amount in the development of strategic arms.

**Rogue nations:** nations that do not abide by internationally accepted rules of behavior.

#### GENERALIZATIONS

1. The world's present nuclear arsenal can destroy civilization.
2. As nuclear capabilities proliferate, the risk of "accidental" nuclear war multiplies.
3. The United States leads the world in arms sales.
4. The United States produces arms as much for political and economic considerations as for military reasons.

#### ANALYTICAL QUESTIONS

1. What was the Cold War? When and why did it begin? When and why did it end?
2. What is arms control and why did the United States and the Soviet Union decide to begin negotiating arms-control agreements?
3. What are some of the challenges facing arms-control negotiators?
4. What is nuclear proliferation and why is it considered a deterrent to peace?
5. Explain how the proposed missile defense system would work.
6. Cite some of the reasons why wars killed a growing number of civilians during the course of the twentieth century.

#### KEY PROBLEM

The greatest barrier to peace is the lack of trust by both sides of a conflict.

#### ACTIVITIES

1. Using a general reference database, such as SIRS Knowledge Source, identify the nations in the world that currently have or are believed to have nuclear weapons capability. Next, copy a political map of the world from an atlas and designate each nuclear weapons-capable nation on the map with a symbol or icon of your own creation. Which regions of the globe tend to have nuclear weapons and which regions do not? Using the almanac, identify common social and/or economic characteristics of the "nuclear" nations.
2. Using a general reference database such as SIRS Knowledge Source, research the U.S. military's position concerning the use of landmines in combat areas. Based upon the relevant facts of the situation, take a position on this issue. With the help of your reference librarian or SIRS Government Reporter's Congressional Directory, find the address for a congressperson from your state. Write a letter to the congressperson indicating your position and suggest a course of action that he or she should follow. Be sure to cite facts from the articles to support your position.
3. Create a timeline indicating the major milestones in the development, proliferation and use of chemical and biological weapons. Utilize a reference database, such as SIRS Knowledge Source to identify key global discoveries, incidents and agreements relating to the chemical and biological weapons issue.

## Chapter 17

# Human Rights

#### KEY CONCEPTS AND TERMS

**Apartheid:** Dutch word meaning "apartness" that described racial segregation in South Africa until the late twentieth century.

**Dissidents:** citizens who express public disagreement with their government's policies.

**Genocide:** the intentional and systematic annihilation of a national, ethnic, racial or religious group.

**Human rights:** political, civil, economic, social and cultural rights and freedoms that have been identified as minimum standards rightfully belonging to each individual.

**Illiteracy:** a person's inability to read or write.

**Refugees:** people who are forced to flee their country because of persecution or war.

## GENERALIZATIONS

1. Many nations advocate human rights, but few nations protect the rights of all their citizens equitably.
2. Lack of educational opportunity is considered a denial of an important human right.
3. Absolute freedom is an ideal that does not exist in reality.

## ANALYTICAL QUESTIONS

1. What basic rights for American citizens are embodied in the Bill of Rights of the U.S. Constitution?
2. List some basic human rights that are included in the United Nations Universal Declaration of Human rights.
3. What are the Helsinki Accords and why are they considered a significant achievement?
4. What did Eleanor Roosevelt mean when she said, “without concerned citizen action to uphold (human rights) close to home, we shall look in vain for progress in the larger world”?
5. Why is education considered to be such an important human right?
6. Why is employment considered to be such an important human right?

## KEY PROBLEM

If world population continues to grow at a rapid pace, human rights are likely to be endangered at an increasing rate.

## ACTIVITIES

1. Create an annotated list of human rights groups operating globally. Be sure to indicate the key issues of concern for each of the groups and the most common method of raising awareness and addressing human rights concerns.
2. While laws and resolutions have been passed condemning human rights abuses throughout the world, human rights tragedies and even genocide continue to occur. In an essay, explain whether you believe these laws and resolutions serve a beneficial purpose and why. Support your answer with facts gleaned from resources found in a general reference database such as SIRS Knowledge Source.
3. Contact Amnesty International or similar organization to express your interest in participating in its letter-writing campaign on behalf of political prisoners. Write a letter on behalf of at least one individual that it has identified as being wrongfully imprisoned for political reasons. In preparation for writing your letter, research in a general reference database the nature of the government and politics of the country where the individual has been imprisoned.

# PART V: WORLD REGIONS—A HISTORICAL SKETCH

## Chapter 18

# Europe

## KEY CONCEPTS AND TERMS

**Alliances:** agreements between or among nations to meet common goals.

**Balance of power:** even distribution of power among nations or groups of nations.

**Cold War:** intense political, economic and military rivalry between hostile nations short of a shooting war. (American financier Bernard Baruch coined the expression in 1947.)

**Containment:** a policy of defending U.S. world interest against the spread of communism by encircling the communist nations with anticommunist nations supported by U.S. military pacts and military aid.

**Coup d’etat:** takeover of a government, usually with military force.

**Detente:** a relaxation of tension between two nations.

**Dissidents:** citizens who express public disagreement with their government’s policies.

**Domino effect:** American fear during the Cold War that, if one country fell to communism, others in the region would fall like a row of dominoes.

**Dynasty:** series of rulers who are members of the same family.

**Empire:** a group of countries or colonies under the rule of one dominant country.

**Feudal:** medieval system that tied farmers to the land they worked in exchange for protection from the landowner.

**Genocide:** the intentional and systematic annihilation of a national, ethnic, racial or religious group.

**Glasnost:** Russian word for “openness,” a policy adopted by Mikhail Gorbachev during the last days of the Soviet Union to allow public criticism of the government.

**Industrial Revolution:** social and economic changes that occurred in the eighteenth and nineteenth centuries when Western European and North American countries converted from agricultural economies based on human and animal power to industrial economies based on machine power.

**Nation-states:** political units with defined geographic boundaries, populations and sovereign governments.

**Parity:** equality in value, position or amount in the development of strategic arms.

**Parliamentary:** a system of government in which the legislative branch of government (often called a parliament) holds legislative and executive powers of government.

**Perestroika:** Russian word for “restructuring,” a policy adopted by Mikhail Gorbachev during the last days of the Soviet Union to signify his plans to reorganize the nation’s socialist economy.

**Serfdom:** a medieval institution that tied tenant farmers to the land they worked for life.

**Sovereignty:** supreme authority in a political community. An individual ruler (monarchy, dictatorship), a small group (oligarchy) or the people (democracy) have sovereignty depending on the particular political system.

## GENERALIZATIONS

1. Europe, the second smallest of the seven continents, has had a significant influence on the rest of the world.
2. The cultural diversity of Europe’s many nations has been the source of innovation and conflict.
3. Ideological differences between the United States and the Soviet Union contributed to the division of Europe after the end of World War II.
4. The “domino effect” that Americans feared about the spread of communism during the Cold War had the reverse effect when Mikhail Gorbachev initiated political and economic reforms in the Soviet Union during the late 1980s.
5. Authoritarian attempts to unify Europe have always resulted in violent upheavals of ethnic conflict.

## ANALYTICAL QUESTIONS

1. Describe Europe’s geographic advantages that have led to its historic dominance in world affairs.
2. Define “balance of power” and explain how it was used to contain conflict among European powers in the past.
3. Discuss technology’s role in making twentieth century warfare more deadly than in the past.
4. Identify some of the misperceptions of American and Soviet actions during and after World War II that contributed to the Cold War.
5. Create a timeline of significant events that led to the formation of the European Union.
6. Describe how the European Union is different from previous attempts to unify Europe.
7. Discuss America’s changing role in Europe after the end of the Cold War.

## KEY PROBLEM

Europe’s role in world affairs has shaped the modern world. What will be its future role in the post-modern world?

## ACTIVITIES

1. After reading the chapter, identify one episode from European history since 1945 that you believe to be the most significant for understanding current events in the region. Using a general reference database such as SIRS Knowledge Source locate articles or Web sites related to that period and write an argumentative essay defending your choice. Be sure to use proper citation style for articles and Web sites when citing information gleaned from your research.
2. Select an important individual in post-World War II Europe whom you most admire. Using a general reference database such as SIRS Knowledge Source, gather information about this individual. Write a brief biography of the individual in which you highlight his or her origins, achievements and lasting legacies. Present your biography to your classmates.
3. Since the end of World War II, there have been movements toward consolidation and unification within Europe’s diverse communities. There have also been movements toward division and disintegration among Europeans both within and between nations. In a two column chart provide examples of A) supranationalism—unification and cooperation and B) Devolution—division and conflict. Be sure to support each of your examples with at least one sentence of explanation. Related articles from the end of the chapter may assist you in identifying these movements.

## Chapter 19

# Middle East

## KEY CONCEPTS AND TERMS

**Buffer state:** a country or group of countries that separate ideological or political enemies and can serve as a war zone in which to combat their differences.

**Cartel(s):** formal agreement among nations that export the same product to regulate the production, sale and price of this product on international markets.

**Culture:** all the shared products and values of a human society that comprise its total way of life. Culture includes material products (buildings, cities, etc.) and nonmaterial products (religions, languages, etc.).

**Diaspora:** the dispersion or spread of Jews throughout the world in flight from religious persecution.

**Embargo:** government order forbidding a ship from entering or leaving a port or forbidding exports of products to specific countries.

**Guerrilla:** member of a small independent band of fighters that harasses the enemy by attacking supply lines or conducting surprise raids.

**Infrastructure:** the array of public structures that foster a nation's economic growth, including roads, bridges, railroad tracks, airports, dams, telephone wires, power lines, hospitals, schools, sewer and water facilities, fire stations and courthouses.

**Mandates:** commissions given to one nation by a group of nations to administer the affairs and government of a territory.

**Monotheistic:** belief in one God.

### GENERALIZATIONS

1. As the cradle of Western civilization and the birthplace of three of the world's major religions, the Middle East is a cultural crossroads between East and West.
2. Because of its rich oil reserves, the region is of vital strategic importance to the modern world.
3. Early involvement of major developed nations in the Middle East laid the foundation for many of today's problems in that area.
4. The discovery of oil has brought great wealth to some people in the Middle East but has not raised the standard of living for the vast majority of people.

### ANALYTICAL QUESTIONS

1. How did European colonialism establish the political boundaries of modern states in the Middle East?
2. How did British control over Palestine contribute to the formation of a Jewish state?
3. How has U.S. support of Israel led to anti-American terrorism in the Middle East?
4. What is the importance of the Suez Canal to Europe and the United States?
5. List and describe the various attempts that have been made since 1967 to bring peace between Arabs and Jews in the Middle East. What have been some of the major obstacles to peace in the region?

### KEY PROBLEM

Artificial national boundaries, scarce resources and ethnic differences are at the heart of conflict in the Middle East.

### ACTIVITIES

1. Conduct a survey of friends and relatives in which you ask them to articulate adjectives and nouns that they associate with the Middle East. Using information found within the chapter or in related articles or Web sites, compare and contrast these perceptions with the realities of the region. Prepare a graphic organizer in which you summarize your findings. Using your graphic organizer, write an opinion essay in which you evaluate your survey results noting how closely perceptions match reality.
2. The modern history of the Middle East has been characterized by important letters, documents and resolutions. Create a timeline in which you organize the documents in chronological order and indicate the significance of each document in the region's history.

## Chapter 20

# Africa

### KEY CONCEPTS AND TERMS

**Agrarian:** having to do with agriculture.

**Apartheid:** Dutch word meaning "apartness" that described racial segregation in South Africa until the late twentieth century.

**Assimilation:** absorption of people from one culture into another culture.

**Boycott:** protest against a company or country by refusing to buy their products.

**Bureaucracy:** a large administrative organization staffed with non-elected officials.

**Caste(s):** rigid Hindu class system that ranks people by the occupation of their parents.

**Colonialism:** the drive to create, expand and govern an empire of distant territories for economic gain.

**Confederation:** an organization of sovereign entities formed to carry out specific common goals (i.e. defense, transportation or foreign trade policy) through mutual cooperation and consensus; a loose alliance of states in which the individual states have the most power—or sovereignty.

**Coup d'état:** takeover of a government, usually with military force.

**Green Revolution:** scientific development in the 1960s of fast-growing, high-yield strains of rice and grain.

**Guerrilla:** member of a small independent band of fighters that harasses the enemy by attacking supply lines or conducting surprise raids.

**Industrial Revolution:** social and economic changes that occurred in the eighteenth and nineteenth centuries when Western European and North American countries converted from agricultural economies based on human and animal power to industrial economies based on machine power.

**Infrastructure:** the array of public structures that foster a nation's economic growth, including roads, bridges, railroad tracks, airports, dams, telephone wires, power lines, hospitals, schools, sewer and water facilities, fire stations and courthouses.

**Microstates:** extremely small nations.

**Nation-States:** political units with defined geographic boundaries, populations and sovereign governments.

**Nepotism:** the practice of hiring or promoting family members or friends to jobs whether or not they are qualified to serve.

**Pastoral:** having to do with the herding of livestock.

**Sanctions:** actions by several nations against another to force it to obey international law.

**Spheres of influence:** areas of one country or territory dominated by another.

**Suffrage:** the right to vote.

**Transition zone:** an area between the borders of two regions where cultures meet and gradual change occurs.

## GENERALIZATIONS

1. Some of the earliest fossils of modern humans have been excavated in Africa.
2. Many of Africa's contemporary problems are the result of European colonization during the nineteenth century.
3. The African people experienced kidnapping and enslavement for over 300 years.
4. African unity is considered desirable if the problems of modern Africa are to be heard and resolved.

## ANALYTICAL QUESTIONS

1. What economic developments in the Americas prompted the formation and perpetuation of slavery?
2. Discuss at least three reasons why Europeans were attracted to Africa.
3. Compare and contrast colonial policies practiced by Britain, France, Belgium and Portugal and discuss their impact on Africa and its people.
4. Describe Africa's independence movement and the Cold War's impact on it.
5. Explain the colonial background to Africa's ethnic discord.
6. Describe the purpose and effectiveness of the Organization of African Unity and other regional groups to coordinate the development process.

## KEY PROBLEM

African nations' biggest challenge is to overcome colonialism's legacy and to find common ground for improving the lives of African people, who are among the world's poorest.

## ACTIVITIES

1. Some have argued that, after surveying African history since the end of colonialism, the average African was actually better off materially and politically under colonial rule than under independence. Using a reference database such as SIRS Knowledge Source, find evidence that would either support or refute this contention. When you have collected sufficient evidence, write an 800- to 1000-word essay in which you argue for or against the statement above, using the evidence garnered from your research.
2. While most Americans are familiar with the rare catastrophic events in Africa such as famines, wars and epidemics, few Americans know of noteworthy Africans who have made and continue to make a positive contribution to their societies and the human community at large. Identify at least one individual living in Africa now or in the recent past who has made an important contribution to each of the following fields of endeavor: world affairs, government, medicine, engineering, literature, music, and business. Write a brief paragraph about each individual and present your findings to your peers. You should utilize a general reference database, such as SIRS Knowledge Source, to find information on these topics. If time allows, ask a reference librarian to help you to E-mail or write a letter to the U.S. Embassy of an African country to get their input on the project.

## Chapter 21

# Asia

### KEY CONCEPTS AND TERMS

**Archipelago:** a sea having a chain of many islands in it.

**Bureaucracy:** a large administrative organization staffed with non-elected officials.

**Buffer state:** a country or group of countries that separate ideological or political enemies and can serve as a war zone in which to combat their differences.

**Caste(s):** rigid Hindu class system that ranks people by the occupation of their parents.

**Domino effect:** American fear during the Cold War that if one country fell to communism, others in the region would fall like a row of dominoes.

**Dynasty:** series of rulers who are members of the same family.

**Economic tigers:** the Asian nations of South Korea, Hong Kong, Taiwan and Singapore that rapidly modernized their economies after World War II.

**Enclaves:** territories within one nation that are governed by another nation.

**Extraterritoriality:** claim by foreign residents of immunity from a nation's laws, particularly when the residents are another nation's official representatives.

**Foreign investment:** when businesses or governments seek economic gain by committing capital or resources to business opportunities in other countries.

**Glasnost:** Russian word for "openness," a policy adopted by Mikhail Gorbachev during the last days of the Soviet Union to allow public criticism of the government.

**Guerrilla:** member of a small independent band of fighters that harasses the enemy by attacking supply lines or conducting surprise raids.

**Hegemony:** political or economic domination by one state over another.

**Industrial Revolution:** social and economic changes that occurred in the eighteenth and nineteenth centuries when Western European and North American countries converted from agricultural economies based on human and animal power to industrial economies based on machine power.

**Infrastructure:** the array of public structures that foster a nation's economic growth, including roads, bridges, railroad tracks, airports, dams, telephone wires, power lines, hospitals, schools, sewer and water facilities, fire stations and courthouses.

**Martial law:** imposition of military rule, including resort to military courts, over a city, region or country especially following a period of civil unrest.

**Monotheistic:** religious belief in one god.

**Passive resistance:** expressing disapproval of a government or specific laws through uncooperative or nonviolent actions, such as protest marches or economic boycotts.

**Pacific Rim:** emerging economic region composed of countries that border the Pacific Ocean.

**Perestroika:** Russian word for "restructuring," a policy adopted by Mikhail Gorbachev during the last days of the Soviet Union to signify his plans to reorganize the nation's socialist economy.

**Polytheistic:** religious belief in many gods.

**Regional complementarity:** the ability of two regions to meet each other's needs by exchanging raw materials and/or finished products.

**Repatriation:** sending a person back to his or her country of origin.

**Spheres of influence:** areas of one country or territory dominated by another.

**Territorial morphology:** geographic classification of countries' boundaries and shapes.

### GENERALIZATIONS

1. The boundaries of modern Asian nations were largely determined by events that occurred during World War II.
2. Many tensions that exist in Asia today resulted from rivalry and confrontation among big-power nations in the western world.
3. China has the world's oldest continuous history.
4. In the twenty-first century, the Pacific Rim has emerged as one of the world's most powerful economic regions.

### ANALYTICAL QUESTIONS

1. On an outline map of Asia, locate its major regions and countries.
2. Create a timeline to illustrate Asian contacts with the outside world over the course of recorded history.
3. Compare and contrast Japanese and Chinese responses to Western imperialist expansion.

4. Compare and contrast the geographic location of Great Britain and Japan and describe Britain's influence on Japan's evolution as a modern state during the nineteenth and twentieth centuries.
5. Explain why U.S. President Richard Nixon's 1972 visit to China is considered the highlight of his administration.
6. Describe the origins and roles that major religions, including Hinduism, Buddhism, Confucianism, Christianity and Islam, played in Asian history.
7. Compare and contrast British, French, American and Japanese imperialism in Asia.
8. Identify Mahatma Gandhi's role and world impact in securing India's independence from British rule and explain the causes and results of the subcontinent's partition in 1947.
9. List at least five unique historic and geographic features that have characterized the emergence of Australia and New Zealand as major powers in Asia's modern economy.
10. Define the Pacific Rim and describe its economic significance in the twenty-first century.

### KEY PROBLEM

Asia's leading population growth rates may largely determine the region's future role in world affairs.

### ACTIVITIES

1. In Asia, there is a trend for women from politically prominent families to become presidents, prime ministers or political activists. Examples include Indira Gandhi of India, Benazir Bhutto of Pakistan, Corazon Aquino in the Philippines, Megawati Sukarnoputri in Indonesia and Jiang Qing in China. Using a general reference database such as SIRS Knowledge Source, find articles on each of these women. After reading the articles, write profiles of each woman, tracing their rise to power and their effectiveness once in office.
2. Mao Zedong and Mahatma Gandhi both had competing visions of how Asia could liberate itself from its colonialist past. Research each of their philosophies and, in a comparative essay, evaluate the effectiveness of their approaches in social, political and economic terms.
3. Since the end of the Cold War, many Asian nations have moved from autocratic regimes to ostensibly democratic governments. Create a timeline of the twentieth century in which you highlight the evolution of government in at least three Asian nations.
4. Using an almanac such as *World Almanac and Book of Facts*, find out the Per Capita GDP (average income per person), the Population Density (average number of people found in a geographically defined region), the Literacy Rate (percentage of the population that can read), the Life Expectancy and the Type of Government for ten Asian nations. Display the results in a PowerPoint presentation. Discuss any trends that can be observed between the first four social and economic indicators and the type of government found in the nation.

## Chapter 22

# Americas

### KEY CONCEPTS AND TERMS

**Amnesty:** a general pardon for past offenses against a government.

**Archipelago:** a sea having a chain of many islands in it.

**Assimilation:** absorption of people from one culture into another culture.

**Autonomy:** the right of self-government.

**Cartel(s):** formal agreement among nations that export the same product to regulate the production, sale and price of this product on international markets.

**Conquistadors:** Spanish conquerors of the Americas in the sixteenth century.

**Culture:** all the shared products and values of a human society that comprise its total way of life. Culture includes material products (buildings, cities, etc.) and nonmaterial products (religions, languages, etc.).

**Embargo:** government order forbidding a ship from entering or leaving a port or forbidding exports of products to specific countries.

**Enclaves:** territories within one nation that are governed by another nation.

**Federation:** an alliance of states or regions united under a central sovereign government in which power is shared between the regional and national governments.

**Foreign investment:** when businesses or governments seek economic gain by committing capital or resources to business opportunities in other countries.

**Guerrilla:** member of a small independent band of fighters that harasses the enemy by attacking supply lines or conducting surprise raids.

**Human rights:** political, civil, economic, social and cultural rights and freedoms that have been identified as minimum standards rightfully belonging to each individual.

**Isthmus:** a narrow strip of land bordered by water that connects two larger bodies of land.

**Juntas:** Spanish councils for deliberation or administration of agencies or governments.

**Lobbyists:** representatives of special interests who try to persuade members of Congress to support their position on legislation.

**Martial law:** imposition of military rule, including resort to military courts, over a city, region or country especially following a period of civil unrest.

**Mercantilism:** theory that favors government regulation of a nation's economy in order to maintain a favorable balance of trade.

**Microstates:** extremely small nations.

**Multinational corporation (MNC):** a business with branches and factories in nations outside the home-base nation.

**Pacific Rim:** emerging economic region composed of countries that border the Pacific Ocean.

**Privatization:** the contracting out of traditional government services to private industry.

**Secede:** to formally withdraw from a group or organization.

## GENERALIZATIONS

1. Geographic and cultural factors have created historically close ties between the United States and Canada.
2. Relations between the United States and Latin America have evolved in stages over the past 200 years.
3. Human rights are often violated in the name of maintaining political or economic stability.
4. Despite enormous differences, Latin American countries share many common experiences in the history of their development.

## ANALYTICAL QUESTIONS

1. What are some of the common historical roots of Canada and the United States?
2. Trace the development of United States' motives for intervening in internal Latin American affairs.
3. Identify common themes that have shaped the history of Latin American countries and research events that illustrate them in two different countries.
4. How does the gap between rich and poor in Latin American create problems of popular unrest?
5. Discuss the impact of the Columbian Exchange on Europe and the Americas.

## KEY PROBLEM

Despite their common colonial experiences, people of the Americas have many different cultures that can be a source of misunderstanding and conflict.

## ACTIVITIES

1. The Americas were settled by Europeans as colonies providing raw materials, such as sugar, cotton, coffee, silver and gold, to the home countries. Although the majority of the former colonies are now politically independent of the European colonizers, some analysts argue that nations in Central and South America retain an economic dependency on large economies such as the United States and Europe. Using a general reference database, identify evidence to support that view and evidence that contradicts the view. Write an argumentative essay taking a stand on one side or the other. Be sure to explain both sides of the argument, using evidence from the articles or other reference resources. Remember to use proper citation format when quoting or paraphrasing from each article. Include a reference page at the end of your paper.
2. The former English colonies in the Americas have prospered and developed economically and politically, whereas French, Spanish and Portuguese colonial holdings have achieved either less success or are politically authoritarian and economically underdeveloped. Using a general reference database or other resource, identify possible historical explanations for the difference in the experience of English colonies and the former holdings of Spain, Portugal and France. Be sure to consider such factors as the political and economic relationship to the mother country, the geography of the colony/nation, size of the native population and the nature of the independence movement. Explain your theories to account for the different experiences to the class.
3. Take a poll of your peer group in which you ask them to provide a list of nouns and adjectives that come to their mind when they consider South America. Organize your results so that you can identify the 10 to 15 most common perceptions of your peer group about the region. Compare and contrast these perceptions with what you have read in Chapter 22 and in the related articles at the end of the chapter. In an essay, explain how these perceptions match up with the realities of the region.