

# Today's World

## THE BIG PICTURE

The world today is changing at a rapid rate. People are working together to promote economic development, eliminate threats to global security, protect the environment, and advance science and technology.



## California Standards

### History-Social Sciences

**10.10** Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

**10.11** Students analyze the integration of countries into the world economy and information, technological, and communications revolutions (e.g., television, satellites, computers).



## TIME LINE

### CHAPTER EVENTS

**September 11, 2001**

Terrorists hijack four passenger airplanes and attack the United States.

**February 2003**

An ethnic conflict begins in the Darfur region of western Sudan.

**March 2003**

A U.S.-led military coalition invades Iraq to remove Saddam Hussein from power.

2001

### WORLD EVENTS

**January 2002**

The euro becomes the common currency for most of Western Europe.

2003

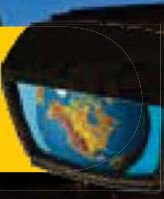
**April 2003** Scientists with the Human Genome Project announce they have mapped the human genetic code.





## History's Impact video program

Watch the video to understand the impact of September 11, 2001.



## Reading like a Historian

This photograph shows a busy nighttime scene in the Shinjuku area of Tokyo, Japan. Shinjuku is a major commercial center and is home to the world's busiest train station as well as to a large number of successful stores, restaurants, and night clubs.

**Analyzing Visuals** What does this photograph tell you about life in Japan? What does it indicate about Japan's level of technology and resource use?

See **Skills Handbook**, p. H26

**December 2004**  
A tsunami strikes Southeast Asia, killing more than 225,000 people.

**August 2005**  
Hurricane Katrina hits New Orleans and the Gulf Coast of the United States.

2005

**August 2005** South Korean scientists announce the first successful cloning of a dog.

2007

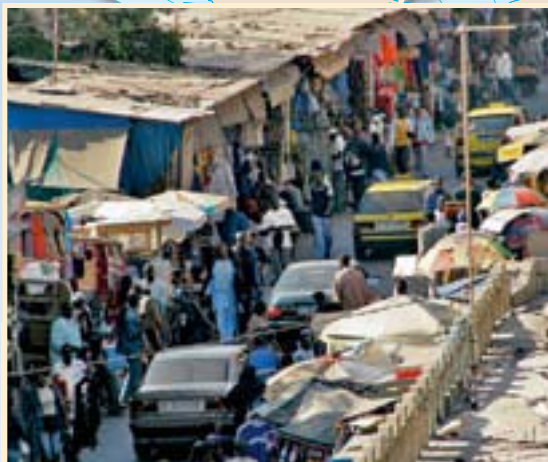
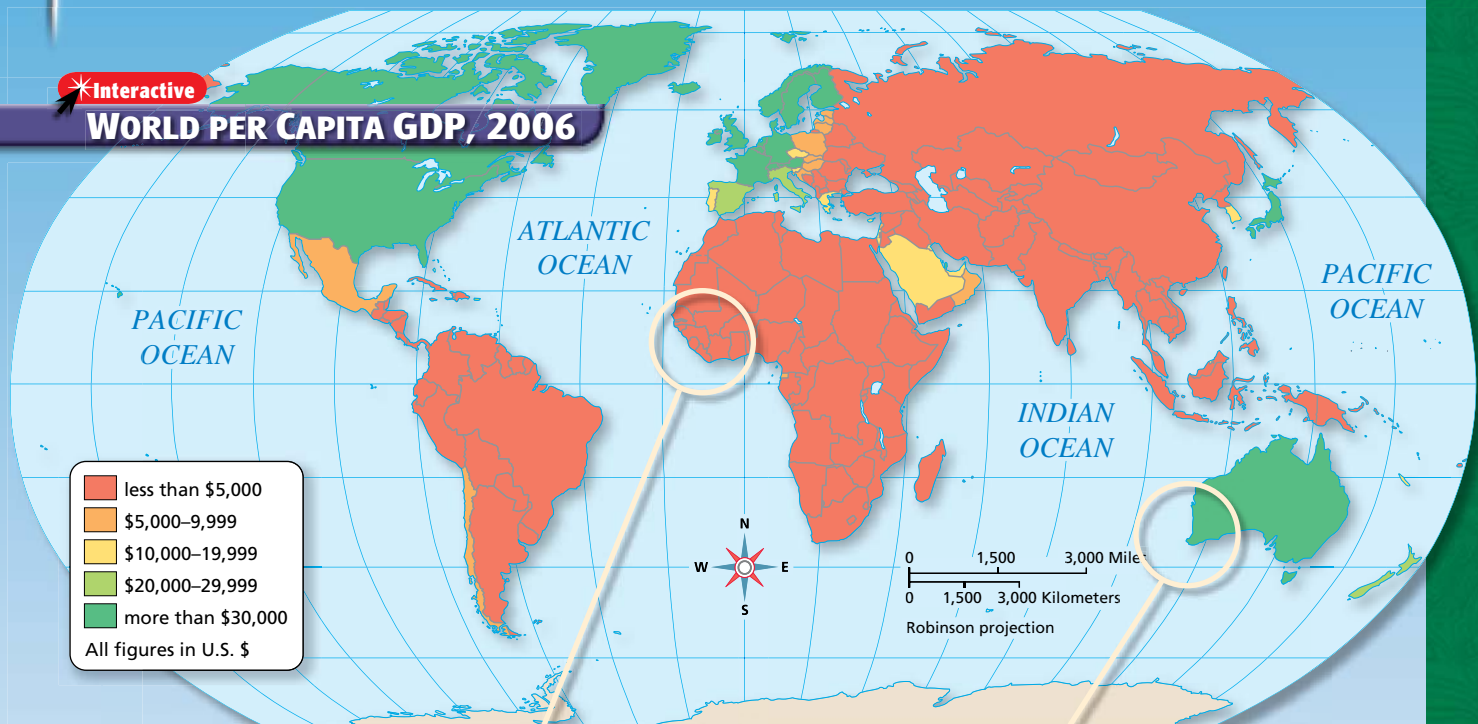
**March 2006** CAFTA, a free trade agreement between the United States and several Caribbean countries, goes into effect.



# GEOGRAPHY Starting Points

**Interactive**

## WORLD PER CAPITA GDP, 2006



**Senegal** Developing countries like Senegal have low per capita GDPs, slow economic growth, and a low standard of living.



**Australia** Developed countries like Australia have high per capita GDPs, modern and industrial economies, and a high standard of living.

### Starting Points

In recent years, the world has changed rapidly as a global economy develops. New methods of transportation and communication continue to bring nations and cultures closer together. Despite economic growth in some areas, however, many countries are still working hard to build strong economies and provide opportunities for their citizens.

- Analyze** Which parts of the world have the lowest and highest per capita GDPs? What might explain this regional difference?
- Predict** How do you think the continued growth of global trade might affect this map? Do you think the map will look the same in 2020? in 2040?



### Listen to History

Go online to listen to an explanation of the starting points for this chapter.

[go.hrw.com](http://go.hrw.com)

Keyword: SHL TOD

# Trade and Globalization

## BEFORE YOU READ

### MAIN IDEA

Trade and culture link economies and lives around the world.

### READING FOCUS

1. How does economic interdependence affect countries around the world?
2. What are some patterns and effects of global trade?
3. How does globalization lead to cultural exchange?

### KEY TERMS

globalization  
interdependence  
multinational corporations  
outsourcing  
free trade  
popular culture  
cultural diffusion



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### HSS 10.10.1

Understand the challenges in the regions.

### HSS 10.11

Students analyze the integration of countries into the world economy.



## CHOPPING DOWN THE FUTURE

◀ A pile of logs in Naren awaits the construction of more new homes.

### THE INSIDE STORY

#### *Does prosperity have its own risks?*

People living in the small Chinese village of Naren were once among the poorest people in the world. Now, however, they are relatively rich—and all because of a wild mushroom.

The mushrooms that grow beneath the oak and pine trees of Naren can bring high prices in Japan, where they are considered a rare delicacy. Beginning in the 1980s, Naren villagers began to gather these mushrooms to sell to Japanese consumers. It is possible for a villager to earn more than one thousand dollars in a single summer by harvesting mushrooms—an enormous amount of money in Naren.

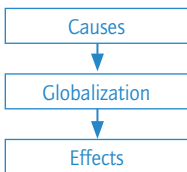
The money from mushrooms has changed life in Naren. People who used to live in small shacks have been able to build huge wooden houses and fill them with modern luxuries, including TVs, CD players, and satellite dishes.

However, this increased prosperity has brought problems as well. As villagers chop down trees to build their new wooden houses, the forests of Naren are slowly shrinking. Without forests to absorb rainfall, disastrous floods are becoming more common. Some villagers worry that even more tree cutting could mean the end of the valuable mushrooms that grow under those trees—and of their new modern lifestyle. ■



## TAKING NOTES

Take notes on the causes and effects of globalization.



## Economic Interdependence

At the beginning of the twenty-first century, the world was divided over a number of political, cultural, and economic issues. At the same time, however, countries around the world found themselves tied together like never before.

**Globalization** The force behind the new, closer relationships among the world's nations is globalization. **Globalization** is the process in which trade and culture link together countries around the world. Trade between nations is not new, but improvements in transportation and communication in recent years have made global trade much easier.

One major effect of global trade is increased economic interdependence among the world's countries. **Interdependence** is a relationship among countries in which they depend on one another for resources, goods, and services. Economic interdependence occurs because countries vary greatly in the types of goods and services they need and can provide.

### Developed and Developing Countries

The goods and services a nation can provide, and those it needs, depend on the level of economic development in that country. The world's countries are often grouped into two basic categories—developed and developing countries—based on their level of economic development.

Developed countries are industrialized nations with strong economies and a high standard of living. The world's wealthiest and most powerful nations, such as the United States and Japan, are developed countries. People in developed countries generally have access to good health care, education, and technology.

About 20 percent of the world's nations are considered to be developed, while the remainder are known as developing countries. Developing countries are those with less productive economies and a lower standard of living, such as Guatemala and the Philippines. Many people in these countries lack adequate education and health care.

Not all developing countries are in similar economic situations. The world's poorest nations making the least economic progress are known as least-developed countries. Most of the least-developed countries are located in Africa and southern Asia. These nations suffer

from great poverty, a lack of political and social stability, and ongoing war or other conflict.

**Multinational Corporations** The increasing interdependence of the world's countries has been accompanied by the dramatic growth of multinational corporations. **Multinational corporations** are large companies that operate in multiple countries.

One benefit to multinational corporations from their international operations comes from **outsourcing**, the practice of having work done elsewhere to cut costs or increase production. For example, multinational corporations often build manufacturing facilities in developing countries, where materials and labor are relatively inexpensive.

Advocates of multinational corporations believe they create jobs and wealth in the developing countries they operate in. Critics say that they fail to improve the standard of living in developing countries and that outsourcing causes job loss in the company's home country.

**Global Economic Ties** One effect of economic interdependence is that certain events or actions can affect the economies of many nations. This global interdependence is particularly evident in times of uncertainty.

In the early 2000s, for example, the price of crude oil rose dramatically, nearly tripling in just two years. One factor in this increase was the rising world demand for oil, especially in rapidly industrializing countries like China and India. Another factor was growing concern about the available supply of oil in the world, both because of fears about dwindling oil reserves and because of unrest in some of the oil-producing regions of the Middle East.

Since all countries depend on oil for energy in some way, the rise in oil prices was felt around the world. Developed countries such as the United States that rely heavily on oil for shipping, transportation, and energy were faced with dramatically higher costs. Some poor nations in Africa could not afford to import oil at the higher prices and faced shortages. The rise in oil prices led to increased demand for alternative energy sources as well as attempts to reduce oil consumption.

**READING CHECK Summarize** How does economic interdependence affect the world?

## READING SKILLS

### Making Generalizations

Combine what you already know about Japan with the information in this paragraph. Form a generalization about Japan's economy.



## Global Trade

Globalization often leads to or promotes free trade. **Free trade** is the exchange of goods among nations without trade barriers such as tariffs. Supporters of free trade believe that it gives producers more markets in which to sell goods and allows consumers to purchase higher-quality goods at lower prices.

### International Trade Organizations

A variety of international trade organizations exist today, many of which work to promote and regulate free trade. The first major international agreement on free trade came in 1948, when the General Agreement on Tariffs and Trade (GATT) was signed. Member countries worked to limit trade barriers and settle trade

disputes. In 1995, GATT was replaced by the World Trade Organization (WTO). Some 150 countries are members of the WTO, which monitors national trade policies and helps resolve trade disputes.

Another group that has a major effect on international trade today is the Organization of Petroleum Exporting Countries, or OPEC. A group of oil-rich nations, OPEC works to control the production and price of oil.

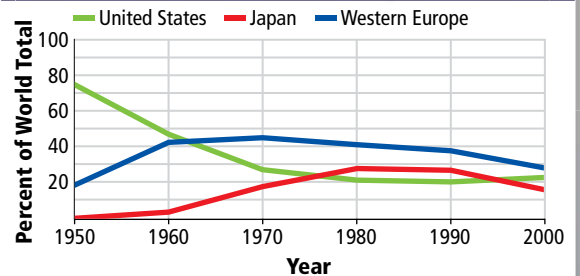
### HISTORY CLOSE-UP

## A Global Economy

It takes about 15,000 parts to make a typical modern automobile. The growth of the global economy means that automakers can buy these parts from countries all over the world, depending on where they can get the best prices and the highest-quality parts.



### MOTOR VEHICLE PRODUCTION, 1950–2000



Source: *The World Almanac and Book of Facts, 2006*

Skills  
FOCUS

### INTERPRETING GRAPHS

**Analyze** How has the global production of motor vehicles changed between 1950 and 2000?

Skills  
FOCUS

### INTERPRETING VISUALS

**Find the Main Idea** How has globalization affected the nature of automobile production?



## Globalization

**Analyzing Points of View** There are a variety of opinions about the effects of globalization on the world. In these excerpts from a discussion about globalization, two experts debate the subject. To analyze these views on globalization, consider:

- the main points in each argument
- the emotional or factual language used

And you see it in the streets of every city in the world . . . The rich are getting richer . . . and then the poor, the people at the bottom of the barrel . . . seem to be getting poorer . . . I suggest we get realistic and we acknowledge the undoubted fact that globalization is very good for the rich and very bad for the poor.

—Leslie Sklair, sociologist, 2001

Inequality is growing, but poverty is going down . . . The whole level [of wealth] moves such that people who used to be classified as poor are no longer poor . . . The last 20 years of growth has made more people get out of poverty than at any time in history. Today . . . the maximum amount of people in poverty is about 20 percent. . . . In 1800, it would be 80 percent.

—Meghnad Desai, economist, 2001

**Skills  
Focus**

**HSS** Analysis HR3

**READING LIKE A HISTORIAN**

- 1. Point of View** How do these opinions on globalization vary?
- 2. Language** How do the authors use emotional and factual language in support of their points of view?

See **Skills Handbook**, p. H33

**Regional Trade** Many countries belong to at least one regional trade bloc, or group, which they form to promote free trade and to deal with economic issues with neighboring nations. The largest regional trade bloc is the European Union (EU), with 25 member countries. Other regional trade blocs include the North American Free Trade Agreement (NAFTA), the Association of Southeast Asian Nations (ASEAN), and the Southern African Development Community (SADC).

**Effects of Global Trade** Global trade has some clear benefits. Developing countries can provide new and valuable markets for goods and services produced by developed countries. In return, the technology, services, and money provided by developed countries can improve public services and raise the standard of living in developing countries.

On the other hand, opponents of globalization argue that the process benefits wealthy developed nations at the expense of developing nations. For example, they say that free trade encourages practices that exploit workers and destroy the environment in developing coun-

tries. Anti-globalization activists sometimes take part in protests against the World Trade Organization, the International Monetary Fund, the World Bank, and other organizations that seek to regulate the global economy.

Other people who oppose free trade work to promote what they call fair trade. One example is the fair trade coffee movement, which guarantees that fair prices are paid to the farmers who grow coffee beans in an effort to improve farmers' standard of living. Companies involved in fair trade see it as a way of promoting social responsibility.

**READING CHECK** **Find the Main Idea** How does global trade affect the world?

## Cultural Exchange

With globalization, countries are linked not only through trade but also through culture. While people have had cultural exchanges for thousands of years, modern methods of transportation and communication allow these exchanges of ideas and customs to happen faster than ever before.



## MAJOR TRADE ORGANIZATIONS AND AGREEMENTS

ORGANIZATION (date formed)	Current Members and Goals
<b>General Agreement on Tariffs and Trade (GATT)</b> (1948)	125 members (in 1995); worked to reduce tariffs and other international trade barriers; replaced by WTO
<b>World Trade Organization (WTO)</b> (1995)	Nearly 150 members; promotes lower trade barriers
<b>Group of Eight (G-8)</b> (1975, as G-6)	8 major industrial democracies; discuss international economic, environmental, and other issues
<b>Organization of Petroleum Exporting Countries (OPEC)</b> (1960)	12 major oil-exporting countries, mostly in Middle East; coordinate oil policies of members
<b>European Union (EU)</b> (1993)	27 European nations; work for European economic and political integration

**Culture Traits Spread** Globalization leads to changes in popular culture. **Popular culture** refers to culture traits such as food, sports, and music, that are common within a group of people. Although popular cultures vary from one country to another, globalization is causing **cultural diffusion**, or the spread of culture traits from one region to another. Rapid modern transportation systems permit many people to travel to different countries for work or vacation. When people travel, they see new styles of clothing, try other foods, and hear different types of music. Other people move permanently from one country to another, bringing with them elements of their own culture to their new homes.

Television, movies, music, and other forms of mass media are the most powerful methods of cultural diffusion. For example, people around the world can readily watch satellite news channels and movies from the United States and Europe, while people in Western nations can listen to traditional African or Asian music on the radio. The Internet is another means for the exchange of images and ideas. In this way, mass media plays a huge role in cultural changes.

**Effects of Cultural Changes** Some people believe that these changes are largely negative. They argue that mass media and advertising encourage the growth of consumerism, or a preoccupation with the buying of consumer goods. For example, as people in developing countries become wealthier, many begin to spend their new money on consumer goods from toothpaste to clothing to automobiles. This market for consumer goods, opponents say, is shaped by the media and advertising rather than by actual needs. Thus, they worry that globalization is beginning to create a common world culture and is encouraging traditional cultures to lose some of their uniqueness.

Globalization is creating a world community where people are linked together through economics and culture. One of the biggest challenges of globalization may be to preserve valuable traditional cultures and at the same time provide enrichment from other places around the world.

**READING CHECK Summarize** How is cultural exchange a part of globalization?

**SECTION 1 ASSESSMENT** **HSS 10.10.1, 10.11** [go.hrw.com](http://go.hrw.com)  
**Online Quiz**  
 Keyword: SHL TOD HP

### Reviewing Ideas, Terms, and People

- a. Define** What is globalization?

**b. Explain** How are **multinational corporations** an example of economic **interdependence** between developed and developing countries?

**c. Evaluate** What are some benefits and drawbacks of **outsourcing**?
- a. Identify** What is the World Trade Organization?

**b. Compare and Contrast** How do supporters and opponents of **global free trade** differ in their views of it?

**c. Elaborate** Why do you think countries may want to join multiple regional trade blocs?
- a. Recall** What types of culture traits make up **popular culture**?

**b. Explain** How do mass media affect **cultural diffusion**?

**c. Evaluate** What recent change do you think has been the biggest cause of global diffusion?

### Critical Thinking

- 4. Make Judgments** Do you think globalization has had a greater effect on developed countries or developing countries? Use your notes on the section to explain your answer.



### FOCUS ON SPEAKING **ELA LS2.5**

- 5. Persuasion** Prepare a list of points that a government official in a developing country might use in a speech to convince other government and business leaders that the country should sign a free trade agreement.



# Social Challenges



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## BEFORE YOU READ

### MAIN IDEA

People and countries are working together to protect human rights, help solve problems such as poverty and disease, and adjust to new patterns of migration.

### READING FOCUS

1. How are individuals, groups, and nations working to protect human rights?
2. What global challenges do people around the world face?
3. What are the causes and effects of population movement?

### KEY TERMS

NGO  
famine  
epidemic  
refugees

### HSS 10.10.1

Understand the challenges in the regions.

### HSS 10.10.2

Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

## RUNNING FOR FREEDOM

### THE INSIDE STORY

#### *Can running keep you alive?*

During his final year of high school in the Central African nation of Burundi, champion runner Gilbert Tuhabonye dreamed of attending college in the United States. Instead, an outbreak of ethnic violence nearly killed him.

Tuhabonye is a Tutsi, one of the two main ethnic groups in Burundi. The other group is the Hutu. In October 1993, a mob of Hutus attacked Tuhabonye's village and forced the Tutsis into the school building, which they set on fire. For hours, Tuhabonye lay trapped in the flames, protected only by the bodies of his dead classmates.

Finally, he gathered the strength to break free. With his back on fire, he broke through a window and escaped into the nearby woods. His legs were so badly burned that they barely functioned, but he refused to give up. Tuhabonye made his way to a hospital for treatment, where he had to learn again how to walk and, eventually, to run.

Less than three years after Tuhabonye nearly died, he was a member of Burundi's Olympic team. Soon after, he enrolled in college in the United States—where he was given a running scholarship. Today, Gilbert Tuhabonye lives in the United States, where he trains runners and tells his story of how running helped him survive. ■

◀ **Runner Gilbert Tuhabonye trains in Texas.**

## Human Rights

Violence and human rights abuses are not new, but globalization has made the world more aware of such events. In recent years, many nations have pledged to respect human rights.

**Statements on Human Rights** In 1948 the United Nations issued the Universal Declaration of Human Rights. It states that all people deserve basic rights “without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.” Countries that signed the Helsinki Accords in 1975 agreed to respect human rights.

**Human Rights Abuses** In spite of these agreements, torture, slavery, killing, and other human rights abuses are daily occurrences in some countries. These abuses are most common in countries that are not democracies or are in the process of establishing democracy.

Some groups of people are at a greater risk of human rights abuses than others. People who disagree with their government or people who are members of a religious or ethnic minority are more likely to be victims of human rights abuses. Women and children are also at increased risk for violence and abuse.

**Working for Rights** Many individuals and groups are working to improve and protect human rights around the world. The United Nations investigates human rights abuses and works with national governments to protect rights. In addition, some groups called NGOs work to protect the rights of particularly threatened groups. An **NGO** is a nongovernmental organization that is formed to provide services or to promote certain public policies. NGOs such as the International Red Cross work to improve the welfare of groups such as women, children, and indigenous peoples and have played key roles in the fights against slavery, violence against women, and apartheid.

Other changes in the world have also led to improved human rights. Human rights are usually better protected in democratic countries, and the spread of democracy has led to the spread of human rights.

**READING CHECK** **Make Generalizations** How are human rights threatened and protected?

## FACES OF HISTORY

**Aung San  
SUU KYI**  
1945–



An activist for democracy in her native Myanmar (Burma), Aung San Suu Kyi has long been an opponent of her country's harsh

military government. In 1990 her political party won a large majority of the seats in Myanmar's parliament, but the military rulers refused to give up power. Instead, they placed Aung San and other democratic leaders under house arrest.

Despite her imprisonment, she continued to fight for democratic reform and free elections in Myanmar. For her nonviolent struggle for democracy, Aung San was awarded the Nobel Peace Prize in 1991. As of 2006 she remained under house arrest.

**Summarize** What does Aung San hope to achieve in Myanmar?

## Global Challenges

Although globalization is improving the lives of some people, many still face major challenges, including poverty, disease, and natural disasters. These challenges greatly affect worldwide life expectancy.

**Poverty** Poverty is a major problem in many countries. More than 20 percent of the world's people live on less than \$1 per day and do not have access to basic services such as education and health care. Poverty can have many causes, including a lack of natural resources, wars, poor government planning, and rapid population growth. One result of poverty can be a **famine**, or an extreme shortage of food.

Although poverty is found in even the world's wealthiest countries, it is more common in developing countries. In an attempt to reduce poverty, developed countries give or loan billions of dollars every year to poor countries. When used carefully, this foreign aid can make a vital contribution to reducing poverty.

**Disease** Although many diseases have their largest impact on a local or regional level, globalization has made controlling disease a challenge for the entire world. International air travel allows diseases to spread rapidly as infected people move from place to place. For example, in November 2002 a type of pneumonia known as SARS appeared in China. Over the next few months, SARS spread to other countries in Asia, Europe, and the Americas.

### TAKING NOTES

Take notes on the social challenges of human rights, poverty and disease, and population movement.

#### Social Challenges

- 1.
- 2.
- 3.

### ACADEMIC VOCABULARY

**welfare** well-being



## WORLD AVERAGE LIFE EXPECTANCY, 2002



### GEOGRAPHY SKILLS INTERPRETING MAPS

**Regions** In what areas of the world is average life expectancy the lowest? Why do you think that might be?

Hundreds of people were killed in the epidemic. An **epidemic** is an outbreak of contagious disease that spreads quickly and affects many people. HIV/AIDS is another recent epidemic. Over 25 million people have died from AIDS since 1981, and millions more are infected by the disease.

International health organizations and local governments have had some success controlling the spread of certain diseases. Much of the success has come from educating people about the prevention of disease, as well as making medicines cheaper and more available.

**Natural Disasters** Natural disasters such as hurricanes, earthquakes, and floods also affect many areas of the world, often causing deaths and destroying homes and businesses. In December 2004, for example, a tsunami devastated large areas of Southeast Asia, killing over 225,000 people. Fortunately, many individuals, governments, and humanitarian organizations provide aid to regions suffering from natural disasters.

**READING CHECK Summarize** What are some of the challenges facing people around the world?

## Population Movement

The movement of people around the world has increased dramatically in recent years. Some people choose to move in search of better opportunities in new places, while others are **refugees**, people who flee violence in their home country to seek safety in another nation.

**Migration** Many factors can cause people to leave their homes and migrate to a new place. Some of these factors “push” people to leave their homeland, while others “pull” people to a new place. Typical push factors that **displace** people include war, persecution, and **poverty**. Pull factors include opportunities in a particular country for jobs and a better life.

Migration has been changed significantly by globalization. With modern air transportation, migrants today can quickly travel far from their home countries. As a result, they can settle in places that are very different from their former homes, and the mixing of cultures can be dramatic. Furthermore, migrants are often able to return to their native countries to visit, which makes it easier to retain their own cultures, languages, and habits.

### ACADEMIC VOCABULARY

**displace** to force to leave home or homeland

### READING SKILLS

#### Making Generalizations

Combine what you already know with what you have learned in this paragraph. Form a generalization about natural disasters.

The countries that have traditionally been the destinations of most migrants are wealthy developed nations in North America and Europe. Often, migrants do manage to find work and provide a better life for themselves and their families. Sometimes, however, they fail to find jobs or they face discrimination in their new countries. Some people want to limit the number of migrants allowed into their countries because they think the newcomers take away jobs and services from native citizens. Others worry that the traditions and languages of the migrants will change the culture of the country.

**Urbanization** Another type of migration happens within countries. In many parts of the world, people in search of jobs or better opportunities are moving in large numbers to urban areas from rural areas. This increase in the percentage of people who live in cities is called urbanization.

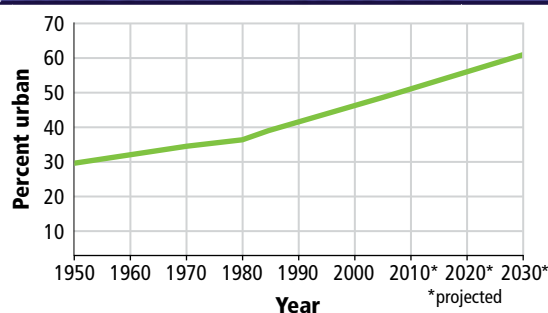
The world's fastest-growing cities are located in developing countries. As the populations of these countries grow, more of their people move to the cities looking for work. The vast urban areas of Mumbai, India, and São Paulo, Brazil, are examples of rapidly growing cities. Urban growth in developed countries is much slower, but rapid urbanization is a main factor in worldwide population movement.

**READING CHECK** **Find the Main Idea** What are some main reasons for population movement?

## Growing Cities

Many new skyscrapers have been built in Kuala Lumpur, Malaysia, in recent decades. **How does this photograph demonstrate trends in world urbanization?**

### WORLD URBANIZATION, 1950–2030



Source: United Nations Population Fund

**Skills FOCUS**

### INTERPRETING GRAPHS

**Summarize** How has world urbanization changed since 1950? How is it projected to change in the future?

**HSS 10.10.1, 10.10.2**

## SECTION 2 ASSESSMENT

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Online Quiz

Keyword: SHL TOD HP

### Reviewing Ideas, Terms, and People

- a. Identify** What is the purpose of the Universal Declaration of Human Rights?

**b. Explain** What role do NGOs play in protecting human rights?

**c. Predict** How do you think the spread of democracy might affect human rights around the world? Explain your answer.
- a. Identify** What are some of the main challenges facing certain people and countries around the world today?

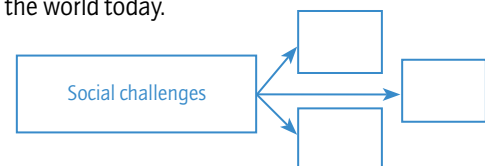
**b. Explain** How can an epidemic of a disease affect a country's economy?

**c. Elaborate** Why is it so difficult to reduce poverty?
- a. Identify** What are some push and pull factors of migration?

**b. Make Inferences** Why are the world's fastest-growing cities found in developing countries?

### Critical Thinking

- Elaborate** Use your notes on the section and a graphic organizer like the one below to explain how social challenges affect the world today.



### FOCUS ON WRITING

**ELA W2.3**

- Exposition** Write a letter from a person who has migrated to a new country to a friend back home. Tell the friend what you like and do not like about the new country.



# Threats to World Security

## BEFORE YOU READ

### MAIN IDEA

Terrorism, the potential use of weapons of mass destruction, and ethnic and religious tensions threaten security around the world.

### READING FOCUS

1. How does the threat of terrorism affect today's world?
2. What other threats to world security exist today?

### KEY TERMS

terrorism  
weapons of mass destruction (WMD)  
sanctions



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### HSS 10.10.3

Discuss the important trends in the region today and whether they appear to serve the cause of individual freedom and democracy.

## PREPARING FOR AN ATTACK



### THE INSIDE STORY

*How do you prepare for the worst?* One November day, three people dressed as maintenance workers walked into a crowded Oklahoma mall. They calmly went about their business tending the mall's plants and then left. But the plant sprayers they used actually contained a deadly contagious disease—smallpox. Soon, dozens of people in Oklahoma had come down with smallpox, and the disease continued to spread.

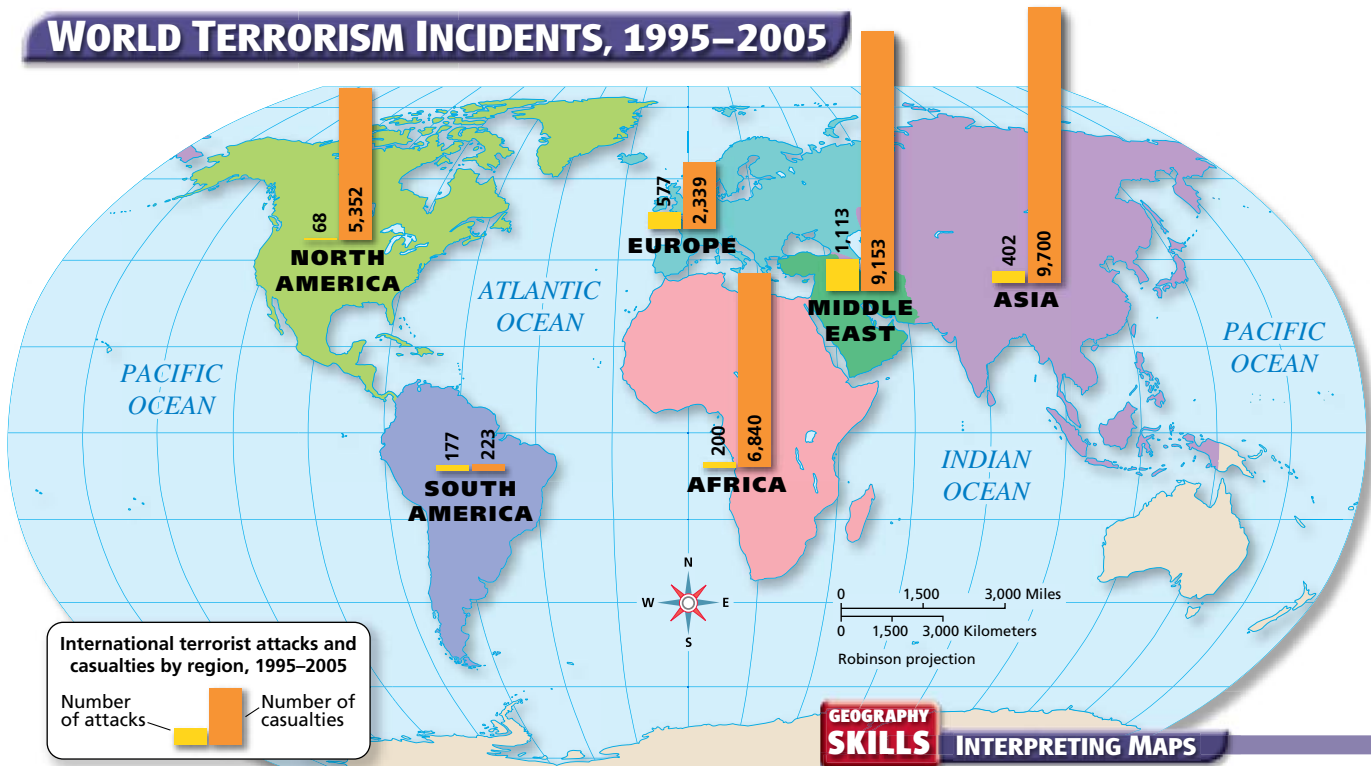
Fortunately, this incident was only a test. The “smallpox” outbreak was a simulated crisis planned by the federal government and carried out at an Air Force base near Washington, D.C. The goal was to see how prepared the nation was to deal with a possible terrorist attack and to learn how the government's response to an attack could be improved. Indeed, the government learned valuable lessons from the exercise. Exercises like this have become increasingly common in the world today as governments work to protect their citizens from the threat of terrorist attacks. ■

## The Threat of Terrorism

A major threat to global security today is terrorism. **Terrorism** is the unlawful use or threat of violence to cause fear and to advance political, religious, or ideological goals. Terrorists often intentionally target unarmed and unsuspecting civilians during their attacks.

During a terrorism preparedness drill, emergency response workers aid a “victim” of a simulated attack.

## WORLD TERRORISM INCIDENTS, 1995–2005



### GEOGRAPHY SKILLS INTERPRETING MAPS

**Location** What region experienced the greatest number of terrorist attacks between 1995 and 2005?

**Terrorism in History** Terrorism is not a modern phenomenon, but over the last 200 years acts of terrorism have become far more common. Traditionally, terrorist groups have used terrorism to overthrow governments, fight for independence, or change society. In the late 1800s and early 1900s, for example, different terrorist groups around the world killed a number of kings, presidents, and other political leaders. Other terrorists attacked ordinary citizens in order to further their goals.

**Terrorist Attacks** Over the past few decades, the number of worldwide terrorist attacks has increased, as has the violence of these attacks. Few regions of the world have been spared from terrorism. In Latin America, terrorism connected to the illegal drug trade is a major problem in Colombia and Peru. In Great Britain, the Irish Republican Army (IRA) for many years engaged in terrorist attacks on British targets in an attempt to end British control of Northern Ireland. In South Asia, the Tamil Tigers in Sri Lanka have used suicide bombings and other terrorist tactics in their fight for an independent state.

**Terrorism in the Middle East** Increasingly, the Middle East has become a focus of efforts against international terrorist groups. In part this is because of the ongoing Arab-Israeli conflict as well as the region's history of Western colonial domination, which have led to resentment of the West among some Arabs. The region is home to some radical Muslim organizations that claim that Islam justifies terrorist attacks against innocent civilians. These terrorist actions, however, are contrary to Islamic law, and are condemned by most Muslims.

In the 1980s, Islamist groups such as Hamas, Hezbollah, and al Qaeda increasingly used terrorist tactics against Israel and some Western nations. Some of these groups, such as Hamas, seek to destroy Israel and create an independent Palestinian state, while others want to rid the Middle East of Western influences. In some cases, these groups are funded or otherwise aided by certain governments in what is known as state-sponsored terrorism.

The Lebanese group Hezbollah, for example, is supported by Iran. Hezbollah formed after the 1982 Israeli invasion of Lebanon and has the primary goal of the destruction of Israel.

### TAKING NOTES

Use this graphic organizer to take notes on the threats to world security.

Terrorism

Weapons of Mass Destruction

Ethnic or Religious Tensions



Although Israel, the United States, and several other nations consider Hezbollah to be a terrorist organization, in some nations it is seen as a legitimate resistance movement against Israel. In July 2006 Hezbollah kidnapped two Israeli soldiers and fired rockets into Israeli, triggering a month-long conflict between Israel and Lebanon.

**Fighting Terrorism** After al Qaeda attacked the United States on September 11, 2001, the U.S. government took many actions to prevent future terrorist attacks. The government passed new legislation to strengthen its international and domestic intelligence services, including the establishment of the Department of Homeland Security. Government leaders increased their focus on the security of the nation's borders and transportation networks and sought to find and cut off the funding sources for terrorist networks.

The government also used military action—or the threat of action—to pressure countries it suspected of supporting terrorists. In 2001, for example, a U.S.-led military campaign invaded Afghanistan and forced out the Taliban government, which had supported and protected members of al Qaeda. In 2003, another U.S.-led invasion targeted Iraq and its dictator Saddam Hussein. Some American officials claimed that Saddam possessed dangerous biological and chemical weapons and

supported anti-American terrorist groups. This was later found not to be the case.

Other countries faced similar security issues. Bomb attacks on trains and buses in Madrid, London, and Jerusalem, for example, spurred Spain, Great Britain, and Israel to investigate ways to use technology to improve security for their transportation systems. Officials hoped that these measures would help prevent future terrorist attacks.

**READING CHECK** **Make Generalizations** How are countries working to prevent terrorism?

## Other Threats to Security

In addition to terrorist attacks, there are other threats to global security. Dangerous weapons in the hands of terrorist groups or certain nations threaten public safety. In addition, ethnic and religious tensions in some areas of the world contribute to a lack of security for many people.

**Dangerous Weapons** Countries around the world possess weapons of mass destruction. **Weapons of mass destruction (WMD)** are weapons, including biological, chemical, and nuclear weapons, that can cause an enormous amount of destruction. Terrorist groups or governments may seek to use these weapons for their own purposes.

### ACADEMIC VOCABULARY

**legislation** laws or rules passed by a governing body

## Themes Through Time

### TERRORISM

**SOCIETY** Acts of terrorism go back thousands of years—at least as far as the times of ancient Greece and Rome. Over the last four decades, however, terrorism has grown far more common—and more violent. Today, terrorism is a major threat to the world's security.

**September 1972** Palestinian terrorists take hostage and kill 11 Israeli athletes at the 1972 Olympic Games in Munich, Germany.



**December 1988**

Pan Am Flight 103 explodes over Scotland, killing 270 people. A Libyan man is later convicted for his role in the bombing.

1975

1985

**April 1983** A suicide bomber attacks the U.S. embassy in Beirut, Lebanon, killing 63 people. The group Hezbollah is believed to be responsible.



Biological weapons are made with organisms or toxins found in nature, including diseases and poisons such as anthrax, plague, and smallpox. In 1972 more than 70 nations signed a treaty prohibiting the production or possession of biological weapons. Nevertheless, officials have begun to worry about biological attacks by terrorist groups, in part because biological weapons are relatively easy and inexpensive to develop. In 2001, for example, anthrax sent through the mail killed five Americans.

Chemical weapons such as mustard gas and nerve gas use chemical toxins to kill or injure. Like biological weapons, chemical weapons can do much damage. Chemical weapons were used during both world wars, and in the 1980s Saddam Hussein used them in the Iran-Iraq War and against Iraqi Kurds. In 1995 a Japanese religious group used the nerve gas sarin in an attack on the Tokyo subway system.

Nuclear weapons are the biggest threat to the world in the twenty-first century. Experts fear that such weapons will fall into the hands of terrorists. During the Cold War, the United States, the Soviet Union, and 60 other nations signed the Nuclear Non-proliferation Treaty, an arms control agreement meant to stop the spread of nuclear weapons. Today, nearly every nation in the world has agreed to this treaty. Still, at least nine countries are known to possess nuclear weapons, while others are believed to be trying to develop them.

One difficulty in controlling nuclear weapons is that nuclear technology can be used for legitimate purposes, such as generating energy. Because of the international concern over the development of nuclear weapons, many countries and international organizations are making efforts to ensure that nuclear technology is used safely. For example, the International Atomic Energy Agency (IAEA) routinely monitors countries suspected of developing nuclear weapons. In addition, countries have also placed sanctions on other nations they consider nuclear threats. **Sanctions** are economic or political penalties imposed by one country on another to try to force a change in policy.

**Ethnic and Religious Conflicts** High-tech weapons are a threat to world security because of their power to destroy and kill. Ethnic and religious conflicts are a threat because they create a willingness to destroy or kill. These conflicts have led to suicide bombings, mass killings, and other abuses.



1995

**March 1995** A Japanese religious group releases poisonous sarin gas in the Tokyo subway system, killing 12 and injuring hundreds.



**September 2001** Al Qaeda terrorists use four hijacked airplanes to attack U.S. targets, killing some 3,000 people.

2005

**September 2004**

Some 330 people taken hostage by Chechen terrorists are killed in a battle between the terrorists and Russian soldiers.

**April 1995** American anti-government radicals bomb a government building in Oklahoma City, Oklahoma, killing 168 people.

**Skills FOCUS**

**UNDERSTANDING THEMES**

**Summarize** How have acts of terrorism affected the world since the early 1970s?



## Ethnic Conflict in Darfur

The conflict in the Darfur region of Sudan between rebel forces and government-supported Janjaweed fighters had spread to the Sudan-Chad border by 2006. In this interview, a 48-year-old man from Djawara, Chad, describes a Janjaweed attack on his village. The Janjaweed killed some 75 villagers within a few hours.

Hijab generally refers to a headscarf worn by some Muslim women, but here means an amulet that is filled with printed verses from the Qur'an.

"I ran away but I was caught with others by a group of Janjaweed at 500 meters from the village. They took off my hijab. We were surrounded by Janjaweed, more than fifty I would say, maybe one hundred. They tried to kill us with machetes and knives. I was hit on the head. At some point, the Janjaweed decided to finish us off and asked someone in the group to shoot us. The guy took his Kalashnikov and shot. Everybody collapsed. I felt that I had been shot in the arm, and I fell down."

A Kalashnikov is an assault rifle.

**Skills  
FOCUS**

### READING LIKE A HISTORIAN

- 1. Describe** What is the speaker describing?
- 2. Analyze Primary Sources** According to the speaker, how did his fellow villagers die?

See **Skills Handbook**, p. H25

For example, in 1994 in the African nation of Rwanda, tensions between Tutsi and Hutu ethnic groups led to massacres in which some 1 million people were killed. Most of the victims were Tutsis, killed by Hutu militias. Another 2 million Tutsi and Hutu refugees fled to neighboring countries, where food shortages and disease killed thousands, despite international humanitarian aid. French and UN troops worked to maintain a ceasefire in Rwanda until a new government could establish order and end the violence. In 1998, some of the people involved in the genocide were convicted and executed for their crimes.

A similar situation occurred in the early 2000s in the Darfur region of Sudan. There, Arab militias, supported by the government, attacked African villagers and looted and destroyed their homes. The African Union sent a peacekeeping force to Sudan to try to end the conflict, but the violence continues. By 2006 some 400,000 people had been killed in Darfur, and more than 2 million others had fled to refugee camps.

Violence caused by ethnic and religious hatred is a significant threat to people in many places around the world. As nations face the risk of terrorist attacks, the use of weapons of mass destruction, and ethnic and religious conflict, people around the world are working hard to protect public safety.

**READING CHECK Identify Problem and Solution** How are countries and international groups dealing with threats to world security?

**HSS** 10.10.3

## SECTION 3 ASSESSMENT

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Online Quiz

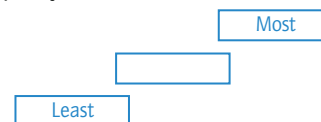
Keyword: SHL TOD HP

### Reviewing Ideas, Terms, and People

- 1. a. Define** What is terrorism?
  - b. Explain** How did the United States seek to prevent future terrorist attacks after September 11, 2001?
  - c. Evaluate** Do you think the measures being taken in Europe, Israel, and the United States to prevent future terrorist attacks will be successful? Why or why not?
- 2. a. Recall** What are three main types of weapons of mass destruction (WMD)?
  - b. Make Inferences** How have ethnic and religious tensions affected the world?
  - c. Predict** How do you think countries involved in threatening activities might respond to sanctions?

### Critical Thinking

- 3. Evaluate** Identify three threats to national security and rank them from least threatening to most threatening. Use your notes from the section and a graphic organizer like the one below to support your answer.



### FOCUS ON WRITING

**ELA** W2.4

- 4. Persuasion** Write a letter to the editor. Propose one way to eliminate or reduce a threat to society. Identify two reasons why your proposal would work.

# Environment and Technology



CALIFORNIA

## BEFORE YOU READ

### MAIN IDEA

People are working together to protect the environment and using science and technology to improve living conditions around the world.

### READING FOCUS

1. What are people doing to protect the environment?
2. What changes are recent advances in science and technology bringing to the world?

### KEY TERMS AND PEOPLE

sustainable development  
deforestation  
global warming  
biotechnology  
genetic engineering  
green revolution  
cloning

### HSS 10.10.2

Describe the recent history of the regions.

### HSS 10.10.11

Students analyze the information, technological, and communications revolutions (e.g., television, satellites, computers).



## THINKING GLOBALLY, ACTING LOCALLY

### THE INSIDE STORY

**Can planting a tree improve people's lives?** Wangari Maathai was born in Kenya in 1940. It was rare in those days for girls in Kenya to receive an education, but Maathai studied biology and eventually earned a doctoral degree. She was the first woman in all of East and Central Africa to do so.

Maathai saw that environmental problems were harming Kenya. Soil erosion meant that grazing lands for live-

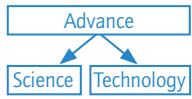
stock were disappearing. Also, Kenyans had to travel farther and farther from home to find wood for their cooking fires. These problems were leading to poverty. In 1977, Maathai decided to take action and founded the Green Belt Movement to restore Africa's forests.

Since then, the Green Belt Movement has planted 30 million trees across Africa. It has also worked to fight poverty, hunger, and political corruption. In 2004, Maathai was awarded the Nobel Peace Prize for her work. ■



## TAKING NOTES

Take notes on the effects of recent advances in science and technology.



## Protecting the Environment

As globalization increases and the world's population continues to grow, so do our demands on the environment. The challenge we face today is how to balance growth and development with practices that will help protect the resources and environments we all count on.

**Resource Use** Over the past 200 years, improved nutrition and medical treatment have led to a dramatic increase in the world's population. Since 1800 the earth's population has grown from 1 billion to well over 6 billion. As the population has increased, industrialization and development have placed great strain on the world's resources and environment.

Development can improve lives and strengthen a nation's economy, but achieving sustainable development is a major challenge.

**Sustainable development** is economic development that does not permanently damage resources. With sustainable development, people try to balance the need for development with protection of the environment. In some parts of the world, for example, people seek to protect resources by limiting their use or by setting aside areas where no development is allowed. In other parts of the world, however, the environment receives little protection.

In areas of Africa, Asia, and Latin America, particularly in the Amazon region of Brazil, **deforestation**, or the clearing of trees, is taking place at a rapid rate. In these places, trees are burned or cut down in order to dig mines or to clear land for farming or cattle ranching. As a result, some species of animals and plants that live in these forests have become extinct because of deforestation.

In the Sahel region of West Africa, people are struggling with desertification, or the spread of desert-like land conditions. Desertification is caused partly by drought and partly by human activity. People cut trees for firewood and allow livestock to overgraze the land. Without plants to anchor the soil, wind blows rich soil away, and the land becomes useless.

**Pollution** The global environment has been seriously affected by pollution. Human beings have always polluted their environments, but pollution did not become a serious issue until the Industrial Revolution. That revolution brought new industrial processes, which created waste products that harmed the air, water, and land. By the 1960s, pollution had increased so much that some scientists had begun to see it as a growing threat to human survival.

### Green Buildings

So-called green buildings are designed to reduce the building's use of resources and its impact on the environment.

The roof of Chicago's City Hall is largely covered with plants, which reduces energy use and filters rainwater.

Insulation and construction techniques, such as solar panels, help reduce this home's energy consumption.

## WORLD INTERNET ACCESS, 2006

REGION	POPULATION	INTERNET ACCESS
North America	331 million	68.6%
Oceania	34 million	54.1%
Europe	807 million	38.2%
South and Central America	554 million	15.1%
Middle East	190 million	10.0%
Asia	3,668 million	9.9%
Africa	915 million	3.6%

Source: Internet World Stats

Countries around the world find it hard to agree on how best to fight pollution. One debate surrounds the issue of **global warming**, or the rise in the surface temperature of the earth over time. This rise could bring about disastrous changes in the earth's climate. Scientists agree that the earth's temperature has increased slightly over the past 100 years, and many believe that air pollution caused by human activity has brought about this rise.

Although some governments have taken action against pollution and global warming by passing laws to protect the world's air and water, many nations do not have strict pollution controls in place. The United States, for example, has passed many environmental laws but is one of the world's largest polluters. Some nations fear that placing strict limits on the emissions of carbon dioxide and other gases that contribute to global warming might harm economic development. Preventing and reducing pollution while protecting businesses and economies is a major international challenge.

Even when environmental laws are in place, pollution and toxic waste can be released because of accidents at industrial facilities. In 1984, for example, a leak of toxic gas from an Indian factory killed over 15,000 people and injured a half-million more. Two years later, the meltdown of the Soviet Union's Chernobyl nuclear plant sent deadly radiation into the air over parts of Europe.

**READING CHECK** Find the Main Idea What environmental issues face the world today?

## Science and Technology

Advances in science and technology have greatly changed the world in recent years. While new discoveries have brought great benefits, they have also raised new questions and challenges.

**Space Exploration** Some of the greatest discoveries and scientific advances in recent years have come from space exploration. Data collected from satellites and during space shuttle missions have given scientists new information about the origins and development of stars, galaxies, and planets. Other data is helping scientists understand climate change on the earth.

Space exploration has also led to the development of technologies that are widely used today. Consumer products ranging from scratch-resistant eyeglass lenses to farther-flying golf balls are the results of experiments performed by scientists for the world's space programs.

**The Information Age** Other advances in science and technology have led to great changes in the way we transmit and receive information. In fact, the exchange of information is such an important part of modern life that some people say we are living in the Information Age.

Today, space satellites transmit the signals for cell phones and satellite television, both of which have become increasingly common around the world. Personal computers and the Internet link people, educational institutions, businesses, and governments around the world, allowing instant communication. More and more people are working, shopping, and maintaining friendships online.

Not all areas of the world have joined the Information Age, however. This difference in access to the Internet and other information and communications technologies is called the digital divide. Given the importance of information technology in aiding economic development, the digital divide is an obstacle that many people are trying to overcome.



## FACES OF HISTORY

### James D. WATSON 1928–



An American scientist, James D. Watson was one of the discoverers of the structure of DNA, the material that carries genetic information in

all forms of life. This discovery in the 1950s played a crucial role in the later study of genetics and in genetic engineering.

In later years, Watson continued to research human biology and genetics and led the Human Genome Project, a scientific project to determine the chemical structure of every human gene. Watson is a strong supporter of genetically modified crops and other genetic engineering, believing that the benefits outweigh any possible risks.

**Infer** Given Watson's scientific background, why might he support genetic engineering?

**Medicine and Genetic Engineering** The world has greatly benefited from the medical advances that took place in the years after World War II. Scientists and doctors developed many medicines and vaccines that prevent the spread of contagious diseases and treat physical and mental illnesses, as well as techniques that allow surgeons to transplant human organs. Advances in medical technology, including ultrasound, laser, and computer technology, have allowed doctors to more easily treat the human body.

Developments in genetics—the study of genes and heredity—have led to the rapid growth of the field of **biotechnology**, or the use of biological research in industry. Some biotechnology companies manufacture vaccines to treat diseases, while other compa-

nies have genetically modified types of food plants—grains, fruits, and vegetables. Altering the genetic makeup of a plant or animal is called **genetic engineering**. Genetically modified plants can be hardier and more productive than conventional ones and are often grown in areas of the world where other crops struggle.

Genetically modified plants are one part of the green revolution. The **green revolution** is an ongoing attempt by agricultural scientists to increase the world's food production by developing new types of wheat, rice, and other food crops. With enough water, fertilizer, and pesticides, the genetically modified crops can produce much more food than unmodified crops. Advocates believe that genetically modified crops can reduce pesticide use and bring higher profits for farmers. Others, however, are concerned about the crops' unknown effects on humans and the environment as well as a possible reduction of genetic diversity.

Another use of genetic engineering that has brought debate is cloning. **Cloning** is the process of creating identical organisms from a cell of an original organism. Although cloning offers possibilities for improving livestock and for medical research, it also presents serious moral, ethical, and legal questions. As we go forward into the twenty-first century, we will continue to use science and technology to solve problems and improve lives, while dealing with the important ethical questions these new technologies may raise.

**READING CHECK Make Generalizations** How have recent advances in science and technology brought both great benefits and new challenges?

## SECTION 4 ASSESSMENT

HSS 10.10.2, 10.10.11

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Online Quiz

Keyword: SHL TOD HP

### Reviewing Ideas, Terms, and People

- a. Define** What is deforestation?  
**b. Make Inferences** Why might some people not want to limit pollution?  
**c. Elaborate** How might politics and economics interfere with achieving **sustainable development**?
- a. Describe** How have improvements in information and communication technologies affected the world?  
**b. Identify Cause and Effect** What have been some results of the **green revolution**?  
**c. Elaborate** What moral, ethical, and legal questions do you think **cloning** presents?

### Critical Thinking

- 3. Make Judgments** Using your notes, explain what recent scientific or technological achievement you believe has had the biggest impact on the world today.

Achievement

Impact

### FOCUS ON WRITING

ELA W2.3

- 4. Exposition** Write a short paragraph in which you explain the benefits and drawbacks of genetic engineering.

# Focus on Themes

## Geography and Environment

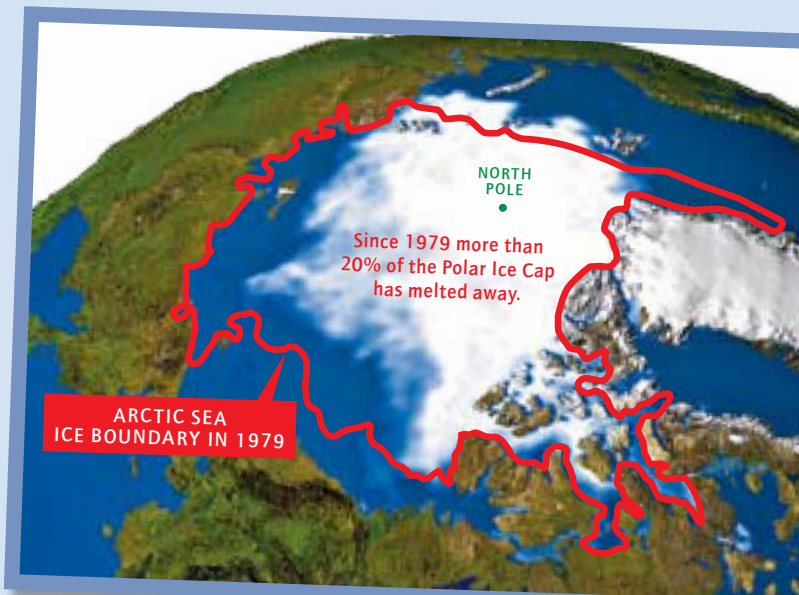
Many factors shape the earth's climate. Some are natural, such as volcanic eruptions, ocean circulation, and changes in the earth's orbit. In recent years, however, scientists have begun to understand that human activities have also contributed to climate change. Climate change can take many forms, including higher ocean levels, decreased precipitation, and increased surface temperatures. These changes are commonly known as global warming.

**CLIMATE CHANGE THEN** The global climate is constantly changing. By the end of the 1800s, most scientists had come to understand that global temperatures have warmed and cooled repeatedly over millions of years, leading to ice ages and periods of tropical weather.

In 1896 a Swedish chemist proposed that increases in carbon dioxide and other so-called greenhouse gases—those produced by burning fossil fuels such as coal and oil—might lead to an increase in the earth's temperature by trapping heat from the sun's rays. At first, few scientists took the idea seriously, but by the 1970s, some scientists had begun to explore the possibility that human actions can contribute to climate change.



▲ **THEN** Glaciers began to melt and retreat around 1850 as the world's climate warmed.



▲ **NOW** The frozen Arctic region has gradually melted as the earth's temperature has increased.

**CLIMATE CHANGE NOW** The rise of the environmentalist movement in the 1960s and 1970s brought new public attention to the idea that human activity could affect the planet, and scientific research on climate change increased. Studies have shown that carbon dioxide can indeed build up in the atmosphere and has done so steadily since the mid-1800s, when fossil fuels began to be burned in large amounts during the Second Industrial Revolution.

Decades of scientific research have made it clear that the world's climate is changing. The human effect on that change, however, is less clear. Some scientists and government officials argue that the recent global warming is due to natural changes in the earth's climate rather than to human actions. By the late 1980s, however, many countries were attempting to limit their production of greenhouse gases. There is disagreement about the appropriate actions to take, but climate change is an issue that will continue to affect the world in coming years.

**Skills Focus** HSS 10.10.2 ELA Analysis HI2, HI3, HI5  
**UNDERSTANDING THEMES**

- 1. Summarize** How has the world's climate changed over time?
- 2. Find the Main Idea** Why do many scientists believe that humans have contributed to climate change?
- 3. Infer** Why might people have different opinions about the causes of climate change?





# Genetically Modified Crops

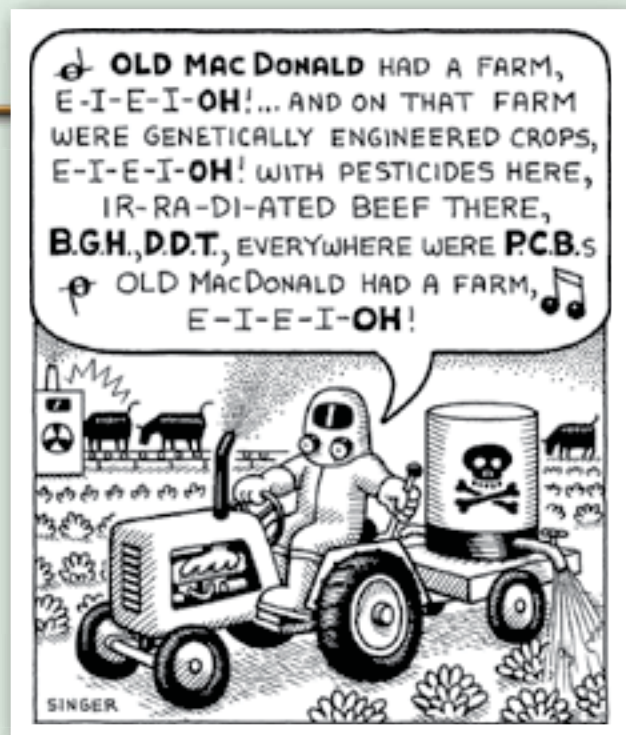
**Historical Context** The documents below provide information about the debate over genetically modified crops.

**Task** Examine the documents and answer the questions that follow. After you have studied all the documents, you will be asked to write an essay about genetically modified crops. You will need to use evidence from these selections and from the chapter to support the position you take in your essay.

## DOCUMENT 1

### A Cartoonist's View

The cartoon at right was created by American cartoonist Andy Singer. Published in 2002, it shows a farmer singing about farm life while spraying crops, using the children's song "Old MacDonald Had a Farm" as a basis for the song's lyrics.



Old MacDonald's Agribusiness Farm, by Andy Singer, 2002

## DOCUMENT 2

### Norman Borlaug's Opinion

A scientist and crop researcher, American Norman Borlaug received the Nobel Peace Prize in 1970 for his work to end world hunger. In this 2002 interview, he speaks about the use of biotechnology and the development of genetically modified crops.

Biotechnology will help these [developing] countries accomplish things that they could never do with conventional plant breeding. The technology is more precise and farming becomes less time consuming. The public needs to be better informed about the importance of biotechnology in food production so it won't be so critical . . .

You can philosophize about this but I've been in the field for a long time and I believe genetically modified food crops will stop world hunger . . .

If we had continued practicing conventional farming, we would have cut down millions of acres of forest, thereby destroying wildlife habitat, in order to increase cropland to produce enough food for an escalating population. And we would have to use more herbicides in more fields, which would damage the environment even more. Technology allows us to have less impact on soil erosion, biodiversity, wildlife, forests, and grasslands.

## DOCUMENT 3

### A Concern about Food Safety

The excerpt below is from *Fatal Harvest: The Tragedy of Industrial Agriculture*, a 2002 collection of essays edited by Andrew Kimbrell, the director of the Center for Food Safety. The Center opposes genetically modified crops.

The myths of industrial agriculture share one underlying and interwoven concept—they demand that we accept that technology always equals progress. This blind belief has often shielded us from the consequences of many farming technologies. Now, however, many are asking the logical questions of technology: A given technology may be progress, but progress toward what? What future will that technology bring us? . . . As a growing portion of society realizes that pesticides, fertilizers, monoculturing, and factory farming are little more than a fatal harvest, even the major agribusiness corporations are starting to admit that some problems exist. Their solution to the damage caused by the previous generation of agricultural technologies is—you guessed it—more technology. “Better” technology, biotechnology, a technology that will fix the problems caused by chemically intensive agriculture. In short, the mythmakers are back at work.

## DOCUMENT 4

### The History of Genetic Modification

In this October 2000 essay in the plant biology journal *Plant Physiology*, Norman Borlaug writes about genetically modified crops.

The fact is that genetic modification started long before humankind starting altering crops by artificial selection. Mother Nature did it, and often in a big way. For example, the wheat groups we rely on for much of our food supply are the result of unusual (but natural) crosses between different species of grasses . . . Neolithic humans domesticated virtually all of our food and livestock species over a relatively short period 10,000 to 15,000 years ago. Several hundred generations of farmer descendants were subsequently responsible for making enormous genetic modifications in all of our major crop and animal species . . . Thanks to the development of science over the past 150 years, we now have the insights into plant genetics and breeding to do purposefully what Mother Nature did herself in the past by chance.

Genetic modification of crops is not some kind of witchcraft; rather, it is the progressive harnessing of the forces of nature to the benefit of feeding the human race.

**Skills  
FOCUS**

**HSS** Analysis HR2, HR4 **ELA** R2.5

## READING LIKE A HISTORIAN

### DOCUMENT 1

- a. Identify** What is the cartoonist’s opinion about genetically modified crops?
- b. Make Judgments** Do you think the cartoonist’s use of humor to support his opinion is effective? Why or why not?

### DOCUMENT 2

- a. Identify** What is Borlaug’s opinion about genetically modified crops? What words or phrases support your answer?
- b. Explain** What arguments does Borlaug use to support his opinion?

### DOCUMENT 3

- a. Identify** What is the author’s opinion about genetically modified crops?
- b. Analyze** How does the author use factual and emotional language to support this view?

### DOCUMENT 4

- a. Compare and Contrast** Does the author agree or disagree with the writer of Document 3? What words or phrases support your answer?
- b. Make Judgments** How does the author support his position? Do you think his arguments are valid?

## DOCUMENT-BASED ESSAY QUESTION

Why might people view genetically modified crops differently? Using the documents above and information from the chapter, form a thesis that explains your position. Then write a short essay to support your position.

See **Skills Handbook**, pp. H25, H27, H29



## VISUAL STUDY GUIDE

## Globalization

## Effects of Globalization

## Economic Effects

- Increased economic interdependence among the world's nations
- Growth of the free trade movement
- Establishment of international trade organizations and agreements
- Rise of multinational corporations

## Social Effects

- Population movement around the world through migration and urbanization
- Spread of culture traits from one region to another
- International efforts to fight poverty and disease and provide aid to regions suffering from national disasters
- Efforts to protect human rights by NGOs and other groups

## Environmental Issues

- Population growth strains the world's resources and the environment
- Achieving sustainable development is a major challenge
- Limiting pollution and fighting global warming while protecting businesses and economies is an important international issue



## Threats to World Security

- Acts of terrorism
- Terrorist groups or dangerous nations using biological, chemical, or nuclear weapons
- Ethnic and religious hatred and violence



## Review Key Terms

Identify the correct term or person from the chapter that best fits each of the following descriptions.

1. laws or rules passed by a governing body
2. the rise in the surface temperature of the earth over time
3. biological, chemical, and nuclear weapons
4. changing the genetic makeup of a plant or animal to create a new type
5. a relationship between countries in which they rely on one another for resources, goods, and services
6. economic development that does not permanently damage resources
7. the process in which countries are linked to each other through trade and culture



## Comprehension and Critical Thinking

### SECTION 1 (pp. 593–597) HSS 10.10.1, 10.11

- 8. a. Describe** What are some main differences between developed and developing countries?
- b. Explain** How do multinational corporations benefit from global economic interdependence?
- c. Make Judgments** Do you think cultural diffusion has mostly positive or negative effects? Explain your answer.

### SECTION 2 (pp. 598–601) HSS 10.10.1, 10.10.2

- 9. a. Recall** What are some factors that can contribute to poverty?
- b. Make Inferences** Why do you think threats to human rights have occurred particularly in countries that are not democracies or are just trying to establish democracy?
- c. Predict** How might increasing migration and urbanization affect the world?

### SECTION 3 (pp. 602–606) HSS 10.10.3

- 10. a. Describe** Name four examples of recent terrorism and list where they occurred.
- b. Summarize** Summarize the threats posed to the world's security by terrorism and weapons of mass destruction.
- c. Elaborate** What issues are involved in trying to stop the spread of nuclear weapons?

### SECTION 4 (pp. 607–610) HSS 10.10.2, 10.10.11

- 11. a. Recall** What kinds of improvements in living conditions have recent advances in biology brought about?
- b. Identify Cause and Effect** What are some causes and effects of desertification?
- c. Evaluate** Do you think protecting the environment or encouraging development is more important? Explain your answer.

## Reading Skills ELA R.2.0

**Making Generalizations** Use what you have learned in this chapter to make a generalization about each topic below.

- 12.** the global economy
- 13.** technology and globalization
- 14.** migration and globalization

## Analyzing Points of View HSS Analysis HR3, HR4

**Reading Like a Historian** The two selections below show alternative points of view on the use of genetic engineering in corn production.

“There are a number of Oaxacans, especially campesinos [farmers], who consider the presence of any transgenes in maize [corn] as an unacceptable risk to their traditional farming practices, and the cultural, symbolic, and spiritual value of maize. That sense of harm is independent of its scientifically studied potential or actual impact upon human health, genetic diversity, and the environment.”

—Report of the Commission for Environmental Cooperation, a division of NAFTA, 2004

“The report also fails to consider the potential benefits of biotechnology . . . Biotechnology offers the world . . . opportunities to combat hunger and protect the environment.”

—Joint statement of the Environmental Protection Agency and the U.S. Trade Representative on the NAFTA report, 2004

**15. Explain** On what basis does the NAFTA report claim that genetically modified corn is bad for Mexico?

**16. Interpret** What differences are at the root of the disagreement between the two sources?

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Practice Online

Keyword: SHL TOD

## Using the Internet

**17.** Global warming is an important—and controversial—issue. Using the Internet, research the ongoing debate about the causes and impact of global warming. Then write a report that summarizes and evaluates the major positions and arguments about climate change.

## WRITING ABOUT HISTORY

HSS W2.3

**Exposition: Writing and Explanation** *Advances in science and technology have encouraged economic growth and population growth. These results have, in turn, threatened the environment in many places around the world.*

**18. Assignment:** In an essay, explain how societies balance their need for economic development with the pressures development places on the environment. To support your explanation, use information from this chapter and from other research as needed. Be sure to collect facts and examples that clearly illustrate the points you are making.



# Standards Assessment

**Directions** Write your answer for each statement or question on a separate answer sheet. Choose the letter of the word or expression that best completes the statement or answers the question.

**1** The U.S. effort to rebuild Europe after World War II was known as

- A the Truman Doctrine.
- B the Monroe Doctrine.
- C the domino theory.
- D the Marshall Plan.

**2** The quote below from Winston Churchill in 1946 came at the beginning of what conflict?

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*"From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent . . . All these famous cities and the populations around them lie in the Soviet sphere and are subject, in one form or another, not only to Soviet influence, but to a very high degree and increasing measure of control from Moscow."*

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- A World War II
- B the Cold War
- C the Korean War
- D the Vietnam War

**3** What caused the Cuban missile crisis?

- A The Soviet Union began transporting nuclear missiles to Cuba.
- B The Cuban government sold nuclear missiles to Venezuela.
- C The United States aimed nuclear missiles at Cuba.
- D The Soviet Union agreed to buy nuclear missiles from Cuba.

**4** In what ways did the Cold War conflict between the Soviet Union and the United States affect the rest of the world?

- A The United States set up satellite states in Eastern Europe.
- B The Soviet Union formed NATO to guard against a possible attack by Western powers.
- C The United States and the Soviet Union competed to gain influence and control around the world.
- D Soviet and U.S. troops fought each other directly in many countries.

**5** Which event led to the end of the Cold War?

- A The United States and the Soviet Union signed a truce to end the war after the Cuban missile crisis.
- B The United States and the Soviet Union both decided to reduce military spending.
- C The United States developed a missile defense system that neutralized the threat of nuclear weapons.
- D The Soviet Union suffered from serious economic problems and collapsed.

**6** India was partitioned in 1947 largely because

- A India's neighbors feared a unified India would dominate the region.
- B differences between Hindus and Muslims created religious conflict.
- C the Soviet Union was trying to set up a Communist government in eastern India.
- D Great Britain and the United States feared that India had nuclear weapons.

**7** How was the Vietnam War related to the domino theory?

- A Vietnam had built up its military and planned to invade Cambodia and Thailand.
- B The Soviet Union invaded China to prevent it from attacking Vietnam.
- C The United States did not want a Communist government to take control of Vietnam.
- D France agreed to allow Vietnam to set up a democracy to stop the spread of communism.

**8** Under Deng Xiaoping, China

- A became a Communist country.
- B began economic reforms.
- C launched the Cultural Revolution.
- D battled the nationalist Guomintang forces.

- 9** What event in China's history does this photo represent?



- A the Communist takeover of China
  - B China's long conflict with Taiwan
  - C the Cultural Revolution
  - D the protests at Tiananmen Square
- 10** The term **Asian Tigers** refers to
- A countries in Asia that experienced tremendous economic growth in the 1980s.
  - B countries in Asia that have used their strong militaries to threaten their neighbors.
  - C the Communist countries of Asia.
  - D countries in Asia that have nuclear weapons.
- 11** Both **Kwame Nkrumah** and **Jomo Kenyatta**
- A were imprisoned in South Africa during apartheid.
  - B were Arab nationalists.
  - C led independence movements in Africa.
  - D were African dictators in the 1980s.
- 12** What was a key result of the **Camp David Accords**?
- A Israel agreed to return to its 1948 boundaries.
  - B Syria and Lebanon agreed to a common border.
  - C Iran and Iraq ended their long war.
  - D Egypt and Israel settled their conflict peacefully.
- 13** How did the **Iranian Revolution** change Iran?
- A A conservative religious government came to power.
  - B Iran established better relations with the West.
  - C Iran became a Communist country.
  - D Freedom of religion and speech were allowed.

- 14** How has the **United States** been involved in **Central America** in the postwar era?

- A The United States invaded Nicaragua and El Salvador in the 1980s.
- B The United States has repeatedly blockaded the Panama Canal.
- C The United States has supported anticommunist governments and insurgent groups.
- D The United States has worked to end free trade agreements in the region.

- 15** One thing that **Juan Perón** and **Augusto Pinochet** have in common is that both

- A led military dictatorships in Latin America.
- B served as president of Argentina.
- C led Communist uprisings in Central America.
- D refused to join NAFTA.

- 16** How is **globalization** changing the world?

- A It is eliminating poverty in many countries.
- B It is linking countries through trade and culture.
- C It is reducing economic interdependence.
- D It is eliminating free trade.

- 17** Which **international agency** works to resolve **international conflicts** and **humanitarian crises**?

- A GATT
- B NAFTA
- C UN
- D G-8

### REVIEWING THE UNIT

**Constructed Response** The superpower rivalry between the United States and the Soviet Union affected the whole world. Pick two world regions from this unit and write a brief essay on how superpower conflicts affected their history since 1945. What conflicts occurred, and how were superpowers involved?

### CONNECTING TO THE PREVIOUS UNIT

**Constructed Response** The roots of the Cold War can be traced back to events at the end of World War II. What were some of these events, and how did they set the stage for post-war conflict? Write a brief essay outlining how two events at the end of World War II laid the foundation for Cold War conflicts.



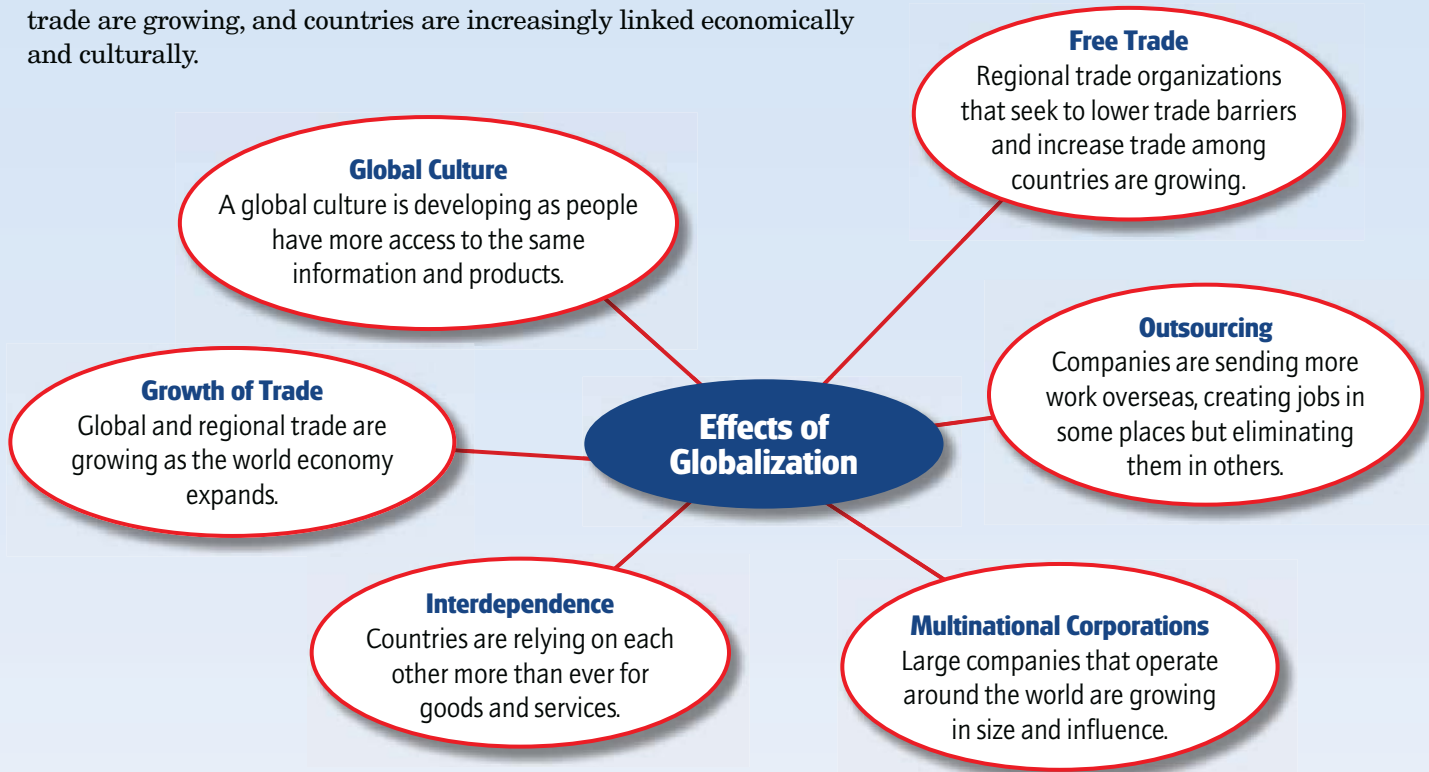
# Themes & Global Connections

**THEME**

**ECONOMIC SYSTEMS**

**How is globalization changing the world’s economic systems?**

Globalization is the process by which countries are linked through trade and culture. Improvements in mass communication and modern transportation technologies have allowed people, goods, and information to spread around the globe faster than ever before. As a result, global and regional trade are growing, and countries are increasingly linked economically and culturally.



**THEME**

**SOCIETY**

**What challenges do societies around the world face today?**

In both developed and developing countries, people face many difficult issues that affect their societies. These include safeguarding human rights, fighting poverty and health problems, providing services and economic opportunities to migrants and immigrants, and protecting societies from the threats of terrorism and conflict.

**CHALLENGES FACING SOCIETIES TODAY**

**Human Rights** Despite government commitments to protect human rights, people around the world are still victims of human rights abuses.

**Poverty** Poverty is a major problem in both developed and developing countries, despite global efforts to reduce it.

**Health** Fighting disease and hunger, making quality health care available, and educating people about health issues are worldwide challenges.

**Migration and Urbanization** As cities grow and people migrate to new places, providing them with jobs and services is a challenge.

**Terrorism and Security** Societies around the world face increasing threats from terrorism and regional conflicts.

**THEME**

**GEOGRAPHY AND ENVIRONMENT**

**What environmental challenges are affecting the world's people and places?**

As populations and economies grow, so too does the need for resources and the demands on the environment. The challenge that people face around the globe is how to balance growth and development with practices that will help preserve and protect the natural resources and environments that we depend on.

ENVIRONMENTAL CHALLENGES TODAY	
	<b>Using Resources Wisely</b> People need to use resources to survive, and using them in a sustainable way can be a major challenge.
	<b>Protecting the Environment</b> Living in and using the earth's environments while protecting them is a challenge as populations grow and developments spread.
	<b>Reducing Pollution</b> Preventing and cleaning up pollution of the land, water, and air is a challenge in many places.
	<b>Fighting Global Warming</b> Reducing greenhouse gases without disrupting economies is an international challenge.

**Skills FOCUS UNDERSTANDING THEMES**

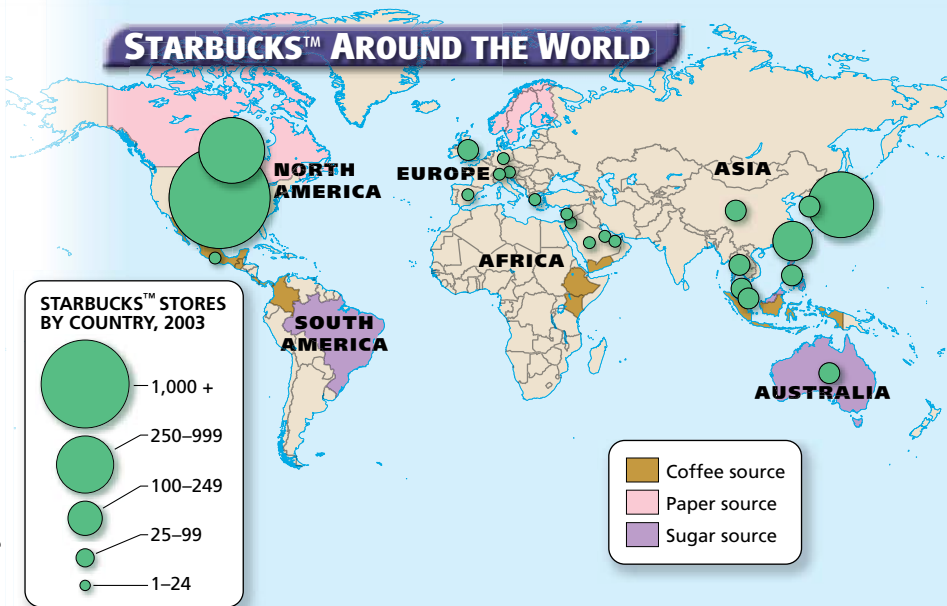
How have globalization, challenges facing society, and environmental issues affected the community you live in? Read a local newspaper to gather information about current events in your community. Then create a chart like this one and use it to describe how these global themes are affecting the area where you live.

	Effects on My Community
Globalization	
Societal Challenges	
Environmental Challenges	

**Global Connections**

With globalization, places around the world are connected more than ever before. The people, culture, and businesses in one place can affect those of other places far away.

**Making Connections** This map shows the store locations and major resource locations of a multinational coffee company. How does the information on this map show some of the effects of globalization around the world? Write a short essay identifying three effects of globalization based on this map.



Sources: starbucks.com; U.S. Department of Agriculture; Fortune Magazine Starbucks is a registered trademark of Starbucks U.S. Brands, LLC Ltd.



Below is a chapter-by-chapter summary of the main ideas in this unit, followed by a summary activity for the unit.

## CHAPTER

15

## Europe and North America 1945–Present

**MAIN IDEA** The end of World War II left two superpowers: the United States and the Soviet Union. For decades, their rivalry shaped world politics.

**SECTION 1** The Soviet Union and the other former Allies found it difficult to cooperate during peacetime.

**SECTION 2** During the Cold War, the Soviet Union and the United States competed for power and influence.

**SECTION 3** The postwar boom and the Cold War caused social changes in Europe and North America.

**SECTION 4** The Soviet Union collapsed in 1991, leaving the United States as the world's only superpower.

## CHAPTER

16

## Asia 1945–Present

**MAIN IDEA** After World War II, the nations of Asia continued their quest for political and economic independence.

**SECTION 1** India, a former British colony, achieved independence but also suffered from conflicts.

**SECTION 2** Many countries in Southeast Asia achieved independence in the postwar years.

**SECTION 3** Communist forces led by Mao Zedong took control of China in 1949 and reshaped the country.

**SECTION 4** In East Asia, the postwar era has been a time of great economic growth in countries like Japan, South Korea, and Singapore.

## CHAPTER

17

## Africa and the Middle East 1945–Present

**MAIN IDEA** After World War II, Africa and the Middle East struggled with independence and conflict.

**SECTION 1** Most African nations gained independence after 1950.

**SECTION 2** African nations faced many challenges that included poverty and corrupt governments.

**SECTION 3** In the 1950s and 1960s, nationalism spread across North Africa and the Middle East.

**SECTION 4** Conflicts in the Middle East have included the Arab-Israeli conflict, the Iranian Revolution, and two wars in Iraq.

## CHAPTER

18

## Latin America 1945–Present

**MAIN IDEA** Latin America has experienced a transition from repressive military dictatorships to more open democratic societies. The region's economies have suffered from many problems but have been improving.

**SECTION 1** After World War II, revolutions, civil war, and U.S. intervention affected many countries in Central America.

**SECTION 2** Economic and social problems allowed dictators to seize control in Argentina, Brazil, Chile, and other countries.

**SECTION 3** In the 1980s, dictatorships fell, and moderate governments began political and economic reforms.

## CHAPTER

19

## Today's World

**MAIN IDEA** The world is changing rapidly today as people face issues like globalization, human rights, terrorism and conflict, and changes in science and technology.

**SECTION 1** Global trade and cultural exchange are affecting people around the world.

**SECTION 2** Fighting poverty, protecting human rights, and preventing disease are major societal challenges.

**SECTION 3** Terrorism and ethnic and religious tensions threaten regional and global security.

**SECTION 4** People are working together to protect the environment and use resources wisely. At the same time, new developments in science and technology are improving living conditions around the world.

### Thinking like a Historian

#### Summary and Extension Activity

People around the world face many difficult challenges today. What are some of these challenges, and how do they affect the world's major regions? Draw a simple map of the world that includes Europe, North America, Asia, Africa, and Latin America. On each continent, identify key challenges that affect:

- A. Government and politics
- B. Economies
- C. Societies