AP Human Geography Summer Work
Welcome to Miss Webb's AP Human Geography Class!

Hello and welcome to my class! I can't wait to have you join me this year as we explore Human Geography and your first college course in one go! If you don't know me already, I am Miss Jasmine Webb. To prepare you for the course, this summer assignment is designed to refresh your memory about certain historical events to help you have a better general understanding of the context of the class. I'll see you all in August and if you have any questions, feel free to email me at jwebb@bullochacademy.com. I'll be checking it about once a week just in case! :)

This summer you will watch a list of Crash Course videos on world history topics to refresh your memory. This information will be the foundation for your learning in AP Human Geography. As you watch each video, you will complete a set of questions found in this packet with hand written answers. Be sure to answer every question fully. This packet with hand written answers are due on the first day of school, August 7th, 2026. I will **NOT** accept a typed copy of this packet. My suggestion would be to get a separate piece of paper and write your answers in a numbered format to better organize yourself, but I won't have any issues if you choose to write on this assignment directly.

You will take a quiz over the information included in this packet on the first day of school as well. The information you will need to be successful on this test is found in this packet. Be sure to look over the questions and notes found here before returning to school. It is suggested that you read over your completed packet once or twice a week throughout the summer, and daily in the week before school.

For your summer work, you will receive a test grade for completing this packet in its entirety accurately. Test grades are weighted heavily into your final grade. Be sure to try your best and complete your work so you can start the year with two great grades.

You can access the videos by searching for each video. I have also created a youtube playlist with all of the videos you will need to watch. You can access it by going to this URL:

Miss Webb's APHG Summer Assignment Playlist

Buddha and Ashoka: Crash Course World History #6

1. So as you no doubt remember, the _____ _____ was one of the earliest cradles of civilization and that original civilization basically disappeared sometime after 1750 BCE.
2. Then there was a long period of _____ migration, people from the Caucasus who left behind religious texts, called the _____; the earliest texts of what will come to be known as _____.
3. The _____ system is one of India's most enduring and fascinating institutions. Let us read from one of the Vedas about Purusha, the universe-pervading spirit, was divided and gives a divine explanation for the caste system.
• Brahmins – the priests, who as Purusha's _____ speak (to the gods), are at the top.
• Kshatriyas – from Purusha's arms became the _____,
• Vaishyas – the _____ and _____ who provide money for the priests and the warriors came from Purusha's thighs.
• And the Sudras – are at the bottom. They're the feet, the _____ and _____ who are the foundation of the social order.
4. The Caste System is the foundation for another big concept in Hinduism, _____, basically one's role in life and society and it is defined primarily by birth and by caste.
5. Samsara, Moksha, and Karma – There are both _____ and _____ reasons for doing your dharma. Right, the social reason is obvious that dharma and caste combine for excellent social cohesion.
• The concept of Samsara, or the cycle of _____, often called reincarnation, is basic idea is that when you die your soul is transferred to another living thing as it is being born. And if you fulfill your dharma, things improve and you get re-born into a higher being.
• The ultimate goal is to be released from the "_____-___-_____", this is called moksha.
• The law that holds all this together is _____ which is summarized really nicely in the Aranyaka Upanishad: "The doer of good becomes good. The doer of evil becomes evil. One becomes virtuous by virtuous action, bad by bad action."

There was this prince, Siddhartha Gautama, whose father kept him locked away in a palace because a prophecy foretold that the family would lose the kingdom if he ever left. But as house arrests go, this was a good one: Siddhartha had great food, great entertainment, and a hot cousin for a wife, etc. But he suspected there was more to life, so he snuck out of the palace a few times. On these travels, he encountered an old man, a sick man, and finally a corpse. Having realized the ubiquity of suffering, Siddhartha left the palace, renounced the crown and sought out all the holiest men to try to find out how it could be possible that life would come to such a terrible end.

6. Eventually Gautama became an ascetic, _____ and meditating for days at a time, hoping to find _____. And finally, after meditating for about a month under a tree, it came to him. Nirvana. He finally understood the meaning of life and began teaching it to people who would become his disciples. He had become the Buddha, which means teacher, and he taught the _____ _____ _____. They are:
• All life is _____.
• The source of suffering is _____. Not just sexual desire, but all wanting of stuff and

prestige.
• To stop suffering, you must _____ yourself of desire.
• So how do you do it? By following the _____ _____, which as you might suspect is a set of eight prescriptions on how to live.
7. So as a religion, Buddhism involves a lot of _____ and moderation and if you're a Buddhist monk you don't get to have power like most holy people do; you have to _____ everything.
8. Buddhism eventually migrated to _____ and became a religion with fun rituals and all kinds of great stuff that Siddhartha Gautama probably wouldn't even have recognized.
9. Buddhism was very attractive if you were a low-caste Hindu, because there is no _____ system. In theory, anyone who follows the Eightfold path and renounces desire can be freed from suffering and achieve nirvana, maybe even in THIS life instead of having to get re-born for maybe millennia and knowing that each time there is only a tiny chance that you will end up something awesome.
10. For most of Indian history, India it was not one _____ place; it was tons of different principalities and city-states and everything else. But India did experience indigenous political unification twice, first under the Mauryan Dynasty in the _____ century BCE. And then again under the _____ Dynasty from the 300's to the 500's CE. 9:38
11. One particular leader from the Mauryan Dynasty, Ashoka, attempted to rule through quasi-_____ principles from 269 to 232 BCE. Ashoka was initially a _____ who ended up expanding the empire that his grandfather started. Ashoka experienced this conversion to Buddhism after he saw his own army devastate the Kingdom of Kalinga. So, Ashoka built stupas, mound-like monuments to the Buddha, all over his kingdom to show his _____. He also put up pillars throughout his empire that proclaimed his benevolent rule.
12. Ashoka's empire wasn't actually very Buddhist because ultimately Buddhism isn't that concerned with the _____ of the world. Buddhism argues that the fulfillment of the self will lead to the order of the world. In the end, Ashoka's empire didn't outlast him by much, and soon enough Buddhism _____ in India, almost to the point of extinction.
13. Hinduism is the most flexible of all the world religions, which is part of the reason it's often described as _____. The belief that god(s) can take many different forms makes it easy for Hinduism to _____ other religious traditions; which is exactly what happened with Buddhism. In time the Buddha came to be worshipped as another _____of one of the Hindu gods, and not as a mortal teacher. So in the end, Hinduism, rather than purging the Buddha, enveloped him.
14. So all this means that while Hinduism has a tremendous amount of variety and flexibility, its core tenets of samsara, karma, and the caste system have provided a remarkable amount of cultural and social _____ to the Indian subcontinent for millennia.

The Silk Road and Ancient Trade:Crash Course World History #9

1. The Silk Road was not a road; it was an _____ route where merchants carried goods for trade. But it was really two routes: One that connected the _____ Mediterranean to _____ Asia and one that went from Central Asia to _____.

2. Further complicating things, the Silk Road involved _____ routes: Many goods reached Rome via the Mediterranean, and goods from Central Asia found their way across the _____ to Japan and even Java.

3. So we shouldn't think of the Silk Road as a road but rather as a _____ of trade routes.

4. So what'd they trade? Well silk, for starters. For millennia, silk was only produced in _____. It is spun from the cocoons of _____ tree-eating worms and the process of silk making as well as the techniques for raising the worms were closely guarded secrets, since the lion's share of China's wealth came from silk production.

5. But the Silk Road wasn't all about silk. The Mediterranean exported such clichéd goods as _____, olive oil, and wine. China exported raw materials like _____, silver, and iron. India exported fine _____ textiles; the _____ that originated in East Africa made its way across the Silk Road; and Arabia exported _____ and spices and tortoise shells.

6. With the growth of the Silk Road, the _____ people of Central Asia suddenly become much more important to world history. Much of Central Asia isn't great for agriculture, however, it lends itself fairly well to _____, and since nomads are good at moving around, they're also good at moving stuff from Point A to Point B, which makes them good traders. Plus all their travel made them more resistant to diseases.

9. The cities that had been founded by nomadic peoples became hugely important. They continued to grow, because most of the trade on the Silk Road was by _____, and they had to stop frequently; these towns became fantastically wealthy:

10. Silk was so popular among the Roman elite that the Roman senate repeatedly tried to _____ it, complaining about trade imbalances caused by the silk trade and also that silk was inadequately _____. And yet all attempts to ban silk failed, which speaks to how much, even in the ancient world, _____ shaped governance.

12. Did the Silk Road affect the rest of us? Yes, for three reasons.

First, wider _____ impact. Relatively few people could afford silk, but a lot of people devoted their lives to making that silk.

Second, the Silk Road didn't just trade luxury goods. In fact, arguably the most important thing traded along the Silk Road: _____. For example, the Silk Road was the primary route for the spread of _____.

• The variation of Buddhism that took root in _____, Korea, Japan, and Central Asia is known as Mahayana Buddhism, and it differed from the original teachings of the Buddha in many ways, but one that was fundamental. For Mahayana Buddhists, the Buddha was _____. The idea of _____ also transformed from a release from that cycle of suffering and desire to something much more heavenly. Rather than focusing on the fundamental fact of suffering, Mahayana Buddhism offered the hope that through worship of the

Buddha, or one of the many bodhisattvas – _____ _____ who could have achieved

nirvana but chose to hang out on Earth with us-one could attain a good afterlife.
• Many merchants on the Silk Road became strong supporters of _____ which in turn became convenient weigh stations for caravans.
A third reason the Silk Road changed all our lives, worldwide interconnectedness of populations led to the spread of _____. Measles and Smallpox traveled along it, as did bubonic plague, which came from the East to the West in 534, 750, and—most devastatingly—in _____. This last plague—known as the _____ _____—resulted in the largest population decimation in human history, with nearly half of Europeans dying in a four-year period. If you look at it that way, the _____ fostered by Silk Road affected way, way more people than just those rich enough to buy silk, just as today's globalization offers both promise and threat to each of us.

Christianity from Judaism to Constantine: Crash Course World History #11

1. Any understanding of Christianity has to start with _____ because Jesus was born a Jew, and he grew up in the Jewish tradition. He was one of many teachers spreading his ideas in the Roman province of Judea at the time, and he was part of a _____ tradition that helps us understand why he was thought of not only teacher but something much, much more.
2. The _____ initially worshipped many gods, making sacrifices to them in order to bring good weather and good fortune. But they eventually developed a religion centered on an idea that would become key to the other great western religions. This was _____, the idea that there is only one true god
3. The Hebrews developed a second concept that is key to their religion as well: the idea of the _____, a deal with God. The main man in this was _____.
4. So, some important things about this god: 1. _____. He—and I'm using the masculine pronoun because that's what Hebrew prayers use—does not want you to put any gods before Him. 2. He is also _____, having always existed and he is deeply personal – he chats with prophets, sends locusts, etc. He doesn't take corporeal form like the Greek and Roman gods do.
5. Probably most important to us today, and certainly most important to Jesus, this god demands _____ righteousness and _____ justice. So, this is the god of the Hebrews, _____, and despite many ups and downs, the Jewish people have stuck with him for- according to the Hebrew calendar, at least- over 5700 years.
6. By the time that Jesus was born, the land of the Israelites had been absorbed into the _____ Empire as the province of Judea. Both Herods ultimately took their orders from the Romans, and they were Hellenizers, bringing in _____ theater and architecture, and rationalism.
7. In response to those Hellenistic influences, there were a lot of preachers trying to get the Jews to return to the traditions and the godly ways of the past, including the Sadducees, the _____ the Essenes, and the Zealots. And one of those preachers, who didn't fit comfortably into any of these four groups, was Jesus of _____.
8. Jesus was a preacher who spread his message of _____ love and, above all, _____ across Judea. He was remarkably charismatic, attracting a small but incredibly loyal group of followers, and he was said to perform _____ —although it's worth noting that miracles weren't terribly uncommon at the time.
9. Jesus's message was particularly resonant to the _____ and downtrodden and pretty radical in its anti- _____ stance. All of which was kind of threatening to the powers that be, who accordingly had him arrested, tried and then executed in the normal method of killing rebels at that time, _____.
10. So why would people believe that Jesus was the Messiah? First, the Jews had a long tradition of believing that a _____ who would come to them in a time of trouble. And Judea under the rule of Herod and the Romans... definitely a time of trouble. Also, many of the prophecies about this savior point to someone whose life looks a lot like Jesus's. So some religious Jews saw Jesus in those prophecies and came to believe either during his life or shortly thereafter, that he was the messiah.
11. There are three possible historical reasons why Jesus became more influential than

Augustus:
Reason #1: The Romans continued to make things bad for the Jews. In fact, things got much worse for the Jews, especially after they launched a revolt between 66-73 CE, which did not go well. By the time the dust settled, the Romans had destroyed the _____ and expelled the Jews from Judea, beginning what we now know as the Jewish _____. Without a Temple or geographic unity, the Jews had to solidify what it meant to be a Jew and what the basic tenants of the religion were. This forced the followers of Jesus to make a decision; were they going to continue to be Jews following stricter laws set forth by _____ or were they going to be something else. The decision to open up their religion to _____, or gentiles, people who weren't part of the covenant, is the central reason that Christianity could become a world religion instead of just a _____, of Judaism.
Reason #2: Is related to reason number 1 and it's all about a dude named _____ of Tarsus, who after having received a vision on the road to Damascus, became Paul and began visiting and sending letters to Jesus followers throughout the Mediterranean. And it was Paul who emphatically declared that Jesus followers did NOT have to be _____ that they did not have to be circumcised or keep to Jewish laws. The other thing to remember about Paul is that he was a _____ citizen which meant that he could travel freely throughout the Roman Empire. This allowed him to make his case to lots of different people and facilitated the _____ spread of Christianity.
Reason #3: Christianity was born and flourished an empire with a common _____ that allowed for its spread. And crucially, it was also an Empire in _____. Like even by the end of the first century CE, Rome was on its way down. For the average person, and even for some elites, things weren't as good as they had been, if fact they were getting worse so fast that you might have thought the end of the world was coming.
12. But then as the Roman decline continued, Emperor _____ allowed the worship of Jesus and then eventually converted to Christianity himself.

Islam, the Quran, and the Five Pillars: Crash Course World History #13

1. Islam, which like _____ and _____ grew up on the east coast of the Mediterranean.
2. In less than _____ years Islam went from not existing to being the religious and political organizing principal of one of the largest empires in the world.
3. The story begins in the _____ century CE when the angel Gabriel appeared to Muhammad, a 40-ish guy who made his living as a caravan trader and told him to begin reciting the word of God.
4. A few things to know about the world Islam entered: First, Muhammad's society was intensely _____. He was a member of the Quraysh tribe, living in Mecca and tribal ties were extremely important.
5. Also, at the time, the _____ Peninsula was like this crazy religious melting pot. Like most tribal Arabs worshipped gods very similar to the Mesopotamian gods and by the time of Muhammad, cult statutes of many of those gods had been collected in his hometown of Mecca in this temple-like structure called the _____.
6. Arabia was also a home for _____ like Christianity and Judaism, even a bit of Zoroastrianism. So the message that there was only god wouldn't have been like as surprising to Muhammad as it was, for instance, to Abraham.
7. At its core, Islam is what we call a radical _____ religion—just like Jesus and Moses sought to restore Abrahamic monotheism after what they perceived as straying, so too did Muhammad.
8. Muslims believe that God sent Muhammad as the _____ _____to bring people back to the one true religion, which involves the worship of, and submission to, a single and all-powerful God.
9. The _____ also acknowledges Abraham and Moses and Jesus among others as prophets, but it's very different from the Hebrew and Christian bibles: For one thing it's much less narrative, but also its the written record of the _____ Muhammad received—which means it's not written from the point of view of people, it is seen as the actual word of God.
10. The Quran is a really broad-ranging text, but it returns again and again to a couple themes. One is _____ _____and the other is the importance of taking care of those _____ _____than you.
11. These revelations also radically increased the rights of _____ and orphans, which was one of the reasons why Mohammad's tribal leaders weren't that psyched about them.
12. The _____ _____of Islam are the basic acts considered obligatory, at least by Sunni Muslims.

a) First is the shahada or the profession of the _____: There is no god but god and Muhammad is God's prophet

b) Second, salat, or ritual prayer _____ times a day—at dawn, noon, afternoon, sunset, and late evening

c) Third, sawm, the month-long _____ during the month of Ramadan, in which Muslims do not eat or drink or smoke cigarettes during daylight hours.

d) Fourth is zakat, or _____, in which non-poor Muslims are required to give a percentage of their income to the poor,

e) and lastly _____, the pilgrimage to Mecca that Muslims must try to fulfill at least once in their lives, provided they are healthy and have enough money.
13. One more thing about Islam: Like Christianity and Judaism, it has a body of law -- it's called _____.
14. People who embraced this worldview were called Muslims, because they submitted to the will of God, and they became part of the _____, or community of believers.
15. So as Muhammad's following in Mecca grew, the umma aroused the suspicion of the most powerful tribe, the Quraysh, because they managed the _____ trade in Mecca, and if all those gods were false, it would be a disaster economically.
16. The Quraysh forced Muhammad and his followers out of Mecca in 622 CE, and they headed to Yithrab, also known as _____. This journey, also known as the Hijrah, is so important that it marks year _____ in the Islamic calendar.
17. In Medina, Muhammad severed the religion's ties to Judaism, turning the focus of prayer away from _____ to Mecca. Also in Medina, the Islamic community started to look a lot more like a small _____ than like a church. Like, Jesus never had a country to run.
18. In addition to being an important prophet, he was a good general and in _____, the Islamic community took back Mecca. They destroyed the _____ in the Kaaba, and soon Islam was as powerful a political force in the region as it was a religious one.
19. When Muhammad died in 632 CE, there wasn't a religious vacuum left behind: Muhammad was the final prophet; the revelation of the Quran would continue to guide the umma throughout their lives. But the community did need a political leader, a _____. Soon disputes over the new leader began the divide between the two of the major sects of Islam: Sunni and Shi'a.
20. To Sunnis, the first four caliphs—Abu Bakr, Umar, Uthman, and Ali— are known as the _____ _____ Caliphs, and many of the conservative movements in the Islamic world today are all about trying to restore the Islamic world to those glory days when Islam became stabilized and spread across the Middle East and North Africa.
21. It's common to hear that in these early years Islam quote spread by the _____ and that's partly true; many people, including the _____, embraced Islam without any military campaigns. In fact, the Quran says that religion must not be an act of compulsion.
22. While the Islamic Empire didn't require its subjects to convert to Islam, you paid lower _____ if you converted.
23. Not only were the Muslims great conquerors, they spawned an explosion of _____ _____ _____that lasted hundreds of years. They saved many of the classical texts, while Europe was ignoring them, and they paved the way for the _____.

The Columbian Exchange: Crash Course World History #23

1. What percentage of Native Americans died as a result of the transfer of European diseases to the New World? What diseases were the culprits?
2. What were the secondary effects of European diseases on the Native American population?
3. What was the one New World disease that was transferred to Afro-Eurasia as a result of the Columbian Exchange? How did it spread?
4. What New World product has been responsible for the most deaths of Afro-Eurasians since its introduction to the Old World?
5. Describe how the following Eurasian animals revolutionized life in the Americas...(a) the pig (b) oxen (c) horses
6. What was the most significant effect of the introduction of New World plants to Afro-Eurasia?
7. Describe how the following New World plants revolutionized life in Eurasia... (a) potato (b) manioc, a.k.a. cassava (c) sweet potato (d) corn
8. What was the significance of the transfer of people that occurred as a result of the Columbian Exchange?
9. In your opinion, should the world today be grateful for the Columbian Exchange? Why?

The Atlantic Slave Trade: Crash Course World History #24

1. From 1500 to 1880 CE, somewhere between _____ African slaves were forcibly moved from Africa to the Americas. And about 15% of those people died during the journey.
2. Those who didn't die became _____, bought and sold like any commodity.
3. Where Africans came from, and went to, changed over time, but in all, 48% of slaves went to the Caribbean and 41% to Brazil—although few Americans recognize this, relatively _____ slaves were imported to the U.S.—only about _____ of the total.
4. The first real "European" slave trade began after the _____ in 1204.
5. Most of them were _____ who worked as household servants, but many worked processing sugar.
6. One of the big misconceptions about slavery was that Europeans somehow _____ Africans, put them in chains, stuck them on boats, and then took them to the _____.
7. In fact, Europeans obtained African slaves by _____ for them. Because trade is a two-way proposition, this meant that Africans were captured by other _____ and then traded to Europeans in exchange for _____, usually like metal tools, or fine textiles, or guns.
8. In many places, slaves were one of the only sources of _____ _____ because land was usually owned by the state.
9. The lives of slaves were dominated by _____ _____ _____, but mostly work.
10. Slaves did all types of work, from housework to skilled crafts work, and some even worked as _____, but the majority of them worked as agricultural _____.
11. Slaves would often work _____ straight during harvest time, working without _____ in the sweltering sugar press houses where the cane would be crushed in hand rollers and then boiled.
12. Slaves often caught their hands in the rollers, and their overseers kept a _____ on hand for amputations.
13. Other slave owners were calculating that if they kept their slaves healthy enough, they would _____ and then the slave owners could steal and sell their _____. Or use them to work their land.
14. Atlantic World slavery was different, and more horrifying, because it was chattel slavery, a term historians use to indicate that the slaves were _____ _____.
15. Slavery is: "the permanent, _____, and personal domination of naturally alienated and generally _____ persons."
16. Ultimately then, what makes slavery slavery is that slaves are _____.
17. The Romans also invented the _____, using mass numbers of slaves to work the land on giant farms called latifundia.
18. _____ _____ were the first to import large numbers of Bantu-speaking Africans into their territory as slaves.
19. As the first colonizers of the Americas and the dominant importers of slaves, the _____ and the _____ helped define the attitudes that

characterized Atlantic slavery, beliefs they'd inherited from a complicated nexus of all the slaveholders who came before them.

20. In short, Atlantic Slavery was a monstrous tragedy— but it was a tragedy in which the _____ _____ participated.

Imperialism: Crash Course World History #35

1. When last we checked in, China was a thriving manufacturing power about to be overtaken by Europe but still heavily involved in _____ _____, especially as an importer of silver from the Spanish Empire. Europeans had to use _____ because they didn't really produce anything else the Chinese wanted.
2. But then Europeans, especially the British, found something that the Chinese would buy: _____.
3. By the 1830s British free trade policy unleashed a flood of opium in China, which threatened China's _____ _____ ____ _____.
4. Commissioner Lin Zexu drafted a response that contained a memorable threat to cut off trade in "Rhubarb, _____ _____ _____... all valuable products of ours, without which foreigners could not live."
5. So the Chinese made like _____ _____, confiscating a bunch of British opium and chucking it into the _____.

6. The Treaty of Nanjing, stated that Britain got Hong Kong and five other treaty ports, as well as the equivalent of _____ in cash. Also, the Chinese basically gave up all sovereignty to European "_____ ____ _____," wherein Europeans were subject to their laws, not Chinese laws.
7. You might think the result of this war would be a shift in the _____ _____ _____ in Britain's favor, but that wasn't immediately the case.
8. In fact, the British were importing so much _____ from China that the trade deficit actually _____ more than $30 billion.
9. But eventually, after another war (and one of the most destructive civil rebellions in Chinese and possibly world history, the Taiping Rebellion) the situation was _____ and Europeans, especially the British became the dominant _____ _____ in China.
10. Europeans had been involved in Africa since the 16th century when the Portuguese used their _____ to take control of cities on coasts to set up their _____ _____ _____.
11. But in the second half of the 19th century, Europe suddenly and spectacularly succeeded at _____ basically all of Africa.
12. The biggest reason that Europeans were able to extend their grasp over so much of the world was the same reason they wanted to do so in the first place: _____.
13. _____ played its part, of course: But it was mostly about controlling the means of production.
14. Europeans wanted colonies to secure sources of raw materials, especially _____, copper, _____, and rubber, that were used to fuel their growing industrial economies.
15. And in addition to providing the motive for _____, European industrialization also provided the means.
16. First, _____ _____ made it possible for Europeans to travel inland bringing supplies and personnel via Africa's navigable rivers.
17. Even more important was _____ _____, sometimes in

the form of tonic water mixed into refreshing, quintessentially British gin and tonics.
18. But, of course, the most important technology that enabled Europeans to dominate Africa was _____. By the 19th century, European gun technology had improved dramatically, especially with the introduction of the _____ _____ _____, which allowed Europeans to wipe out Africans in battle after battle.
19. Alright so, here is something that often gets overlooked: European imperialism involved a lot of _____ and a lot of _____.
20. It's very, very important to remember that Africans did not meekly acquiesce to European hegemony: they resisted, often _____, but ultimately they were defeated by a technologically superior enemy.
21. So, by the end of the 19th century, most of Africa, and much of Asia, had been colonized by _____ _____.
22. Notable exceptions include _____ -- which was happily pursuing its own imperialism—Thailand, Iran, and of course _____.
23. In most cases Europeans ruled their colonies with the help of, and sometimes completely through, _____ and collaborators.
24. For the most part Europeans could almost always rely on their superior military technology to coerce local rulers into doing what the Europeans wanted and they could replace native officials with Europeans if they had to, but in general they preferred to rule _____. It was _____ and _____.
25. "_____ _____," as it is sometimes known, is really at the heart of the imperialistic impulse: Industrialized nations push economic integration upon developing nations, and then extract value from those developing nations, just as you would from a mine or a field you owned.

Decolonization and National Triumphant: Crash Course World History #40

1. As we've seen from Egypt to Alexander the Great to China to Rome to the Mongols, who, for once, are not the exception here, to the Ottomans and the Americas, _____ has long been the dominant way we've organized ourselves politically--or at least the way that other people have organized us.
2. The late 20th century was not the first time that empires disintegrated. Rome comes to mind; also the Persians; and of course the _____ Revolution ended one kind of European imperial experiment. But in all those cases, Empire struck back...Britain lost its 13 colonies, but later controlled half of _____ and all of _____.
3. What makes the recent decolonization so special is that at least so far, no empires have emerged to replace the ones that fell. This was largely due to World War II because on some level, the Allies were fighting to stop _____ imperialism: Hitler wanted to take over Central Europe, and Africa, and probably the Middle East--and the Ally defeat of the Nazis discredited the whole idea of empire.
4. The English, French, and Americans found it difficult to continue their imperialistic ventures after the war since the _____ troops fought alongside them; plus, most of the big colonial powers-- had been significantly _____ by World War II.
5. So, post-war _____ happened all over the place: the British colony that had once been "_____" became three independent nations. In Southeast Asia, French _____ became Cambodia, Laos, and Vietnam. And the Dutch East Indies became _____. When we think about decolonization, we mostly think about Africa.
6. Decolonization throughout Afro-Eurasia had some similar characteristics:
a. It occurred in the context of the _____ _____, many of these new nations had to choose between socialist and capitalist influences, which shaped their futures.
b. While many of these new countries eventually adopted some form of _____, the road there was often rocky.
c. Also decolonization often involved _____, usually the overthrow of colonial elites.
7. But we'll turn now to the most famous nonviolent decolonization: that of _____.
8. So the story begins, more or less, in 1885 with the founding of the Indian _____ _____whose leaders were usually from the elite classes.
9. The best known Indian nationalist, Mohandas K. _____. A British educated lawyer born to a wealthy family, he's known for making his own clothes, his long _____, and his battles to alleviate poverty, improve the rights of _____, and achieve a unified Indian independence from Britain. In terms of decolonization, he stands out for his use of _____.
10. Gandhi and his compatriot Jawaharlal _____ believed that a single India could continue to be ruled by Indian elites and somehow transcend the tension between the country's _____ majority and its sizable _____ minority.
11. In this they were less practical than their contemporary, Muhammad Ali _____, the leader of the Muslim League who felt--"that the unified India of which the Congress spoke was an artificial one, created and maintained by British _____."
12. Jinnah proved correct and in 1947 when the British left, their Indian colony was partitioned into the modern state of India and West and East _____, the latter of which became Bangladesh in 1971.

13. While it's easy to congratulate both the British and the Indian governments on an orderly and nonviolent transfer of power, the reality of partition was neither orderly nor nonviolent. About _____ million people were displaced as _____ in Pakistan moved to India and _____in India moved to Pakistan; as people left their homes, sometimes unwillingly, there was violence.
14. Indonesia, a huge nation of over _____islands, was exploited by the _____ with the system of kultuurstelsel, in which all peasants had to set aside one fifth of their land to grow cash crops for export to the Netherlands. This accounted for 25% of the total Dutch national budget.
15. The Dutch couldn't even defend their colony from the _____, who occupied it for most of World War II, during which time the Japanese furthered the cause of Indonesian _____ by placing native Indonesians in more prominent positions of power.
16. After the war, the Dutch--with British help--tried to hold onto their Indonesian colonies with so-called "_____ _____," which went on for more than four years before Indonesia finally won its independence in 1950.
17. Over in the French colonies of _____, so called because they were neither Indian nor Chinese, things were even more violent...
18. The end of colonization was disastrous in _____, where the 17-year reign of Norodom Sihanouk gave way to the rise of the Khmer Rouge, led by Pol Pot, massacred a stunning _____ of Cambodia's population between 1975 and 1979.
19. In Vietnam, the French fought communist-led nationalists, especially ____ ____ _____from almost the moment World War II ended until 1954, when the French were defeated. Then the Americans quickly took over from the French, as part of the containment policy; communists did not fully control Vietnam until _____.
20. You'll remember that Egypt bankrupted itself in the 19th century, trying to industrialize and ever since had been ruled by an Egyptian king who took his orders from the _____. So while technically Egypt had been independent since 1922, it was very dependent independence.
21. But, that changed in the 1950s, when the king was overthrown by the army in a coup led by Gemal Abdul _____, who proved brilliant at playing the US and the USSR off each other to the benefit of Egypt.
22. Nasser's was a largely secular nationalism, and he and his successors saw one of the other anti-imperialistic nationalist forces in Egypt, the _____ _____, as a threat. So once in power, Nasser and the army banned the Muslim Brotherhood, forcing it underground, where it would disappear and never become an issue again....or at least until 2011 with the "Arab Spring".
23. Central and Southern Africa colonial boundaries became redefined as the borders of new nation states, even where those boundaries were arbitrary or, in some cases, pernicious. The best known example is in _____, where two very different tribes, the Hutu and the Tutsis were combined into one nation.
24. The colonizers' focus on value _____ really hurt these new nations. Europeans claimed to bring civilization and economic development to their colonies, but this economic development focused solely on building infrastructure to get _____ and export them.

25. When the Europeans left, African nations did not have the _____ necessary to thrive in the post-war industrial world. They had very few _____, for instance, and even fewer universities.
26. Also, in many of these new countries, the traditional elites had been undermined by _____. Most Europeans didn't rule their African possessions directly but rather through the proxies of local rulers. And once the Europeans left, those local rulers, the upper classes, were seen as illegitimate _____. This meant that a new group of rulers had to rise up to take their place, often with very little _____ governance.
27. Mostly strongmen have emerged, of course, from the military: Joseph Mobutu seized power in the _____, which he held from 1965 until his death in 1997. Idi Amin was military dictator of _____ from 1971 to 1979. Muammar Gaddafi ruled _____ from 1977 until 2011.
28. While the continent does have less _____ and lower levels of _____than other regions in the world, many African nations show strong and consistent signs of growth despite the challenges of decolonization. Botswana for instance has gone from 70% _____ to 85% in the past 15 years and has seen steady GDP growth over 5%. Benin's economy has grown in each of the past _____ years, which is better than Europe or the U. S. can say. In 2002, Kenya's life expectancy was 47; today it's _____. Ethiopia's per capita _____ has doubled over the past 10 years; and Mauritania has seen its _____ mortality rate fall by more than 40%. Now, this progress is spotty and fragile, but it's important to note that these nations have existed, on average, only 50 years.

Globalization Part 1- The Upside: Crash Course World History #41

1. What are the three reasons why global trade and economic interdependence have increased dramatically in recent decades?

2. How is the computer you are using to watch this crash course an excellent example of how industrial production has changed since the 1960s?

3. In what ways has global capitalism been good to the human race?

4. Why has migration become easier in today's world?

5. How is the emergence of a globalized culture a paradox?

6. What are the reasons why people today live twice as long as humans two centuries ago?

7. What was the significance of the Green Revolution of the 1950s?

Globalization Part 2- Good or Bad?: Crash Course World History #42

1. Identify and briefly describe TWO ways in which globalization has changed the psychology of upper-class people living in the industrialized world.

2. How has the increase in globalized consumption and production hurt the environment?

3. Discuss the shift towards democracy that has been on the rise since the 1980s and 1990s? In what ways has democracy been a success story in the nations of South Africa, India, and Brazil?

4. Does democracy and development go hand in hand? Cite specific examples.

5. Do you think that the forces of globalization will ultimately have a more positive or negative effect on the future of humanity? Explain your answer using specific details.

6. Is Globalization more of a continuity or change? Explain.