

Use the passage to answer all parts of the question that follows.

“While the world revolution of Westernization [after 1850] created a political world order radically different from all past human experience, it also disrupted the non-Western societies constituting the bulk of humanity. . . . The Westerners with their sense of mission also introduced their education. Along the way [Western-educated intellectuals from non-Western societies] soon acquired a taste for the dominant ideals of the West, especially the liberal plea for equality, freedom, and self-determination and the socialists’ cry for social justice for all exploited and oppressed peoples and classes. . . .

Inevitably, the non-Western intellectuals turned their lessons to their own use. The ideals of freedom and self-determination justified protests over the humiliation of their countries and cultures. As a result of their Westernization they became anti-Western nationalists, caught in a love-hate attitude toward the West. . . .

The world revolution of Westernization perpetuated inequality and ruinous cultural subversion while at the same time improving the material conditions of life.”

Theodore von Laue, historian, *The World Revolution of Westernization*,
1987

1. a) Identify ONE non-Western nationalist leader whose actions might be used to illustrate the author’s argument in the passage.
- b) Explain ONE way in which the “world revolution of Westernization” identified by von Laue in the passage disrupted non-Western societies.
- c) Explain ONE reason why historians in the late twentieth century reinterpreted Western imperialism in the way that von Laue does in the second and third paragraphs of the passage.

Use the image below to answer all parts of the question that follows.

THE DIFFERENT SOCIAL POSITIONS OF WOMEN, MASS-PRODUCED POSTER OFFERED FOR SALE TO INDIVIDUALS AND INSTITUTIONS, FRANCE, CIRCA 1890



Private Collection / Archives Charmet / Bridgeman Images

Captions, from left to right:

The Nun: "I relieve pain and misery; God supports me and encourages me."

The Midwife: "I take care of you with experience from the moment of your birth."

The Schoolteacher: "I impart virtue and wisdom to girls throughout their youth."

The Clothier: "With my skill, I adorn the ladies and increase their beauty."

The Servant: "I sew, bleach, and wait the table, which makes me indispensable."

The Worker: "In all my work, I apply myself—be it in the workshop or in the factory."

The Peasant: "Trust God that my hands' work will put bread on your table."

Question 1: Short Answer Secondary Source**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

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- (A)** Identify ONE non-Western nationalist leader whose actions might be used to illustrate the author's argument in the passage. **1 point**

Examples that earn this point include the following:

- Mohandas Gandhi is an example of a non-Western nationalist leader whose actions would support the author's argument.
- Ho Chi Minh's campaigns against the French in Vietnam illustrate von Laue's argument.
- An example that supports the author's argument is Kwame Nkrumah, who led Ghana's independence movement.
- Mao Zedong was influenced by Western ideas of socialism and led revolutionary movements, thereby supporting the author's argument about non-Western nationalist leaders.
- One example of a non-Western nationalist leader who would support von Laue's argument is Gamal Abdel Nasser because he was heavily influenced by Western ideals but tried to reduce Western economic and political influence in Egypt.

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- (B)** Explain ONE way in which the "world revolution of Westernization" identified by von Laue in the passage disrupted non-Western societies. **1 point**

Examples that earn this point include the following:

- Westernization led to imperialism and the destruction of traditional political and economic systems in many non-Western countries.
 - The "world revolution of Westernization" disrupted non-Western societies because it led to colonial rule and poverty for many countries in Asia and Africa.
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- The “world revolution of Westernization” described by von Laue disrupted non-Western societies through imperialism, which brought Western industrial technology to large parts of the world.
- In much of the world, imperialism led many colonial societies to adopt Western ideas such as liberty and freedom and to fight for independence from European rule.
- Western countries exploited the rest of the world through imperialism, both directly and through economic control.

(C) Explain ONE reason why historians in the late twentieth century reinterpreted Western imperialism in the way that von Laue does in the second and third paragraphs of the passage. **1 point**

Examples that earn this point include the following:

- Decolonization was one reason why historians in the late twentieth century reinterpreted Western imperialism as something that “perpetuated inequality and ruinous cultural subversion” as von Laue claims.
- Decolonization encouraged many historians to reinterpret Western imperialism because many newly independent Asian and African states had serious economic and political problems that made many historians question the benefits of Western rule.
- As countries became independent from Western rule, historians from those countries could reassert the importance of their own histories and places in the world.
- The Cold War contributed to historians reinterpreting Western imperialism in the late twentieth century because the United States and the Soviet Union opposed continued European colonial rule.
- Globalization in the late twentieth century led many scholars to question assumptions about the superiority of Western society and values, especially as Asian countries caught up to the West economically without necessarily adopting Western cultural or political values.

Total for question 1 3 points