

**GLOBAL HISTORY AND GEOGRAPHY II  
REGENTS EXAMINATION**

**PRACTICE PAPERS FOR PART III**

**SAMPLE ENDURING ISSUES ESSAY**

**DRAFT**

**FEBRUARY 2018**

## Practice Paper A

An enduring issue is a problem or obstacle which countless societies have tried to solve in varying ways. Overtime one enduring issue in history has been the influence of Western ideas on regions including Japan, Iran, and China. Western influence is an example of how foreign ideas can impact the political, cultural, and economic systems to which they are introduced. Western ideas and influence posed a threat to societies, their values, and their cultural identities.

The impact of the West on Japan was evident during the Meiji period in the 1870s and 1880s. Following the arrival of Matthew Perry and the fall of the Tokugawa Shogunate, Japan initiated Western reforms. Shifts in transportation, dress, communication, the military, and education drastically changed the lives of Japanese citizens. The adoption of Western-style education concerned those anxious about losing the traditional values associated with Shinto and Confucianism (doc 2). The Japanese replicated Western style education and incorporated it into their cultural practices. The basic structure of education was based on the French model with a curriculum heavily influenced by the United States. This reflects how Western teachings were added to the field of education in Japan. Due to resistance from conservatives, Japan moved toward blending Oriental and Western traditions, in turn creating a new modern education system. (doc 2) During the Meiji era, the government encouraged foreign exchange in which Japanese students travelled abroad to study and gain western knowledge. Outside of examining Western educational practices, the Japanese studied and modified their military, industry, and technology. The goal of these reforms was to bring Japan into the modern era and allow them to compete with other world powers. The challenge of these reforms was finding a way to preserve traditional culture and their identity at the same time. Today, Japan's status has changed from being a country influenced heavily by Western ideas to one that shares and sells technological innovations worldwide.

Additionally, western influence in Iran is clear during the period leading up to the Iranian Revolution. In the 1970s, conflict was sparked by some Iranians determination to overthrow Shah Reza Pahlavi, a leader of Iran that the United States helped bring to power. Khomeini, a Shi'ite cleric of Iran who went into exile accused the Shah of having too close relations with the United States. (doc 3) Some Iranians thought that Shah was a puppet of the United States. The Shah's acceptance of Western ideals angered Iranians upset by what they saw as the corruption of traditional values. Some Iranians were concerned that the presence of Western clothing, shelter, food, literature, and press was confusing what it meant to be Iranian (doc 3). The Ayatollah Khomeini rose to fame during the 1960s by criticizing the

Shah. In the decade that followed, the Shah's regime was overthrown by Khomeini and those who rejected the West in favor of a theocratic Islamic state. The overthrow of the Shah resulted in the rise to power of Islamic fundamentalists, who were more strict in their beliefs. This Islamic group believes western values such as materialism, greater freedom for women, and rock music undermines Muslim family life and religious authority. Islamic fundamentalism is prominent in modern day societies, but the practice of it varies. Some Muslims are tolerant of Western ways; some are not. Some extreme Islamic fundamentalists are linked with terrorist groups who hold anti-western beliefs. Today, Iran still struggles to maintain its cultural values while trying to modernize, but not becoming westernized.

Western influence also played a vital role in economic developments in China. The death of Mao Zedong, who had developed a cult of personality and commanded a large following, resulted in an end to many of his policies. Tensions developed over Deng's open-door policy as some feared it might challenge Mao's communist way of life. In a closer examination, China's open-door policy resulted in the development of Capitalism and more open foreign trade for the first time in decades. China's economic interactions with foreigners fostered economic growth that has made China a part of the global trade network. However, this rise in the economy backfired as Western values clashed with Chinese communist beliefs. Conservatives complained about the loss of cultural and ideological discipline that existed under Mao. (doc 4) The transition of power from Mao to Deng in China divided those who wanted Western capitalism and those who feared it. Deng's Four Modernizations gave China a focus on agriculture, industry, defense, science, and technology. Despite advances, in 1989, the resulting economic problems led to the protests at Tiananmen Square and a call for democratic reforms. In modern days, the result of the Deng's policy helped shaped China to become a world giant in the global economy. The shift from Communism to a more Capitalist system reflects an economic influence from the West and ultimately led to a period of modernization in China.

Western influence has affected the people and governments in countries such as Japan, Iran and China. Politically the overthrow of the Shah was directly influenced by the anti-Western ideology in Iran. (doc 3) Culturally, the incorporation of Western style education helped mold Japan into a modern society. (doc 2) The dilemmas China faced in opening the country to foreign trade resulted in a shift away from a strict communist policy. (doc 4), Western influence has had a major impact on how cultures view themselves and which traditional values they think are important.

## Practice Paper B

Throughout time and history, foreign influence has been a recurring issue and has been responded to differently from place to place. Whether it be two tribes exchanging goods and ideas a few hundred years back leading to a cultural change of each tribe, or a One Direction poster on the wall of a South Korean home, it has shaped each culture of the world; past, present, and future. With this said, the response of each individual society has been different and has been a blessing, curse, or both to a society and in the mind's of it's people.

Generally speaking, ideas spread like wildfire. Different groups of people come into contact with these through trade, the types of government people are under, or by seeing someone's new t-shirt. In Iran during the past couple of decades in particular, Western culture has made it's mark. Many people in Iran, especially more traditional people and religious fundamentalists, hate the influence Western culture has on their nation. On top of this, economic and political relations between the West and Iran (particulary America in the West) strain this feeling even further. In Document #3, it talks of these frustrations and of people being affected, a more negative perspective of Western influence comes from Jahal-e Ahmad as he says, "Today we stand under that banner, a people alienated from ourselves; in our clothing, shelter, food, literature and press.", which clearly shows that he feels a negative "alienation" from Iranian culture due to Western influence. The government had close relations with the West, particulary the Shah, enabling the Flooding of Iran with these foreign ideas. This issue still plagues the nation to this day. Conversley in Russia, over 950,000 customers are served at the 471 different McDonald's restaurants as shown in Document #5. Russia has a heavy influx of clothing, concepts, and media from the West, with very little objection by its people.

While culture has been affected by foreign influence as previously shown, education and government have also been tweaked and created around models from countries other than their own. In Document #4, China's economy is discussed and the change of it due to politics and influence. For example, during Mao's reign the economy of China was internal and without foreign market. It was intended to be self-sufficient, but it compromised the living standards and freedoms of its people. Then when Deng's concept of open-door trade came many years after, the people of China no longer had such an unadultered culture. The capitalist concepts of the Americas and Europe had broke into China, and as trade increased physically, it also did mentally. China's culture and economy were being shaped by the rest of the world, though many conservatives had issues with it and tried to push for heavier and

traditional cultural discipline, and with some success through reforms pushed and passed. China even today has been clearly shaped by ideas from throughout the world.

### **Practice Paper C**

What is an enduring issue? An enduring issue is a challenge or problem that has been debated or discussed across time. So basically it's a recurring issue that is constantly brought up throughout history. Such as Revolutions, wars, etc. Another example is westernization. Westernization is when a country follows the style of the West countries. For example, the United States.

Westernization has been around for ages. In doc 2 it says "When the Meiji gov't introduced a modern education system in 1872, the basic structure of education was based on the French model with a curriculum heavily influenced by the United States." This means that they changed their educational system to one of the United States educational system. And the U.S. is the West. So they Westernized Japan. Same way Kemal Atatürk westernized Turkey. He changed the way they learned.

Westernization is an enduring issue. In doc 3 it states "today we stand under that (Western) banner, a people alienated from ourselves; in our clothing, shelter, food, literature & press. And more dangerous than all, in our culture. We educate pseudo-Westerners & we try to find solutions to every problem like pseudo westerners." This means that they want the education so in return they have U.S. education & we have culture & language.

They also westernize in Russia as shown in doc 5. They have U.S./Western states so they picked it up.

## Practice Paper D

An enduring issue is the resistance to westernization. Resistance takes the form of actions taken against western countries when they attempt to impose their ideals on other foreign or non-western nations. It can be argued that this westernization is really an attempt to dominate and exploit these foreign areas.

An example of this resistance can be seen in 19th century Japan. When visited by foreign nations, Japan, during the Meiji period, began to fuse new ideals with old traditions. This blending would change traditions practiced by the Japanese, though some weren't fond of the development. The Japanese model of education adopted during this period was French based. It was later combined with more traditional Japanese beliefs such as Shintoism and Confucianism. During the Meiji period, Japan resisted western control by trying to become more like the West. The Japanese selectively borrowed parts of western culture in the form of government structures and industrial practices while trying to preserve their cultural identity and power. At the same time the west was trying to impose its ideals on Japan. In another part of the world, India was being placed under the direct control of Britain. By the early 20<sup>th</sup> century, a nationalist movement led by Mohandas Gandhi formed to achieve Indian independence from Britain. He hoped to achieve this by challenging the British economy through such actions as the boycotting of British cloth. Gandhi encouraged people to adopt homespun fabric and to wear traditional Indian clothes to demonstrate India's ability to thrive without western influence. Both Japan and India have at times resisted westernization using different methods.

Another example of this resistance to Western influence is in Iran during the 1960s and 1970s. In Iran, some groups were concerned that Iranians were changing into pseudo-westerners due to U.S. influence. The Shah's close relationship with the U.S. was sometimes opposed because of its negative influence on Iranians. Tensions grew as Khomeini and others began to speak out against western influence. Specifically, the U.S. was seen as a threat to Iranian clothing, shelter, food, literature, and the press. Eventually, the overthrow of the Shah led to the establishment of a traditional Islamic government under the Ayatollah. Likewise, in Cuba during the 1950s, the U.S. was viewed as having too much control over the Cuban economy. Fidel Castro led a popular movement to drive out Batista who was supported by the U.S. in favor of a government based on socialist values of equality.

Another example of resistance to western influence occurred in China during the 20th century when it feared "loss of cultural and ideological discipline". Due to the transition in rule from Mao to Deng, China established an open-door policy which led to the introduction of Western reforms. Similar to

Japan, China in its earlier history also followed a policy of isolationism. During the Ming dynasty, foreign trade was discouraged by officials. European traders were restricted to trade at only a few designated ports. This changed after the Opium war and westerners carved China into spheres of influence. China's policy toward interactions with foreign nations in terms of trade continues to shift. Mao limited trade with the West while Deng expanded that trade. Some Chinese conservatives were unhappy with the changes Deng supported and feared they might damage their culture and government.

Resistance to western influence has occurred across time and place. Methods of resistance to westernization varied in Japan, India, China, Iran, and Cuba.

### **Practice Paper E**

In document 1, 3, and 5 talks about economic policies that are good and bad for the world. For example, In document 5A states, "Nowadays 471 McDonald's restaurants serve more than 950,000 customers per day in Russia". This proves that the economy was good in Russia because of the amount of people that have gotten served. The issue with this is that people that worked in factories faced unfair conditions than people that worked in McDonalds. In England a lot of people protested daily because of the horrible conditions that they faced. They marched and put posters up. Overtime, this issue has changed because of the century's, nowadays nobody gets paid minimum wages.

## Practice Paper F

Enduring issues have rose throughout history in response to the different ideas, cultures and belief systems that exist around the world. As people interact through trade and travel, ideas and information are exchanged which may lead to conflicts and tensions that last for centuries. Throughout history, the impact of westernization is an issue that has changed the political, economic, and educational policies of the areas that were affected by it.

Westernization has led to economic issues in places like China which affected its people and government. After being under the communist rule of Mao Zedong, a new leader Deng Xiaoping rose. Under Mao Zedong, people were forced to live on communes, separated from family and under harsh political rule. Deng Xiaoping wanted to regrow China and established an Open Door Policy. This policy allowed foreign influence and ideas to enter the country as well as trade goods to support the economy. A result of this open trade policy, there was a greater vulnerability to foreign influence that, lead to the, "...loss of cultural and ideological discipline. (Doc.4). The United States was one of the first influential nations that started the spread of democracy. As a result of western influence, China started to adopt western ideologies that were different from their communist beliefs. This was also shown in Russia after the Soviet Union fell. Under the communist rule of Stalin, Russia was largely suspicious of much of the world. After the fall of communism, Russia began allowing more western culture in the form of restaurants. "...the collapse of the Soviet Union led McDonald's to become a pioneer for many foreign food chains that flooded Russia afterwards ... McDonald's restaurants serve more than 950,000 customers per day in Russia" (Doc 5). This shows the western influence on Russia that lasted to today's time. Along with economic influences, education was also influenced by western powers.

Westernization also led to educational issues in places like Japan which affected the teachings and morals of students. During the age of imperialism, America brought Japan out of isolation by threatening to invade it. Japan was undeveloped due to the lack of interaction and technological advances and decided to industrialize and westernize to avoid being colonized by America. This was known as the Meiji Restoration which involved a new government structure, economic system and educational system. But, those who practiced traditional Japanese culture felt that, "traditional values were being lost" because ... "the basic structure of education was based on the French model with a curriculum heavily influenced by the United States." To balance this, "conservative elements in the government exerted their influence and added Shinto and Confucian based morals ..." (Doc. 2) The Japanese education system was based off of syncretism of western beliefs and traditional beliefs which had an effect on morals.



In conclusion, westernization is an issue that affected the education and economy of the countries affected by it. In Japan, the economy was changed to be more the western. Japanese education was a blend of western and traditional beliefs and morals. In Russia and China, western ways helped move the country away from communism and toward capitalism.

### Practice Paper A—Score Level 5

#### **The response:**

- Clearly identifies and accurately defines *influence of Western ideas* as an enduring issue raised in the documents (Western influence posed a threat to societies, their values, and their cultural identities)
- Develops an even, thoughtful, and in-depth argument about how *the influence of Western ideas* has affected people and has been affected by them and how it continues to be an issue and has changed over time
- Is more analytical than descriptive (goal of Western reforms was to bring Japan into the modern era and allow them to compete with other world powers; Japan’s status has changed from being a country heavily influenced by Western ideas to one that shares and sells technological innovations; in the 1970s, conflict was sparked by some Iranians’ determination to overthrow Shah Reza Pahlavi, a leader of Iran that the United States helped bring to power; the Shah’s acceptance of Western ideals angered Iranians upset by what they saw as the corruption of traditional values; the overthrow of the Shah resulted in the rise to power of Islamic fundamentalists; China’s open-door policy resulted in the development of capitalism and more foreign trade; the transition of power from Mao to Deng in China divided those who wanted Western capitalism and those who feared it; the resulting economic problems led to a call for democratic reforms)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from documents 2, 3, and 4 (adoption of Western-style education concerned those anxious about losing traditional values associated with Shinto and Confucianism; basic structure of education was based on the French model with a curriculum heavily influenced by the United States; Khomeini accused the Shah of having too close relations with the United States; some Iranians were concerned that the presence of Western clothing, shelter, food, literature, and press was confusing what it meant to be Iranian; tensions developed over Deng’s open-door policy as some feared it might challenge Mao’s communist way of life; conservatives complained about the loss of cultural and ideological discipline that existed under Mao)
- Richly supports the task by incorporating substantial relevant outside information that includes facts, examples, and details (Matthew Perry; Tokugawa shogunate; shifts in transportation, dress, communication, and the military in Japan; Japan encouraged foreign exchange; Iranian Revolution; theocratic Islamic state; terrorist groups; Iran struggles to modernize, but not become westernized; Four Modernizations; Tiananmen Square; China as world giant)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 5. The response focuses on how the influence of Western ideas poses threats to a society’s cultural identity. The response compares the historical circumstances presented for Japan, Iran, and China to their respective situations today, noting the degree of change or continuity.

## Practice Paper B—Score Level 2

### The response:

- Identifies and defines *foreign influence* as an enduring issue raised in the documents (has shaped each culture of the world; has been a blessing or a curse or both to societies and people)
- Develops one aspect of the argument in little depth
- Is primarily descriptive (more traditional people and religious fundamentalists in Iran hate the influence Western culture has on their nation; over 950,000 customers are served at the 471 different McDonald's restaurants in Russia; China's culture and economy were being shaped by the rest of the world though many conservatives had issues with it and tried to push for traditional cultural discipline); includes faulty analysis (the people of China no longer had an unadulterated culture)
- Includes few relevant facts, examples, and details from documents 3, 4, and 5 (government had close relations with the West enabling the flooding of Iran with foreign ideas; a more negative perspective of Western influence comes from Ahmad)
- Presents little relevant outside information (Russia has a heavy influx of clothing, concepts, and media from the West)
- Demonstrates a general plan of organization; lacks focus; lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The response begins with a strong introduction and definition of foreign influence. Minimal descriptions of foreign influence in Russia, China, and Iran are taken from the relevant documents and developed in a limited way. The lack of a clear discussion of continuity or change and the inclusion of overgeneralizations weaken the response.

## Practice Paper C—Score Level 1

### The response:

- Identifies and partially defines *Westernization* as an enduring issue raised in the documents (when a country follows the style of the West countries)
- Minimally develops one aspect of the argument
- Is descriptive (the United States is the West, so they westernized Japan); lacks understanding (this means that they want the education so in rerun they have United States education and we have culture and language)
- Includes some vague, unclear references to documents 2, 3, and 5 and includes minimal relevant details copied from the documents (the basic structure of education was based on the French model with a curriculum heavily influenced by the United States; today we stand under that [Western] banner, a people alienated from ourselves)
- Presents little relevant outside information (Kemal Atatürk westernized Turkey)
- Demonstrates a weakness in organization; lacks focus; contains digressions; lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The response is largely framed by direct quotations from the documents. Attempts are made to interpret document information, although sometimes inaccurately. The response lacks development.

## Practice Paper D—Score Level 4

### The response:

- Identifies and accurately defines *resistance to Westernization* as an enduring issue raised in the documents (actions taken against Western countries when they attempt to impose their ideals on other foreign or non-Western nations)
- Develops the argument somewhat unevenly by discussing in some depth how an enduring issue has affected people and has been affected by them more thoroughly than how the issue has changed over time
- Is both descriptive and analytical (Japan resisted Western control by trying to become more like the West; Japanese borrowed parts of Western culture to preserve their cultural identity; Gandhi encouraged people to wear traditional Indian clothes to demonstrate India's ability to thrive without Western influence; Shah's close relationship with the United States was sometimes opposed because of its negative influence on Iranians; the United States was viewed as having too much control over the Cuban economy; European traders restricted to trade at only a few designated ports)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from documents 2, 3, and 4 (Meiji Japan began to fuse new ideals with old traditions; some groups were concerned Iranians were changing into pseudo-Westerners due to United States influence; United States was seen as a threat to Iranian clothing, shelter, food, literature, and the press; China feared loss of cultural and ideological discipline)
- Supports the task by incorporating relevant outside information that includes facts, examples, and details (Tokugawa shogunate; selective borrowing of government structures and industrial practices; Indian independence; boycotting; homespun fabric; Fidel Castro; Batista; socialist values of equality; Ming dynasty; China carved into spheres of influence)
- Demonstrates a logical and clear plan of organization; includes an introduction and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. The response strings together a variety of historical cases to compare the efforts of different countries to resist Westernization. Change over time is addressed in these case studies. Although analytic statements are made, further development would have strengthened the response.

## Practice Paper E—Score Level 0

### The response:

Fails to develop the task; includes no relevant facts

**Conclusion:** Overall, the response fits the criteria for Level 0. Although the response refers to the documents, it clearly misinterprets them, making unsupported, irrelevant claims.

## Practice Paper F—Score Level 3

### **The response:**

- Identifies and defines *impact of Westernization* as an enduring issue raised in the documents (changes to the political, economic, and educational policies of the affected areas)
- Develops one aspect of the argument in some depth
- Is more descriptive than analytical (as a result of Western influence, China started to adopt Western ideologies that were different from their communist beliefs; Japan was undeveloped due to the lack of interaction and technological advances and decided to industrialize and Westernize to avoid being colonized by America)
- Incorporates some relevant evidence that includes facts, examples, and details from documents 2, 4, and 5 (a result of Deng's open-trade policy was greater vulnerability to foreign influence that led to the loss of cultural and ideological discipline; after the fall of communism, Russia began allowing more Western culture in the form of restaurants; those who practiced traditional Japanese culture felt that traditional values were being lost)
- Incorporates limited relevant outside information that includes facts, examples, and details (under Mao, people were forced to live on communes and under harsh political rule; under the communist rule of Stalin, Russia was largely suspicious of much of the world; age of imperialism; Meiji Restoration; Japanese education based on syncretism)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. The response explores the impact of Westernization using information from the documents. The use of outside information attempts to place the experiences of each country in historical context. A discussion of change is attempted but is not developed in a meaningful way, particularly for China and Japan.