

Democracy Denied: The Authoritarian Alternative

- Britain, France, U.S. win WWI. Russian Revolution of 1917 challenges democracy with communism.
- 1936-1937 - Italy, Germany, Japan against USSR and communism → 1940 Axis Powers formal military alliance
- Fascism(1919-1945) - conflict of nations drives history (not class conflict like communism). Very nationalistic, revitalize and "purify" nation, mobilize people for grand task
  - ◆ Violence against enemies is good, action
  - ◆ Condemns individualism, liberalism, feminism, parliamentary democracy, and communism
  - ◆ Want to overthrow existing regimes but preserve traditional values
- Fascists - middle and upper class threatened by socialism/communism, small merchants, artisans, and farmers fearing loss of independence to capitalism and socialism, resentful soldiers and intellectuals
  - ◆ Spain, Romania, Hungary, Latin America, Italy, Germany
- Italy (unified 1870) - WWI → belief that Italy did not gain enough territory from Treaty of Versailles
  - ◆ Post WWI - trade unions, peasant movements, commie/socialist parties strike + seize land
- Benito Mussolini(1883-1945) - creates Black Shirts (private army of veterans and unemployed men). He's an atheist
  - ◆ Gains power 1922, promises alternative to communism + return of social order
    - Made trains run on time → hopes that he will fulfill promises
- Fascism combats both communism(Marxist socialism) and democracy - "new Roman Empire"
  - ◆ The state is absolute, all individuals and groups are relative to the state. State has "will and personality" and "spirit of nation" War + empire building = proof of life
  - ◆ Opponents imprisoned, deported, executed. Independent labor unions, peasant groups, and opposing political parties disbanded. "corporations" settle disagreements under state supervision
  - ◆ Lateran Accords of 1929 - makes Vatican sovereign state, Catholicism is natl. Religion of Italy
  - ◆ Women are mothers, traditional domestic roles, no equality or liberation.
  - ◆ Italy invades Ethiopia 1935 to avenge defeat by Ethiopia 1896
- Italy/German fascism similar - nationalism, use of violence, single party dictatorship, dislike democracy, hate communism, war is good, led by charismatic people
- Nazi(Nationalist Socialist) Party Adolf Hitler (1889-1945) - achieves national power in 1933 (37% of 1932 vote)
  - ◆ Hitler consolidates Nazi control - outlaws other parties, ends ind labor unions, opponents arrested, press + radio state controlled
- German nationalism - racial superiority, hate Jews, oppose commies, anti-Versailles Treaty, fix economic problems
  - ◆ Heavy gov investment in highways, bridges, canals, buildings and (post-1935) military
    - 6.2 mil unemployed(1932) → < 500,000 unemployed (1937) → labor shortage (1939)
    - Erna Krantz(German teen, 1930s) - early Nazi years hopeful for everyone
- Jews = urban, capitalist, foreign influence undermining German culture
  - ◆ Mein Kampf (My Struggle) book by Hitler against Jews, wants racial purity

# Chapter 11 World History Notes

**John Bagnell Bury, Frank Ezra  
Adcock, Martin Percival  
Charlesworth, Norman Hepburn Baynes**

## Chapter 11 World History Notes:

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serves as a cautionary tale for the present day With 2024 as its backdrop the author connects historical patterns to contemporary issues warning of the resurgence of extreme right wing ideologies across the globe This thought provoking examination urges readers to confront the past s lessons emphasizing that history is not merely a record of what has been but a vital lens through which to understand our present and shape a more peaceful future **World History** ,2000 Gulf in World History Allen James Fromherz,2018-08-31 Twentieth-century World History William J. Duiker,1999 This is a comprehensive and balanced history of the world in the Twentieth century The text not only chronicles the key events in this revolutionary century but also examines the underlying issues that have shaped the times **World History** William J. Duiker,Jackson J. Spielvogel,1997 This is a comprehensive introduction to world civilizations to 1500 It covers each major civilization such as China India and Europe and provides points of comparison between and among these civilizations It emphasizes breadth and accessibility and contains a wealth of primary source documents beautiful full color maps and interesting teaching and learning supplements to help students appreciate the complexity of the topic while enjoying its application to their lives *Notes, Critical, Illustrative, and Practical, on the Book of Daniel* Albert Barnes,1881

**Soldiers and Scholars** Carol Reardon,1990 The use and abuse of military history is the theme of this book The author scrutinizes the army s first systematic attempt to use military history to educate its future leaders and traces the army s struggle from the end of the Civil War to claim intellectual authority over the study of war The Observer Edward Fuller Bigelow,1896 From May 1894 to Sept 1895 the sections Outdoor world and Practical microscopy were issued as separate publications The Theory of State Johann Caspar Bluntschli,1895 **A Bibliography of the History of Agriculture in the United States** Everett Eugene Edwards,1930 The Cambridge Ancient History: Rome and the Mediterranean, 218-133 B.C John Bagnell Bury,Stanley Arthur Cook, Frank E. Adcock,Martin Percival Charlesworth,Norman Hepburn Baynes,1930 Select Notes on the International Sunday School Lessons Wilbur Moorehead Smith,1925 **The Open Society and Its Enemies** Karl Raimund Popper,1952 *The Cambridge Ancient History ...* John Bagnell Bury, Frank Ezra Adcock,Martin Percival Charlesworth,Norman Hepburn Baynes,1930 **The Cambridge Ancient History: Rome and the Mediterranean, 218-133 B.C** ,1930

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web the most important thing is to be specific the more the better in a perfect world you could write out a list of all the work that is involved in a project down to the last nail and screw and have all stakeholders approve of it unfortunately it s not a perfect world so the scope statement has to stop somewhere

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drawn conclusions while the sample according to sugiyono 2011 is part of the number and characteristics possessed by the population the researcher took the total population or saturated sample that is all participants were used as respondents the research time was carried out for 3 days namely from 13 15 october 2022 while

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sugiyono 2012 the research instrument is used as a data collection tool and the instruments commonly used in the research are some questionnaires and questionnaires submitted and given to each respondent who is sampled in

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according to sugiyono 2011 he said that research and development r d method was used to design a certain product and examine the effectiveness of the product in this study the researcher used some instruments to collect the data they were document analysis questionnaire sheet and interview guide 1 document analysis in this study

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jun 1 2021 the purpose of this study was to analyze the causes of the emergence of negative perceptions and positive perceptions of students towards mathematics subjects this type of research is a qualitative study with research subjects of elementary school students the instrument used was an interview

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the research instrument consisted of a questionnaire to measure students attitudes towards stem and multiple choice tests to assess students cognitive learning outcomes

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sugiyono 2011 90 minimalized sample of the research are 30 people in this research the researcher used the last option

because amount of the the researcher use this instrument to know how far students understanding about skimming skill by giving answer in the questionnaire based on the guidance for skimming mc whorter 1992 81

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showed levels of research instrument validity arikunto 2010 211 degradation of accuracy between data which was happen on research object and capacity which can be reported by researcher sugiyono 2014 267 high and low validity of instrument showed how far data were collected didn t diverge from validity itself

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sugiyono 2012 102 state that research instrument is the tools to measure nature phenomenon and social that is observed research instrument is essentially used to get information or data about the object taken from subject of the research many kinds of instrument which can be used in a research such as test questionnaires interview

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3 3 1 technique and instrument according to sugiyono 2012 148 the research instrument is a tool used to measure the natural and social phenomena observed the instruments for collecting the data is interview guide observation check list and documents analysis

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3 3 research instrument research instrument was the tool to collect the data according to sugiyono 2012 102 instrument is tools testing to measure some specifics phenomenon in this research the researcher used instruments in reading test to measure students reading comprehension

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the purpose of this study was to produce student worksheet lembar kerja peserta didik lkpd and pisa based test instruments that were valid practical effective and able to improve students mathematical representation abilities this type of research was the tessmer model development research

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