

**Westfield State University**  
**Center for Teacher Education and Research**  
**Summer 2020 - Fully Online - CRN: HIST0598**

**Course Title - America and World Fascism: From the Spanish Civil War to Nuremberg and Beyond**

One Graduate Credit in History

June 30 - July 31, 2020 - Fully Online. Final assignments due by August 7.

Five live webinar sessions (via Zoom) are required:

June 30, July 7, July 14, July 21, and July 28, 2020, 7:00pm - 8:00pm.

Join the optional Spanish language live webinar on July 21, 2020 at 8:00pm.

**Essential Course Resources:**

- Course [Canvas Page](#). Course management system.
- Course [Google folder](#). All readings, assignment folder, & other resources.
- Abraham Lincoln Brigade Archives site: <https://alba-valb.org/>.
- Emerging America. <http://EmergingAmerica.org/tps/>.
- Check your email at least every couple of days! We will email news & resources.

**Instructors:**

- Rich Cairn, Director, Emerging America Program, Collaborative for Educational Service (CES), and Library of Congress Teaching with Primary Sources Program at CES, Northampton, MA. [rcairn@collaborative.org](mailto:rcairn@collaborative.org) - Hours: Set appointment by email.
- Sebastiaan Faber, Professor of Hispanic Studies, Oberlin College. [Sebastiaan.Faber@oberlin.edu](mailto:Sebastiaan.Faber@oberlin.edu)
- Peter N. Carroll, Lecturer, Stanford University. [peterncarroll@gmail.com](mailto:peterncarroll@gmail.com)
- Kelley Brown, Teacher, Easthampton High School; professional development leader, CES. [kbrmbrown@yahoo.com](mailto:kbrmbrown@yahoo.com)

**Course Description:**

The vast collections of the [Library of Congress](#) (60 million primary sources online) support student engagement and investigation. The Library's collections on World Fascism include propaganda posters and photos from the Spanish Civil War, the complete documentation of the Nuremberg Trials, recorded interviews with U.S. Veterans, and a large collection of newspapers, maps, images, and other documents to place the topic in historical context. The [Abraham Lincoln Brigade Archives](#) offers a rich collection of letters and other documents from American veterans of the Spanish Civil War. The [Southern Poverty Law Center](#) provides access to the most current and authoritative documentation on right-wing (and other) hate groups in the United States.

Through lectures, readings, film, discussion, and close analysis of primary sources, this course will immerse candidates in research, scholarly interpretation, and discussion as they investigate the development of extremist right-wing ideologies in Europe and America over the 20th Century, up to the current decade. Candidates will also analyze and discuss best practices in the teaching of history, including approaches to examine and discuss controversial topics. Candidates will each develop or modify a lesson plan to apply course content and principles to their own curriculum.

**Objectives:**

**Learning Outcomes:**

By the end of the course, participants will:

- Deepen knowledge and capability of the history of fascism in Europe and America, especially in Spain, Germany, and the U.S. Access and apply primary sources pertinent to the topic, including developing a key question that can be addressed through appropriate primary and secondary sources, and tools of analysis.
- Demonstrate understanding of historical thinking and the complete inquiry cycle of learning: connecting, wondering, investigating, constructing new understanding, expressing new knowledge, reflecting, and asking new questions.
- Find, access, analyze, and effectively use primary sources, including selecting primary sources, and other sources, and in-class assessment appropriate to specific student content and skills objectives:
  - Your state History & Social Science standards.
    - Mass 2018 History & Social Science Framework
  - National Social Studies Frameworks for College, Career, and Civic Life (C3).
- Apply scholarship and exciting primary sources to develop inquiry-based lessons that directly address key concepts in history.
- Explore and practice strategies and tools to analyze and write about primary sources.

**Outcomes Linked to Assessment:**

Outcome	Assessment Tool
Module 1: Demonstrate knowledge of the major ideas and events of 20th Century fascism.	Design a primary source-based lesson that addresses a significant question related to the history of fascism through analysis of highly relevant primary and secondary sources.
Module 2: Demonstrate understanding of historical thinking and inquiry.	Apply principles of historical thinking and inquiry in development of lesson.
Module 3: Find, access, analyze, & effectively use primary sources.	Effectively incorporate inquiry-based use of primary sources in inquiry-based lesson plan.

**Instructional Strategies:**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Lecture                                 | <input checked="" type="checkbox"/> Data Collection and Analysis    |
| <input checked="" type="checkbox"/> Discussion/Questioning                  | <input type="checkbox"/> Pre-Practicum                              |
| <input type="checkbox"/> Laboratory   | <input type="checkbox"/> Role Playing/Simulation                    |
| <input checked="" type="checkbox"/> Problem Finding/Solving                 | <input checked="" type="checkbox"/> Independent Learning            |
| <input checked="" type="checkbox"/> Discovery/Inquiry                       | <input type="checkbox"/> Field Trips                                |
| <input type="checkbox"/> Interviewing                                       | <input checked="" type="checkbox"/> Computer Applications           |
| <input checked="" type="checkbox"/> Collaborative Learning Groups           | <input checked="" type="checkbox"/> View/Listen Followed by Discuss |
| <input checked="" type="checkbox"/> Reflective Responses                    |   |
| <input checked="" type="checkbox"/> Create Visual Illustrations of Concepts | <input type="checkbox"/> Other _____                                |

### **Technology Initiatives:**

Participants will utilize technology as:

- a research tool
- an instructional tool
- a communication method (email/online forum)
- an enhancement tool for the design of lessons and curriculum units

### **Prerequisites:**

Familiarity with your state standards for History & Social Science, Spanish, and/or English Language Arts.

Basic familiarity with Google Docs: login, open and name folders; upload, edit, name, and download documents.

### **REQUIRED TEXTS** - (Detailed assignments in course schedule below.)

#### Readings on Historical Thinking, Curriculum, Standards, and Pedagogy

- *Framework for Social Studies State Standards*. National Council for the Social Studies. (2013). Pages 17-19. <http://www.socialstudies.org/c3>.
- Candidates' state's most current social studies standards or framework.
  - Massachusetts History & Social Science Framework. (2018). <http://www.doe.mass.edu/frameworks/hss/2018-12.pdf>
- Woyshner, C. (2010). Inquiry teaching with primary source documents: An iterative approach. *Social Studies Research and Practice*. 5(3), 36-45. [http://www.bu.edu/sed/files/2013/11/2010SSRPQ3-4\\_Woyshner\\_FINAL21.pdf](http://www.bu.edu/sed/files/2013/11/2010SSRPQ3-4_Woyshner_FINAL21.pdf)

#### Historical Readings

### **Resources Used Throughout Course**

- Film: *The Good Fight: The Spanish Civil War and the Abraham Lincoln Brigade*. (1984). Film. By Mary Dore, Noel Buckner, and Sam Sills. 98 minutes. <https://vimeo.com/207517271> (Password: "nopasaran".)
- Carroll, P.N. (1994). *The Odyssey of the Abraham Lincoln Brigade: Americans in the Spanish Civil War*. (Stanford: Stanford University Press).
- Faber, S. (2018). *Memory Battles of the Spanish Civil War: History, Fiction, Photography*. Vanderbilt University Press.

### **Module 1: Fascism, Anti-Fascism, & the US Role in the World (1929-36)**

1. Wallace, Henry Agard. "The Danger of American Fascism." *Democracy Reborn*. Ed. Russel Lord. New York: Reynal and Hitchcock, 1944. 259. Print. (Accessed online at <http://newdeal.feri.org/wallace/haw23.html>)
2. Frankson, Canute. "From Canute Frankson". *Madrid 1937: Letters of the Abraham Lincoln Brigade from the Spanish Civil War*. Ed. Cary Nelson and Jefferson Hendricks. New York/London: Routledge, 2014. 33-35. Print.
3. Katz, Hyman. "From Hyman Katz". *Madrid 1937: Letters of the Abraham Lincoln Brigade from the Spanish Civil War*. Ed. Cary Nelson and Jefferson Hendricks. New York/London: Routledge, 2014. 31-33. Print.

## Module 2: Framing the Spanish Civil War: Narrative and The Power of the (Visual) Media

1. Film: *The Mexican Suitcase*. (2011). By Trisha Ziff. 86 minutes.
2. Volunteer. (Dec., 2009). "Truth in the Making: The Never-Ending Saga of Capa's Falling Soldier."

## Module 3: What Are Your Values? When Do You Stand Up for Them? Motivation & Split Loyalties; The Personal as Historical

1. Abe Osheroff, Evelyn Hutchins, Jenny Chaikin, Moe Fishman. (Interviews from The Good Fight).
2. Evelyn Hutchins Interview; John Dollard's Manuscript Collection; ALBA Collection #122; Tamiment Library/Robert F. Wagner Labor Archives, New York University.
3. Sam Levinger, Letter to his Mother. ALBA Collections.
4. James Lardner, Letter to his Mother. ALBA Collections.
5. Roosevelt, Franklin D. "Fireside Chat #18." The Greer Incident. White House, Washington D.C. 11 Sept. 1941. Web.
6. Lindbergh, Charles A. "Des Moines Speech." America First Committee Rally. Des Moines. 11 Sept. 1941. Web.
7. Franklin Delano Roosevelt, Letter U.S. Ambassador to Spain. *Foreign Relations of the United States: Diplomatic Papers, 1945, Europe, Vol. V*. <https://history.state.gov/historicaldocuments/frus1945v05/d495>
8. Dialogue Dunham/Wolfe. (1949). (Carroll, *Odyssey*, p. 279).
9. The Truman Doctrine. (1947). Excerpts.
10. "Crawford Morgan Testimony." *African Americans in the Spanish Civil War: "This Ain't Ethiopia, But It'll Do"*. Ed. Danny Duncan Collum and Victor A. Berch. New York: G.K. Hall, 1992. 175-182. Print.
11. Durem, Ray. "Award." *Poems of Protest, Old and New: A Selection of Poetry*. By Arnold Kenseth. New York: Macmillan, 1968. N. pag. Print.

## Module 4a: Anti-Fascism and International Law: From Refugee Aid to the Nuremberg Trials

1. Short video clip on Nuremberg "Guilty Men" 1945 Nuremberg Trials World War II Army-Navy Screen Magazine #79 ([YouTube](#))
2. Allen, Jay. "Hostages of Appeasement." *Survey Graphic* Nov. 1939: n. 28, p. 679-82. Web.
3. Nuremberg Testimony. Edited transcript of testimony of William F. Walsh and Maria Claude Vaillant-Couturier, from *The Nuremberg War Crimes Trial, 1945-46: A Documentary History*, by Michael R. Marrus.
4. Arendt, H. (1951). *The Origins of Totalitarianism* (New York: Harcourt Brace, 1979 [1st ed: 1951]), pp. 276-280.
5. Wood, L. (July 7, 1950). "Barsky, 10 Others Imprisoned Apart." *New York Times*.

## Module 4b: El legado literario y legal de la Guerra Civil Española (Spanish Language Session)

1. Film: *Les fosses del silenci*. (2003.) By Montse Armengou and Ricard Belis. Televisió de Catalunya.
2. Pablo Neruda, "Madrid 1936"; Rafael Alberti, "Romance de la defensa de Madrid", from *Romancero de la resistencia española*, by Dario Puccini (Madrid: Península, 1982), pp. 260, 79-80.
3. Miguel Hernández, "Nanas de la cebolla", *The Selected Poems of Miguel Hernandez: A Bilingual Edition*, 2001.
4. Website Asociación por la Recuperación de la Memoria Histórica: <https://memoriahistorica.org.es/>

## Module 5: Develop and Finalize Lesson Plans

### Historical Content Digital Resources

- Abraham Lincoln Brigade Archives <http://www.alba-valb.org/>
- Library of Congress digitized documents on the Nuremberg Trials. [https://www.loc.gov/rr/frd/Military\\_Law/Nuremberg\\_trials.html](https://www.loc.gov/rr/frd/Military_Law/Nuremberg_trials.html)
- Library of Congress: [Primary Source Analysis Tool](#).
- Southern Poverty Law Center <https://www.splcenter.org/>
- Teaching Tolerance. Responding to Hate and Bias at School. <https://www.tolerance.org/magazine/publications/responding-to-hate-and-bias-at-school>
- Bogel-Burrough, N & Garcia, S. (June 2, 2020). "What Is Antifa, the Movement Trump Wants to Declare a Terror Group?" *New York Times*.

## **COURSE REQUIREMENTS**

To clearly demonstrate the capacity to apply what is learned in the course, candidates must:

### **COURSE ASSIGNMENTS**

1. Complete assigned readings; watch and analyze documentary film, "The Good Fight."
2. Research and complete text set / primary source set of 6-8 sources on fascism from the Library of Congress, World Digital Library, and Abraham Lincoln Brigade Archives.
3. Write or revise an inquiry-based lesson, in format given, including an essential historical question, and incorporating the text set above.

This is a project-based and highly interactive course. Late work would seriously detract from the experiences of fellow candidates. Therefore all assignments must be on time. Should an emergency arise, email the instructor [rcainr@collaborative.org](mailto:rcainr@collaborative.org) to propose a plan to make up work. See due dates in topical outline below.

As a graduate level course for practicing professionals, completed assignments must be rooted in relevant theory and significant experience. A high level of critical thinking, analysis, and synthesis of course and any external material is essential. All assignments must be professionally prepared and presented (e.g. word-processed with no spelling or mechanical errors, with proper citations in APA style for all sources, including URLs for online primary sources). Plagiarism—passing off the work of others as though it were your own—is strictly forbidden.

<b>Grading Criteria</b>	<b>Percent of Grade</b>
Attendance & active participation, including discussion of preparatory assignments.	20%
6-8 item primary source set, including primary sources from Library of Congress	10%
Written inquiry-based lesson, essential historical question, and primary sources.	70%

### **Evaluation/Grading:**

- A 95-100
- A- 89-94
- B+ 85-88
- B 80-84
- F 0-79

### **ACADEMIC HONESTY**

Please go the following link

(<http://www.westfield.ma.edu/prospective-students/campus-life/student-handbook/academic-life/academic-honesty-policy/>) and become familiar with the Westfield State University Academic Honesty Policy. This is YOUR RESPONSIBILITY.

## Course Outline

### **Module 1: Fascism, Anti-Fascism, & the US Role in the World (1929-36)**

- Watch film - The Good Fight
- Pre-recorded lecture (Faber) - Introduction to the Spanish Civil War
- Pre-recorded lecture (Faber) - Introduction to the online resources
- Read - letters: Canute Frankson & Hyman Katz; article: Henry Wallace
- Interactive webinar - June 30: Definition of fascism; antifascism and identity; antifascism and activism; connections to 2020. How can we generate meaningful and effective inquiry focus / historical questions? Letters from the ALBA archive. Analyzing primary sources.
- Online discussion forum in groups: Classroom activity [asynchronous forum, bilingual; specific questions geared toward classroom use] What lesson topics are you thinking about researching for your course project? Generate questions for scholars.

### **Module 2: Framing the Spanish Civil War: Narrative and The Power of the (Visual) Media**

- Watch - Mexican Suitcase
- Read - article: On Robert Capa's Falling Soldier
- Pre-recorded lecture (Faber) - Visual propaganda: posters & photography.
- Interactive webinar - July 7, 7pm: Reading propaganda posters, drawings & photographs; media literacy and propaganda in 2020
- Online discussion forum in groups: Develop classroom activity. Peer input on topics, standards, and sources.

### **Module 3: What Are Your Values? When Do You Stand Up for Them? Motivation & Split Loyalties; The Personal as Historical**

- Watch - excerpts from The Good Fight: Abe Osheroff (Facing Fascism), Evelyn Hutchins, Jenny Chaikin, & Moe Fishman
- Read - Levinger, Lardner; FDR Greer; Lindbergh Des Moines; FDR to Spanish ambassador; Dunham/Wolff dialogue; Truman doctrine excerpt; Crawford Morgan testimony to SACB
- Pre-recorded lecture (Carroll) - Fascism, Anti-Fascism, & U.S. Role in the World (1935-'54)
- Interactive webinar - July 14, 7pm: Analyzing multi-media primary sources: Abe Asherof, The Good Fight; discuss Fascism, Anti-Fascism, & U.S. Role in the World (1935-'54); analyze Ray Durem poem.
- Online discussion forum in groups: How can we foster inquiry? Strategies for using primary sources.

### **Module 4a: Anti-Fascism and International Law: From Refugee Aid to the Nuremberg Trials**

- Watch - "Guilty Men" Army-Navy Screen Magazine #79 (1946)
- Read - Jay Allen, "Hostages of Appeasement" (excerpt); Testimonies from Nuremberg; Declaration of Human Rights; Hannah Arendt, excerpt from *The Origins of Totalitarianism*; NYT article on the Barsky case

- Pre-recorded lecture (Faber & Carroll) - Antifascism, refugee aid, and international law
- Interactive webinar - July 21, 7pm: Antifascism, refugee aid, and international law [Vietnam; Iraq; Syria, etc.]
- Online discussion forum in groups: How can we teach difficult subjects? How do we address controversy and student trauma? How can we teach students how to decide what to believe? Bias, false equivalence, assessing the reliability of sources.

#### **Module 4b: El legado literario y legal de la Guerra Civil Española (Spanish Language Session)**

- Watch - *Las fosas del silencio* (fragments)
- Read - Neruda; Alberti; Miguel Hernández; texto sobre las fosas comunes en España hoy
- Pre-recorded lecture (Faber) - Legados de la Guerra Civil y justicia transicional
- Interactive optional, Spanish language webinar - July 21, **8pm**: Legados de la Guerra Civil y justicia transicional

#### **Module 5: Develop and Finalize Lesson Plans**

- Read - Teaching Tolerance - Addressing Hate in the Classroom
- Interactive webinar - July 28, 7pm: Reporting back on lesson plans in progress; wrap up; final Q&A & evaluations
- Online discussion forum in groups: Groups discuss and finalize lesson plans.



## RUBRICS

### Rubric for Assessing Inquiry-Based Lesson

Criteria	Exemplary 3.7 to 4.0	Proficient 3.0 to 3.5	Emerging 2.0 to 2.7	No Credit 2.0
Use of primary sources (See Library of Congress TPS Lesson Plan Guidelines, below.)	Lesson integrates one or more closely related primary sources from the Library of Congress in a lesson that demonstrates critical examination of the sources and requires students to use one or more elements of historical inquiry in their analysis of primary sources. Students must develop questions for further investigation.	Lesson integrates one or two related primary sources from the Library of Congress in a lesson that demonstrates basic inquiry strategies. Students develop questions based on the primary sources.	Lesson includes one or two primary sources from the Library of Congress. Students answer questions about the primary source.	This lesson could easily be taught without primary sources.
Linking objectives, standards and documents	Stated learning objectives; specific topics from the MA Curriculum Frameworks and specific skills from the Common Core; and primary sources are linked in a cohesive, sophisticated way.	Learning objectives are stated; topics from the Frameworks and specific skills from the Common Core are linked to primary sources in a basic and general way.	Learning objectives are stated; topics from the MA frameworks and skills from CCSS are a marginal part of the lesson or not included at all.	Learning objectives & links to MA Curriculum Frameworks and CCSS are missing.

### Rubric for Assessing Text Set / Primary Source Set

Criteria	Exemplary 3.7 to 4.0	Proficient 3.0 to 3.5	Emerging 2.0 to 2.7	No Credit 2.0
<b>Primary Sources</b>	Primary sources are varied in format, enhance and enrich study of project question, clearly appropriate to grade level, and of interest to students.  Provides more than required number.	At least two formats of primary sources. Sources directly address project question, are appropriate to grade level, and of interest to students.  Provides required number.	Primary sources are in a single format and/or are not clearly focused on project question. Sources as a group are simplistic or too complex for grade level, and/or does not provide required number.	Primary sources are insufficient in number and/or are not relevant to question, or are wholly inappropriate for grade level due to complexity or lack of depth.
<b>Citation</b>	Provides title, date, creator, clear thumbnail image, URL, and pithy yet brief annotation for each source—all in clear and orderly presentation.	Provides title, date, creator, thumbnail image, URL, and a word or two of annotation for each source.	Provides title, date, creator, thumbnail image, URL, and a word or two of annotation for each source. Information may be incomplete or contain errors such as broken links.	Is missing key information for most or all sources.

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Library of Congress Teaching with Primary Sources (TPS) Lesson Plan Guidelines (2012)

TPS lessons engage students, promote critical thinking, and build content knowledge.

Exemplary lessons demonstrate all of the following approaches:

- Supports inquiry by posing questions that are relevant to learning goals and require analysis of primary sources
  - Models primary source analysis that includes observing, reflecting and questioning
  - Uses primary sources that connect to the subject/topic under study
  - Presents primary sources in a historically accurate context
  - Provides for students of varying abilities, learning styles and interests to learn with primary sources
  - Requires students to demonstrate knowledge or skills gained from the analysis of primary sources
-