America and World Fascism
from the Spanish Civil War to Nuremberg and Beyond

A One-Day Professional Development Workshop for Educators in Social Studies and Spanish

Tentative Syllabus

8:30  Introduce Speakers
8:35  Why teach the history of the United States and World Fascism?
     - The essential questions
8:45  Screen 13-minute clip from *The Good Fight* (Noel Buckner, Mary Dore & Sam Sills, 1984)
     - Discussion
9:05  Introduction to the Spanish Civil War & the Abraham Lincoln Brigade
9:40  Break
9:50  **What is fascism? What is antifascism?**
     - Groups of 3 - Wallace, Frankson, Katz
       - How was fascism seen and defined in the 1930s in the U.S. and elsewhere?
       - Who were the first to signal its dangers and calling for resistance against it?
       - Why was the “mainstreaming” of anti-fascism, between the 1920s and 1941, such a slow process across the West, including in the United States?
       - How did fascism and anti-fascism manifest in the U.S. between 1941 and 1945?
       - How have scholars since then defined the main features of fascism?
       - Fascism seen from the Cold War: definitions of totalitarianism; fascism and communism as defined in the West (→ Are some ideologies inherently extremist? How can one say?)

**Documents:**

- Canute Frankson – Letter to a Friend (July 1937)
- Franklin D. Roosevelt – “Quarantine Speech” (Oct 1937)
- Hyman Katz – Letter to his Mother (Nov 1937)
- Franklin D. Roosevelt – “The Greer Incident” Speech (Sep 1941)
- Charles Lindbergh – Des Moines Speech (Sep 1941)
- Evelyn Hutchins – Interview with Dr. John Dollard (c. 1942)
- Henry Wallace – “The Dangers of American Fascism” (April 1944)
- F. D Roosevelt – Letter to the US Ambassador to Spain (March 1945)

10:35  **Who are the victims of fascism and what does antifascist resistance look like?**
     - What targets, enemies and scapegoats did different fascist movements identify?
     - Who were its targets in the United States, in Europe, in Spain?
     - How did the U.S. public find out about the victims of fascism and the need to resist it?
     - From what ideologies did people and groups organize resistance?

**Documents:**

- Samuel Levinger – Letter to his Mother (c. 1937)
- James Lardner – Letter to his Mother (May 1938)
- Jay Allen – “Hostages of Appeasement” (November 1939)
- Alvah Bessie – “Heroes of the Pen” (Jan 1942)
11:20  **Judgment, punishment and prevention: (anti-)fascism, International Human Rights Law & the postwar**

- How did the Allies organize the trial of their enemies? (What was being judged at Nuremberg? Why did the Allies conduct the trials? Why did they approach them as they did?)
- How did the defeat of fascism in 1945 lead to changes in international law?
- What are the origins of the Universal Declaration of Human Rights? What does the Declaration aim to guarantee? What is its connection to the United Nations?
- How did the awareness and memory of fascism and anti-fascism shape people’s views and actions in the United States after World War II (e.g. during the Cold War, Civil Rights Movement, or Vietnam War)?

**Documents:**

- Declaration of Human Rights (December 1948)
- Crawford Morgan – Testimony Before the HUAC (1954)
- Ray Durem – “A Gold Watch” (poem) (1964)
- Martin Luther King Jr. – “Beyond Vietnam” (April 1967)
- Robert Colodny – “Spain and Vietnam” (October 1967)

>>> 12:00 Lunch <<<

1:00  Overview of ALBA resources at resources.alba-valb.org
1:25  Select/adapt/create lesson plans [template]
2:00  Report back/discussion: how do we talk about fascism with high school students?
2:30  Adjourn