

Cover Sheet: Request 14458

EUH 3XXX – The Holocaust in the Courtroom:

Info

| | |
|------------------------|---|
| Process | Course New Ugrad/Pro |
| Status | Pending at PV - University Curriculum Committee (UCC) |
| Submitter | Norman Goda goda@ufl.edu |
| Created | 11/15/2019 3:25:20 PM |
| Updated | 1/26/2021 3:41:31 PM |
| Description of request | Undergraduate course on major Holocaust trials and the intersection of law and memory |

Actions

| Step | Status | Group | User | Comment | Updated |
|---------------------|----------|---|------------------------|--|-----------|
| Department | Approved | CLAS - History 16280000 | Jessica Harland-Jacobs | | 3/23/2020 |
| No document changes | | | | | |
| College | Recycled | CLAS - College of Liberal Arts and Sciences | Joseph Spillane | The College Curriculum Committee recycles this request, with the following changes needed: 1) please clarify if this course is actually available for repeatable credit and, if so, explain why; 2) the weekly course schedule should actually be done by weeks; 3) add a rubric explaining how class participation will be assessed; 3) fix the D+ grading scale. | 4/17/2020 |
| No document changes | | | | | |
| Department | Approved | CLAS - History 16280000 | Jessica Harland-Jacobs | | 4/24/2020 |
| No document changes | | | | | |
| College | Recycled | CLAS - College of Liberal Arts and Sciences | Joseph Spillane | The College Curriculum Committee recycles this request, with the following needed: 1) please confirm that the course is actually available for repeatable credit (this is indicated on the form) and, if so, explain why; 2) the weekly course schedule should actually be done by weeks; 3) add a rubric showing how class participation will be assessed; 4) fix the "D+" grading scale. | 9/18/2020 |
| No document changes | | | | | |
| Department | Approved | CLAS - History 16280000 | Jessica Harland-Jacobs | | 1/26/2021 |
| No document changes | | | | | |
| College | Approved | CLAS - College of Liberal Arts and Sciences | Joseph Spillane | | 1/26/2021 |
| No document changes | | | | | |

| Step | Status | Group | User | Comment | Updated |
|-----------------------------------|---------|--|------|---------|-----------|
| University Curriculum Committee | Pending | PV - University Curriculum Committee (UCC) | | | 1/26/2021 |
| No document changes | | | | | |
| Statewide Course Numbering System | | | | | |
| No document changes | | | | | |
| Office of the Registrar | | | | | |
| No document changes | | | | | |
| Student Academic Support System | | | | | |
| No document changes | | | | | |
| Catalog | | | | | |
| No document changes | | | | | |
| College Notified | | | | | |
| No document changes | | | | | |

Course|New for request 14458

Info

Request: EUH 3XXX – The Holocaust in the Courtroom:

Description of request: Undergraduate course on major Holocaust trials and the intersection of law and memory

Submitter: Jessica Harland-Jacobs harlandj@ufl.edu

Created: 1/26/2021 3:16:00 PM

Form version: 11

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
EUH

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:
3

Course Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
XXX

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:
Advanced

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

**Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

Enter the title of the course as it should appear in the Academic Catalog.

Response:
Holocaust in the Courtroom

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).

Response:
Holocaust Courtroom

Degree Type

Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:

Fall

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
2021

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:

3

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:

Examination of major Holocaust trials and the conflict between justice, national identities, and historical narrative in Germany, Israel, France, the Soviet Union, and the US.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Response:

3 credits EUH or EUS

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PHHP should be written as follows:

HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor)

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
N/A

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:
I have taught this course several times over the past ten years as a special topics course for History and for Jewish Studies. It is part of the Holocaust Studies Certificate offered by the Center for Jewish Studies, and it is part of the Legal History certificate offered by the Department of History. It is a well-enrolled course that draw interest from those interested in the Holocaust, human rights, and law.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

Main SLOs:

After lectures, reading, in-class discussions of reading, and assignments, students will be able to:
Discuss the relationship between the law, politics of memory, and atrocity.
Articulate and discuss specific examples of these issues in specific national contexts.
Convey their thoughts on these issues in speech and in argumentative writing.
Give similar critical comment to atrocity, memory and law, and restitution that they might confront in the future, ranging from genocide in Africa to US slavery.

Course Textbook(s) and/or Other Assigned Reading

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course.

Response:

Books to Purchase:

Lawrence Douglas. *The Right Wrong Man: John Demjanjuk and the Last Great Nazi War Crimes Trial*. Princeton, NJ, 2016.

Alain Finkelkraut. *Remembering in Vain: The Klaus Barbie Trial and Crimes against Humanity*. New York, 1992.

Deborah E. Lipstadt. *The Eichmann Trial*. New York, 2011.

Bradley F. Smith, *Reaching Judgment at Nuremberg: The Untold Story of How the Nazi War Criminals Were Judged*. New York, 1977.

Rebecca Wittman. *Beyond Justice: The Auschwitz Trial*. Cambridge, MA, 2005.

The Woman in Gold (2015) – rent on Amazon, etc.

Items on Canvas (articles, chapters):

Legal Documents:

Hague Conventions IV of 1907

The Nuremberg Charter, 1945

Book Chapters and Articles:

James Willis, Prologue to Nuremberg: The Politics and Diplomacy of Punishing Criminals of the First World War (Westport, CT: Greenwood Press, 1982), Chapters 7-9; Edward Alexander, A Crime of Vengeance: An Armenian Struggle for Justice (New York: The Free Press, 1991), Chapter 6.

Eric Bogosian, Operation Nemesis: The Assassination Plot that Avenged the Armenian Genocide (New York, 2017) pp. 187-236

Judith Shklar, Legalism: Laws, Morals, and Political Trials (Cambridge, MA, 1964), 111-208.

Mary Fulbrook, Reckonings: Legacies of Nazi Persecution and the Quest for Justice (New York, 2018), 205-212

Alexander Prusin, "Fascist Criminals to the Gallows: The Holocaust and Soviet War Crimes Trials, December 1945-February 1946." *Holocaust and Genocide Studies*, v.17, n. 1 [2003]: 1-30

Francine Hirsch, "The Soviets at Nuremberg: International Law, Propaganda, and the Making of the Postwar Order," *American Historical Review* [June 2008].

Kim Priemel, *The Betrayal: The Nuremberg Trials and the German Divergence* (New York, 2016), 196-240

Thomas Alan Schwarz, "John McCloy and the Landsberg Cases," in *American Policy and the Reconstruction of West Germany, 1945-1955*, eds. Jeffrey M. Diefendorf, et al. (New York: Cambridge University Press, 1993), pp. 433-454

Laura Jokusch, Gabriel Finder, eds., *Jewish Honor Courts: Revenge, Retribution, and Reconciliation in Europe and Israel After the Holocaust* (Detroit, 2015), chapter 11

Tom Segev: *The Seventh Million: The Israelis and the Holocaust* (New York: Picador, 2000), Chapter 5

Leora Bilsky, "Judging Evil in the Trial of Kasztner," *Law and History Review*, v. 19, n. 1, 117-60

Hannah Arendt, *Eichmann in Jerusalem: A Report on the Banality of Evil* (any edition) Epilogue.

Henri Rousso, *The Vichy Syndrome* (any edition) Chapters 1-4

David L. Schalk, 'Of memories and monuments: Paris and Algeria, Fréjus and Indochina', *Historical Reflections*, 28(2) (2002): 241-53

Michael Marrus, *Some Measure of Justice: The Holocaust Era Restitution Campaign of the 1990s* (Madison, WI, 2009), pp. 10-60

Sophie Lillie, "The Fortunate Possessor: The Case of Gustav Klimt's Beethoven Frieze," in Norman JW Goda, ed., *Rethinking Holocaust Justice: Essays Across Disciplines* (New York, 2018).

Footage:

Nazi Concentration Camps (US Army Signal Corps)

Trial of the Major War Criminals (Select Footage)

The Eichmann Trial (CBS Films)

Verdict on Auschwitz (Frankfurt Auschwitz trial)

Hotel Terminus (Klaus Barbie Trial)

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

Week 1: Introduction: War, Law, and Politics

Analysis of origins of the laws of war from formation of the Red Cross to the Hague Conventions

No overlaps of which I am aware

Week 2: War Crimes Adjudication After World War I

Analysis of failed justice concerning German crimes and Armenian Genocide

No overlaps of which I am aware

Week 3: Nazi Criminality

Overview of Nazi violations of laws of war ranging from aggressive war to treatment of prisoners to genocide of Jews

Overlaps with several courses on WWII and Holocaust but this is from strictly legal perspective

Week 4: Nuremberg: International Military Tribunal

Origins of Nuremberg tribunal from Soviet trials to US thinking on due process and crimes against humanity, main themes of the International Military Tribunal

No overlap of which I am aware

Week 5: Nuremberg's Successor Trials

Main aims of the subsequent US trials at Nuremberg, West German pressure to release Nazi criminals, relationship of Cold War politics and justice

No overlap of which I am aware

Week 6: Israel: Kapo and Kasztner Trials

Analysis of Israeli struggle with those Jews accused of collaborating with the Nazis

No overlap of which I am aware

Week 7: Israel: The Trial of Adolf Eichmann

Legal aspects of Eichmann's abduction and trial

There is one course that includes the Eichmann trial from standpoint of memory in LLC -- this is more legal issues mixed with memory

Week 8: Israel: The Trial of Adolf Eichmann

Main aspects of Israeli justice and narrative in Eichmann trial

See above (also uses footage this week)

Week 9: Germany: The Frankfurt Auschwitz Trial

Problems of West German memory of Nazi Crimes, Early West German attempts at justice.

Some overlap with several courses that concern German memory of Nazi past in CES. LLC.

Week 10: Germany: The Frankfurt Auschwitz Trial

Main themes of Auschwitz Trial of 1963-1965, analysis of German criminal law and popular memory of Nazi past.

No courses of which I am aware concern the most important German trial of Nazi perpetrators

Week 11: France: The Trial of Klaus Barbie

Problem of Vichy in French memory, Franco German convention of 1971 concerning German War Criminals, German trials of Holocaust perpetrators in France

There is one course on French Holocaust memory in LLC -- some overlap here

Week 12: France: The Trial of Klaus Barbie

Problems of Barbie trial including post-modern and post-colonial approaches to the trial.

There is some overlap with the course on French Holocaust memory, but I am getting more into post-colonial challenges to Holocaust memory

Week 13: The US: The Odyssey of John Demjanjuk

Holocaust Culture in US, Office of Special Investigations, Problems of Demjanjuk Case

No overlap of which I am aware

Week 14: The US: Restitution Trials of the 1990s

Problem of Restitution generally; problems with memory concerning the wave of cases in 1990s.

No overlap of which I am aware

Week 15: The Future of Genocide Trials

Overview of UN tribunals for Yugoslavia and Rwanda, how they borrow, and do not, from Holocaust trial models.

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:

| | |
|--------------------------------------|-----|
| Weekly Discussion Participation..... | 15% |
| Midterm Examination..... | 25% |
| Term Paper..... | 30% |
| Final Examination..... | 30% |

Discussion: Students will receive broad questions to guide them through the readings and these will be the questions discussed. Student participation for the semester shall be graded accordingly:

- 100: Attends at least 13 discussion periods. Comments based on reading that tie larger issues together.
- 85: Attends at least 11 discussion periods. Comments based on simple references to readings.
- 75: Attends at least 9 discussion periods. Comments based on minimal reference to reading and class material.
- 65: Attends at least 7 discussion periods with little to no oral participation.
- 0: Attends less than 7 discussion periods.

There are fifteen discussions in all, each representing 1% of the final course grade.. University-excused absences with prior approval will not result in detriment to grade if a 600 word paper is written on the discussion questions. Accommodation for students with documented anxiety disorders will center on short written assignments in lieu of oral participation but attendance is still required.

Midterm and Final (Two hours each); Ten identifications, students must write a paragraph on four, identifying and describing significance. Four essay questions given in advance, two are on final and one must be answered. Assessment based on facility with the material in forming essay arguments.

Term Paper: Students must choose a trial NOT discussed in class from a list provided. They assemble three secondary sources (books, articles) and analyze how law, memory, and politics intersect in the case. Assessment based on degree to which students analyze the intersection of the three main elements.

The Numerical Grading for all assessments is as follows:

A 93-100

A- 90-92

B+ 87-89

C+ 77-79

D+ 67-69

E <60

B 83-86

C 73-76

D 63-66

B- 80-82

C- 70-72

D- 60-62

Grading Criteria for all assessments is as follows:

- A-range – 90s -- Excels – Full command and facility with material with the ability to place it within larger historical/literary context and to make arguments based upon it.
- B-range – 80s – Good – Solid understanding of material but without complete facility or ability to make arguments based on it.
- C-range – 70s -- Fair – Some understanding of major themes, lack of command with detail, or some understanding of detail but lack of contextual understanding.
- D-range – 60s -- Poor – Enough factual understanding to pass, but little to no contextual clarity.
- E-range – Fails – Lack of university level quality.

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Norman J.W. Goda

Attendance & Make-up

Please confirm that you have read and understand the University of Florida Attendance policy.

A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

- *Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.*

Response:
Yes

Accommodations

Please confirm that you have read and understand the University of Florida Accommodations policy.

A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

- *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:
Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies.

Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

- <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Response:

Yes

Course Evaluation Policy

Course Evaluation Policy

Please confirm that you have read and understand the University of Florida Course Evaluation Policy.

A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/public-results/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Response:

Yes