

HIS 208-03: Great Trials in World History

Credits & GEC: 3, GHP, GMO, GL, HSS

Term: Fall 2018

Days/Times: WEB (Online)

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I. Course Description - - What is this course about?

This course focuses on attempts in world history since the 1800s to use legal trials to bring about peace and justice. Using specific case studies in the nineteenth and twentieth centuries, we will explore larger issues concerning the role of the law in establishing justice, methods for interpreting evidence, the intersection between law and morality, and the impact society as a whole has on legal proceedings. Some questions we will ask include: what roles do trials play in public discourse? How do trials reveal underlying political and social issues of the time period in question? What conflicts emerge in trials between individuals and the state? What are the limitations of the law in bringing about peace and justice? In what ways do trials serve as both spectacle and a forum for moral and political reasoning? And how should we remember political trials in world history?

II. Student Learning Outcomes (SLOs)

Students who spend sufficient time completing all reading and writing assignments, who actively engage in the material, and are *thinking* about and *reflecting* on the material will be able to fulfill the following **General Education Learning Goals**:

1. Think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies. (**LG1. Foundational Skills**)
2. Describe, interpret, and evaluate the ideas, events, and expressive traditions that have shaped collective and individual human experience through inquiry and analysis in the diverse disciplines of the humanities, religions, languages, histories, and the arts. (**LG3. Knowledge of Human Histories, Cultures, and the Self**)
3. Describe and explain findings derived from the application of fundamental principles of empirical scientific inquiry to illuminate and analyze social and human conditions. (**LG4. Knowledge of Social and Human Behavior**)
4. Develop a capacity for active citizenship, ethics, social responsibility, personal growth, and skills for lifelong learning in a global society. In so doing, students will engage in free and open inquiry that fosters mutual respect across multiple cultures and perspectives. (**LG5. Personal, Civic, and Professional Development**)

In addition, students will meet the following **course-specific learning outcomes**:

5. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods. (**Historical Comprehension**)
6. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. (**Historical Analysis**)

III. Required Materials

1. Bass, Gary Jonathan. *Stay the Hand of Vengeance: The Politics of War Crimes Tribunals*. Princeton University Press, 2000. (**eBook available through UNCG library**)

2. Helen Zenna Smith, *Not So Quiet...: Stepdaughters of War*. New York, The Feminist Press at CUNY, 1993. (eBook available through UNCG library)
3. Marrus, Michael R. *The Nuremberg War Crimes Trial, 1945-46: A Documentary History*. Boston: Bedford/St. Martin's, 1997. ISBN: 9780312136918.

*****Other readings will be posted online.**

Not having the readings will not excuse students from completing assignments on time.***

IV. Teaching Strategies

Teams

In order to improve student learning and build community, students will complete many discussions and in-class assignments in teams. In general, every member of the team earns the same grade. However, I also rely on student feedback to adjust individual scores to reflect each student's level of participation. Please get to know each other as best you can, as it will make our course more enjoyable for everyone.

V. Rules & Policies

Be respectful and professional while in this class. Show respect toward yourself, your classmates, and the instructor by coming to class prepared. Demonstrate your professionalism by turning in assignments on time, following all rules and procedures, and taking your education seriously.

Attendance

Even though this is an online course and we are not meeting at a scheduled time in a face-to-face classroom, log in to Canvas every day to check the Announcements & the Discussion Board. If unfortunate circumstances, such as illness or death in the family, prevent you from checking Canvas, then please email me ASAP.

Make-up Work

There is no make-up work or extra credit in this course. All assignments and due dates are listed on the syllabus. Students must plan ahead in order to manage the workload and complete all assignments. Anyone asking for special treatment will be referred to this policy.

Late Work

No late work will be accepted. All deadlines are on the syllabus. Failure to turn in work on time will result in a failing grade. Please do not wait until the last minute to submit assignments that are due online, as technical problems can arise at any time. Students with special circumstances preventing them from turning in an assignment on time should, whenever possible, contact the instructor **before** the deadline.

Technology

Students are responsible for obtaining and maintaining reliable Internet access. Internet access is available at libraries, schools, hotels, and coffee shops worldwide. **No extensions** will be granted due to lack of Internet access. If you have a technical problem, then please contact me ASAP. If you wait until the day an assignment is due, you assume responsibility that a technical problem may prevent you from completing the work on time. Those who ask for an extension will be referred to this policy.

Academic Integrity

All students are expected to abide by the university's Academic Integrity Policy. **Students who violate this policy not only disrespect themselves, their classmates, and this university, but they also risk receiving a grade of F on an assignment, an F for the course, or being expelled.**

E-mail

I will reply to student e-mails within **48 hours**, Monday through Friday. In order to ensure a reply, students must only use university e-mail accounts, and they should utilize email in a professional manner. To that end, make sure your message includes:

- the course number in the subject line with a clear description (HIS 208 -- Family Emergency)
- a formal greeting ("Dear Dr. Ross,") and a formal closing ("Sincerely,")
- your first and last name

Accommodations

UNCG seeks to comply fully with the American with Disabilities Act (ADA). Students requesting accommodation based on a disability must be registered with the Office of Accessibility Resources & Services in 215 Elliott University Center, 334-5440, <http://ods.dept.uncg.edu/>. If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.

VI. Grading Policies

Students earn grades based on the work they submit. The university defines the grading system for undergraduates as follows:

A = Excellent	Achievement of distinction in several if not all of the following aspects: 1) completeness and accuracy of knowledge; 2) intelligent use of knowledge; 3) independence of work; 4) originality.
B = Good	General achievement superior to the acceptable standard defined as a letter grade of C. It involves excellence in some aspects of the work, as indicated in the definition of A.
C = Average	The acceptable standard for graduation. It involves such quality and quantity of work as may fairly be expected of a student of normal ability who gives to the course a reasonable amount of time, effort, and attention
D = Lowest passing grade	work falling below the acceptable standards defined as a letter grade of C but which is of sufficient quality and quantity to be counted in the hours of graduation, if balanced by superior work in other courses.
F = Failure	indicates failure that may not be made up except by repeating the course

Grading Scale (point system)

A 100-93	B+ 89-87	C+ 79-77	D+ 69-67	F = 59 and below
A- 92-90	B 86-83	C 76-73	D 66-63	
	B- 82-80	C- 72-70	D- 62-60	

Types of Assignments & Grade Breakdown for the Course

Assignment	Percentage	Learning Goals
Quizzes	10%	1,2,3

There are two types of quizzes in this class: **1)** the syllabus quiz, and **2)** the reading quizzes.

- 1)** The syllabus quiz ensures students are familiar with all course policies, requirements, and expectations. Students may take it as many times as they need to in order to earn a perfect score. This quiz does not count toward students' overall Quiz average. However, students who earn a 100 on this quiz will be able to drop one of their lowest reading quiz grades.
- 2)** The reading quizzes cover material from the textbook. Each quiz is made up of multiple-choice questions. There is no time limit on these quizzes. Students may look at these questions before reading the chapter so that they will know what to focus on. However, students may only take each quiz **once**. Be certain to read the questions carefully before submitting your responses. Also, be sure to click the "Submit" button once you have completed each quiz.

Discussion & Participation**40%****1,2,3,4,5,6**

Students should participate in all online activities and discussions. I base this grade on my evaluation of your contributions to discussion. I look at how often you contribute to the conversation, but I also evaluate the quality of what you have to say. If you say a lot but add little substance to the dialogue, then your grade will be lower. Make your comments meaningful and thought-provoking. Teams will also sign up to lead discussion at various points throughout the semester.

Below is the rubric I use to evaluate each student's participation grade:

POINT RANGE	CRITERIA FOR EACH GRADE RANGE
10-9	Contributes readily to the conversation without dominating it, makes thoughtful comments and/or asks provocative questions that are relevant and advance the discussion, shows interest in and respect for other students' views by responding to them, incorporates information from course readings and outside sources, makes comments that are a joy to hear and respond to.
8	Frequently makes useful and relevant comments (though they could be more original or sophisticated), shows interest in and respect for other students' views by responding to them (though may occasionally dominate the conversation), attempts to incorporate information from course readings and may even reference outside sources.
7	Participates minimally, follows instructions but does little more, may dominate the conversation, may not show interest in or respect for other students' views, may make token references to course readings that give the appearance of critical thinking/analysis.
6	May not participate consistently, may not follow instructions, comments may be off topic, distracting, and/or nonsensical, may not interact directly with the instructor or other students.
5-0	Does not participate in any meaningful way, fails to follow instructions or does not submit work on time, may violate the university's academic integrity policy.

Trial Assessments**50%****1,2,3,4,5,6**

Teams will work together to answer questions related to the secondary source readings for each module. In order to be successful, students will need to reference specific passages in the secondary sources, as well as relevant primary sources we have looked at in the course.

There are 4 trial assessments in total, with later ones counting more toward students' final average than earlier ones. The breakdown is listed below:

- Trial Assessment 1 5%
- Trial Assessment 2 10%
- Trial Assessment 3 15%
- Trial Assessment 4 20%

VIII. Course Calendar*

Since this is an online course, students have more flexibility in when they complete readings and discussions. However, students who want more structure may benefit from the calendar below.

The course calendar lists every reading, assignment, and due date for the entire course. There is **a lot of reading in this course**. Try to focus on what stands out to you, and then please share your unique perspective with the rest of the class when we discuss these readings. **Your point of view matters!**

***** I reserve the right to modify the course calendar in order to improve student learning. I will announce any changes in advance.*****

MODULE 0: Introductions

Thursday, August 13 – Friday, August 31

READINGS:

- **INTRODUCTIONS**
 - Syllabus
 - Barry Schwarz, “What ‘Learning How to Think’ Really Means”
 - Marc Grossman, Remarks to the Center for Strategic and International Studies (May 6, 2002)
 - Current event on international law that students search for on their own
- **PRIMARY SOURCES: THEORIES ON THE LAWS OF WAR**
 - Hugo Grotius, Freedom of the Seas (1609) & On the Law of War and Peace (1625), Excerpts
 - Peace of Westphalia (1648), Excerpts
 - Immanuel Kant, “What is Enlightenment?” (1784)
 - Immanuel Kant, Perpetual Peace: A Philosophical Essay (1795)
- **SECONDARY SOURCE:**
 - Bass, Chapter One: Introduction

DISCUSSION POSTS:

- **INTRODUCTIONS**
 - “Learning How to Think”
After reading Schwarz’s article on “learning how to think,” visit the Discussion forum to participate in the conversation. If you need help getting started, you may answer one of the questions listed below the source.
 - U.S. and the International Criminal Court
After reading Grossman’s remarks on the ICC, go to the Discussion forum and participate in the conversation. If you need help getting started, you may answer one of the questions listed below the source.
 - Does International Law Matter?
Locate a current event article (within the past 2 years) that focuses on the issue of international law. Post the link to the article online under the Discussion forum, “Does International Law Matter?” and answer the following:
 1. Why did you choose this article?
 2. Is there anything about the content of this article that you do not understand?
 3. After reading this article, do you think international law matters? Why or why not?
- **THEORIES ON THE LAWS OF WAR**
 - Post your thoughts on these readings. If you need help getting started, you may choose to respond to one of the questions listed under each source.
- **BASS – CHAPTER ONE**

- After reading the chapter in Bass’s book, go to the Discussion forum and participate in the conversation. If you need help getting started, you may answer one of the following questions:
 1. What is Bass’s main argument in this chapter?
 2. What evidence does he use to back up his argument?
 3. Do you agree with him? Why or why not?

OTHER REQUIREMENTS:

- **TEAM FORMATION**
 1. Go to People → click on Teams → Choose one of the teams listed on the page
 2. Choose a team leader (someone I can go to throughout the semester with questions or concerns)
 3. Exchange contact information (email, phone numbers, etc.) All team members need to agree on a method for staying in touch with one another outside of class.

QUIZZES:

- **SYLLABUS**
- **BASS – CHAPTER ONE**

MODULE 1: St. Helena

Tuesday, September 4 – Friday, September 21

VIDEOS:

- The French Revolution: Crash Course World History #29 (<https://youtu.be/ITTvKwCylFY>)

READINGS:

- **PRIMARY SOURCES: THE LONG NINETEENTH CENTURY**
 - Marie Antoinette, Letter to her Mother (June 14, 1773)
 - Thomas Jefferson, Letter to Colonel Edward Carrington (January 16, 1787)
 - Abbé Sieyès, “What is the Third Estate?” (1789)
 - Marquis de Lafayette, *The Declaration of the Rights of Man and Citizen* (1789)
 - Napoleon Bonaparte, “Leader, General, Tyrant, Reformer” (1796-1809)
 - A View from the Field: A Napoleonic Soldier
 - A View from the Other Side: A British Soldier
- **SECONDARY SOURCE:**
 - Bass, Chapter Two: St. Helena

DISCUSSION POSTS:

- **THE LONG NINETEENTH CENTURY**

QUIZZES:

- **BASS – CHAPTER TWO**

TRIAL ASSESSMENT:

- AS A TEAM, WORK TOGETHER TO ANSWER THE FOLLOWING QUESTIONS, USING EVIDENCE FROM THE PRIMARY SOURCE READINGS AND THE TEXTBOOK CHAPTER:
 1. What did the Great Powers of Europe ultimately do with Napoleon after the war?
 2. What factors influenced their decision the most?
 3. What roles did idealism, realism, legalism, and liberalism play in this situation? (Think of specific countries and their attitudes toward these ideas).
 4. Do you think Napoleon and his allies were guilty of war crimes? Should they have been put on trial? Why or why not?

MODULE 2: Leipzig & Constantinople

Monday, September 24 – Friday, October 12

VIDEOS:

- Archdukes, Cynicism, and World War I: Crash Course World History #36
(<https://youtu.be/XPZQ0LAIR4>)

READINGS:

- **PRIMARY SOURCES: HUMANITARIANISM & DEHUMANIZATION**
 - Lieber Code (1863)
 - Geneva Conventions (1864)
 - The Hague Conventions (1899 and 1907)
 - Evidence Given Before the Sadler Committee (1832)
 - Roger Casement, *The Casement Report* (1904)
 - Woodrow Wilson, The Fourteen Points and other Speeches (1917-1919)
 - Helena Zenna Smith, *Not So Quiet...: Stepdaughters of War*
 - Armenian Genocide: Evacuation, Deportation, and Death
 - Armenian Genocide: Following Orders, 98-100
 - Armenian Genocide: American Response
 - Armenian Genocide: Rewriting History
 - Treaty of Versailles, Articles 227-230 (June 28, 1919), Excerpts
- **SECONDARY SOURCES:**
 - Bass, Chapter Three: Leipzig
 - Bass, Chapter Four: Constantinople
 - Tim Arrango, “A Century After Armenian Genocide, Turkey’s Denial Only Deepens,” *The New York Times* (April 16, 2015), available at <https://www.nytimes.com/2015/04/17/world/europe/turkeys-century-of-denial-about-an-armenian-genocide.html>.

DISCUSSION POSTS:

- **HUMANITARIANISM & DEHUMANIZATION**

QUIZZES:

- **BASS – CHAPTER THREE**
- **BASS – CHAPTER FOUR**

TRIAL ASSESSMENT:

- AS A TEAM, WORK TOGETHER TO ANSWER THE FOLLOWING QUESTIONS, USING EVIDENCE FROM THE PRIMARY SOURCE READINGS AND THE TEXTBOOK CHAPTERS:
 1. Compare and contrast the failures of the Leipzig and Constantinople Trials. Did they fail for similar reasons?
 2. Would it have been possible for these trials to succeed? If so, what would have needed to happen to make that possible? If not, then why not?
 3. Do you believe that the German Kaiser deserved to be put on trial? Why or why not?
 4. How do you respond to the Turkish government's position on the Armenian Genocide?

MODULE 3: Nuremberg**Monday, October 15 – Friday, November 2****READINGS:**

- **PRIMARY SOURCES: ROAD TO NUREMBERG & THE TRIAL PROCEEDINGS** (NOTE: THESE READINGS ARE LOCATED IN MICHAEL MARRUS, *THE NUREMBERG WAR CRIMES TRIAL: A DOCUMENTARY HISTORY*)
 - Moscow Declaration (Nov. 1, 1943)
 - Henry Morgenthau, Jr., Memo for the President, Sept. 5, 1944
 - Henry Stimson, Memo Opposing the Morgenthau Plan, Sept. 9, 1944
 - Henry Stimson, Memo for the President, Jan. 22, 1945
 - Robert H. Jackson, Report to the President, June 6, 1945
 - Charter of the International Military Tribunal (IMT), August 8, 1945
 - IMT Indictment, Oct. 6, 1945
 - Robert Jackson, Opening Address for the US
 - Hermann Göring, Testimony for the Nazi Party
 - Robert Jackson, Cross-Examination of Hermann Göring
 - Hermann Göring, Testimony Denying a Nazi Conspiracy to Wage War
 - Hermann Göring, Testimony on the Hossbach Memo
 - Hermann Göring, Testimony on the Applicability of the Hague Convention of 1907
 - Robert Jackson, On the Guilt of the Leader and His Followers
 - Rudolf Höss, Testimony on Auschwitz
 - Hermann Göring, Testimony on Nazi Policy Toward Jews
 - Hermann Göring, Final Statement
 - Judgment: “The Law as the Common Plan or Conspiracy”
 - Judgment: “The Persecution of the Jews”
 - Judgment: “The Accused Organizations”
 - Otto Kranzbühler, Challenge to the Nuremberg Procedures
 - Henry Stimson, Assessment of the Judgment
- **SECONDARY SOURCE:**
 - Bass, Chapter Five: Nuremberg

DISCUSSION POSTS:

- **ROAD TO NUREMBERG & THE TRIAL PROCEEDINGS**

QUIZZES:

- **BASS – CHAPTER FIVE**

TRIAL ASSESSMENT:

- AS A TEAM, WORK TOGETHER TO ANSWER THE FOLLOWING QUESTIONS, USING EVIDENCE FROM THE PRIMARY SOURCE READINGS AND THE TEXTBOOK CHAPTER:
 1. How did the Nuremberg Trial differ from previous attempts to use legal trials to establish justice?
 2. Do you agree with Bass that the Trial was a triumph of liberalism? Why or why not?
 3. Was the Nuremberg Trial fair and legitimate? Why or why not?
 4. Do you believe the Nuremberg Trial was ultimately successful? Why or why not? (Note: decide as a team how you want to define a “successful” trial.)

*MODULE 4: The Hague***Monday, November 5 – Wednesday, December 5****VIDEOS:**

- USA vs. USSR Fight! The Cold War: Crash Course World History #39 (<https://youtu.be/y9HjvHZfCUJ>)
- Go to the United States Holocaust Memorial Museum website on genocide in Bosnia-Herzegovina (<https://www.ushmm.org/confront-genocide/cases/bosnia-herzegovina/bosnia-video-gallery/>) and review the following:
 - Christiane Amanpour
 - Eric Dachy
 - Ron Haviv
 - Nataša Kandić
 - Hasan Nuhanović
 - Dragan Obrenović
- PBS, *The Reckoning* (<http://www.pbs.org/pov/reckoning/>)

READINGS:

- **PRIMARY SOURCES: TOWARDS AN INTERNATIONAL CRIMINAL COURT**
 - Charter of the United Nations, Excerpts
 - Universal Declaration of Human Rights (UDHR)
 - Genocide Convention
 - Winston Churchill, Speech at Westminster College (1946)
 - Mikhail Gorbachev, Excerpts on Soviet Policies (May 1988)
 - Helga Schlitz, *The Wall in my Backyard* (1990)
 - Statute of the International Criminal Tribunal for the Former Yugoslavia (1993)
 - Rome Statute of the International Criminal Court (1998-2002) Excerpts
 - John Bolton, “The Risks and Weaknesses of the International Criminal Court from America’s Perspective,” 2001
 - Ben Ferencz, “Remarks Made at the Opening of the ICC,” 2003
- **SECONDARY SOURCES:**
 - Bass, Chapter Six: The Hague
 - Andrew Clapham, “Issues of complexity, complicity, and complementarity: from the

- Nuremberg trials to the dawn of the new International Criminal Court,” in *From Nuremberg to the Hague: The Future of International Criminal Justice*, edited by Philippe Sands (Cambridge: Cambridge University Press, 2003), pp. 30-67.
- Bass, Chapter Seven: Conclusion
 - Bass, Chapter Eight: Epilogue
 - Bass, Afterword

QUIZZES:

- **BASS – CHAPTER SIX**
- **BASS – CHAPTER SEVEN**
- **BASS – CHAPTER EIGHT**
- **BASS – CHAPTER AFTERWORD**

TRIAL ASSESSMENT:

- AS A TEAM, REFLECT ON EVERYTHING WE HAVE STUDIED THIS SEMESTER ABOUT WAR CRIMES TRIALS, THE POLITICS AND IDEAS SURROUNDING THEM, AND WHETHER OR NOT THEY ARE SUCCESSFUL. USE THAT INFORMATION TO ANSWER THE FOLLOWING QUESTION:
 1. Should the U.S. join the International Criminal Court (ICC)?
- WHEN ANSWERING THIS QUESTION, BE SURE TO ADDRESS THE NUREMBERG TRIAL AND THE U.S.’S ROLE IN ORGANIZING THAT LEGAL PROCEEDING. ALSO, BE SURE TO REFERENCE SPECIFIC PRIMARY AND SECONDARY SOURCES.