

**Transitional Justice 2001F/
Political Science 2210F
Problems in Transitional Justice and Post-Conflict Reconstruction**

Fall Term 2016
Wednesday 2:30-5:30
Location: HSB 236

Instructor: Dr. Joanna R. Quinn
Office Location: SSC 4158
Office Hours: Wed. 10:30-12:00
Email: jquinn2@uwo.ca

Course Description

This course introduces students to interdisciplinary studies of transitional justice and post-conflict reconstruction. Students will examine key concepts and explore theoretical problems in confronting and seeking solutions to the aftermath of large-scale events of social violence.

Required Texts

The field of transitional justice and post-conflict reconstruction is so new that no textbook exists that will give us a proper overview of the field. As such, there is no assigned textbook, *per se*. Instead, we will undertake a survey of the literature, reading book chapters, journal articles, and technical reports that have been written about different aspects of the discipline.

Some of the readings are available as e-books and in e-journals through the Western Libraries system. In each case, I have listed where you may find these resources. You are responsible for obtaining them yourself.

The other readings have been compiled in a course reader. This reader is available in The Bookstore for purchase, and you should buy it there.

Important Notice re: Prerequisites/Antirequisites

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Office of the Dean, Faculty of Social Science

Grade Distribution

Midterm Exam (October 26)	15%
Essay (November 23)	40%
Tutorial Participation	15%
Final Exam	30%

How to think about this course

This course is designed to introduce students to the field of transitional justice and post-conflict reconstruction, by tracing the contours of what scholars are thinking about, by outlining the major debates and issues currently underway, and by setting out the major themes and approaches of the field. What you learn in this course will provide a framework for your future studies in transitional justice and post-conflict reconstruction.

The assignments and your evaluation in this course are designed to help you develop your critical thinking skills in ways that relate to your interests in specific areas or theories in the field of transitional justice and post-conflict reconstruction. We will cover a range of debates and issues, and while you may not agree with all of them, you should be able to discuss all of them intelligently. Your ability to accomplish these objectives will be assessed using the assignments and work outlined below.

It is also important to note that the field of transitional justice and post-conflict reconstruction is interdisciplinary, by its very nature. Your colleagues in this class come from different scholarly traditions and disciplines. This presents us with an exciting opportunity to look at different issues and events through the eyes of all of those traditions and disciplines. Sometimes this might mean that your colleagues seem to be speaking a foreign language! But if we take the time to listen, we can learn a lot from those other perspectives.

Objectives

This course has three main objectives:

First, this course is designed to outline and allow students to learn about and then assess the theories, perspectives and issues that shape the context and nature of the field of transitional justice and post-conflict reconstruction. This body of ideas will provide a foundation for any future interests and research in this area and establish a comparative foundation for further study.

Second, the assignments in this course are designed to help students develop critical thinking skills. These skills will be applied to specific issues and case studies in transitional justice and post-conflict reconstruction.

Third, the course aims to help students appreciate how power, culture and history condition and influence how you understand particular issues and events. These questions are of real consequence to the field of transitional justice and post-conflict reconstruction, but also to an understanding of the world in which we live.

By the end of the course students should be able to:

1. Discuss different approaches to transitional justice and post-conflict reconstruction
2. Describe the key components of the field
3. Evaluate the effectiveness of a transitional justice and post-conflict reconstruction response
4. Discuss a current transitional justice and post-conflict reconstruction issue in historical context
5. Analyze a current policy and political issues in transitional justice and post-conflict reconstruction

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- Midterm Exam (15%)

Students will write a one-hour test on Wednesday, October 26. The test will be based on material covered from the first day of class until the end of class on Wednesday, October 19.

- Essay (40%)

You will be required to write one essay of 9-10 typed, double-spaced pages, or between 2250-2500 words (excluding bibliography). The topic of the paper may be selected from the list of topics provided below.

Late Penalty

The completed paper must be submitted **at the beginning of class on November 23**. **A late penalty of 10% per day will be applied to papers submitted at any point after the class begins on November 23.**

Turnitin

Essays must be submitted to Turnitin.com, using the link on OWL, prior to the start of class on November 23.

Citation Style

Citations **must** be formatted using Chicago-style footnotes, not in-text citations. Students are advised to consult a writer's handbook when composing their essays in order to see how to format things like bibliography and footnotes. One excellent handbook is *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian. A useful link may be found at the following url:
<http://www.wisc.edu/writing/Handbook/DocChicago.html>.

Spelling and Grammatical Errors

Grammatical, spelling and other errors are not acceptable. You are responsible for your own work, and, as such, you must be careful to proofread your work before turning it in.

Bibliography

You must attach a Bibliography to your essay. Your bibliography must include a minimum of four academic sources (consult a librarian for clarification on what counts as an academic source (e.g. newspapers, magazines, and encyclopedias do not count). Failure to include at least four academic sources will result in a grade of "F". The highest grades in this course typically go to students that consult a large number of high-quality source materials. Consulting more than eight sources is highly recommended.

- Participation (15%)

Students will be evaluated on their regular, active, and informed participation in both the lecture sessions and in the tutorial meetings that follow. You should consult the Participation Grading Guide attached to this course outline to understand what regular, active and informed participation looks like.

- Final Exam (30%)

During the December exam period, students will write a two-hour exam based on the material covered from the first day of class to the last day of class.

Completion of All Requirements

The Dean's office has laid out the following rules regarding the completion of all assignments:

- Students who fail to attend a minimum of fifty per cent of the total number of classes, without supporting medical documentation or justifiable and documented extenuating circumstances, can be barred from writing the final exam.
- Students who fail to complete all evaluation components of the course, including tutorials, without supporting medical documentation or justifiable and documented extenuating circumstances will be disqualified from appealing the course's final grade.

Etiquette

Discussion and debate is an important component of this course. However, at times, we will be dealing with sensitive and controversial topics. Therefore, our interactions in each forum must be guided by an ethic of respect. Uncivil, disrespectful, abusive or other inappropriate behaviour will not be tolerated. This includes the respectful use of electronics, as detailed below.

Electronics

Electronics are increasingly an important component of the learning process.

- Computer/laptop/netbook (and similar technologies) use will be permitted during the lecture component of each class only, as long as it does not disrupt the learning experience of other students.
- All cellphones (and similar technologies) must be turned off, or set to silent 'vibration' mode during the duration of the class and during tutorials. The instructor and TA reserve the right to ensure that you are not text-messaging, surfing the internet, or distracting any students; spot-checks will be conducted during class time.
- Computers/laptops/netbooks (and similar technologies) may not be used during tutorials, unless specifically permitted by the TA. Tutorials are designed to promote active engagement and participation.
- No digital taping (either voice or image) of the lectures is allowed.
- Disruptive behavior will be dealt with on a case-by-case basis and may result in the suspension of laptop privileges.

Course Content Note

The field of transitional justice and post-conflict reconstruction deals with disturbing events like war crimes, crimes against humanity, and genocide, and sometimes we will be discussing historical events that some students may find troubling. If you think specific material could be emotionally challenging for you, I would be happy to discuss any concerns you may have before the subject comes up in class. And if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome these discussions as an appropriate part of our scholarly work.

If you ever feel the need to step out of the classroom during a class discussion, you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

Academic Dishonesty

Many different types of actions may be considered academically dishonest. These might include, although not exhaustively, the following: cheating, submission of work not authored by you, double submission, fabrication, plagiarism. You are advised to familiarize yourself with the guidelines set out in the Academic Handbook, Rights and Responsibilities, Scholastic Discipline - Undergrad. These may be found at the following url: www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Students are also advised to utilize the Library's tools on plagiarism:
<http://www.lib.uwo.ca/tutorials/plagiarism/index.html>

Students with Disabilities

Any student with a disability is advised to contact the Coordinator for Services for Students with Disabilities in order that arrangements can be made through them to accommodate that student. The Centre for Student Development is located in UCC Suite 210; they can be reached by telephone at (519)661-2147, by email at ssc@sdc.uwo.ca, or on the web at <http://www.sdc.uwo.ca/ssd/>

Other Resources

There are many resources at Western designed to assist you in your learning. You are strongly advised to utilize these services. The Student Development Centre offers many services, including Effective Writing Programs and Learning Skills Services. The Student Development Centre is located in UCC Suite 210; they can be reached by telephone at (519)661-2147, by email at exams@sdc.uwo.ca, or on the web at <http://www.sdc.uwo.ca/>. You should also become familiar with the services offered by the University Library System. The D.B. Weldon Library may be contacted by telephone at (519)661-3162 or by email at dbwref@lib.uwo.ca, or on the web at <http://www.lib.uwo.ca/weldon/#>.

Course Outline by Topic

September 14

Introduction

Required Readings:

(Today we'll do an overview of the course. There are no assigned readings.)

September 21

The Post-Conflict Reconstruction Toolkit

Required Readings:

Roger Mac Ginty and Andrew Williams, "Chapter 5: Post-conflict reconstruction and development," in *Conflict and Development* (London: Routledge, 2009), 122-152.

Available from:

<http://lib.mylibrary.com.proxy1.lib.uwo.ca/Open.aspx?id=206482>

Jennifer Balint, Julie Evans, and Nesam McMillan, "Rethinking Transitional Justice, Redressing Indigenous Harm: A New Conceptual Approach," *International Journal of Transitional Justice* 8.2 (2014): 194-216.
Available from Western Libraries using Oxford Journals.

September 28

Understanding Peace

Required Readings:

Ho-Won Jeong, "Chapter One: Challenges for Peace," and "Chapter Two: Concepts of Peace and Violence," in *Peace and Conflict Studies* (Aldershot: Ashgate, 2000), 7-29.

Ximena Davies-Vengoechea, "A Positive Concept of Peace," in *Keeping the Peace: Conflict Resolution and Peaceful Societies Around the World*, edited by Graham Kemp and Douglas P. Fry (New York: Routledge, 2004), 11-19.

Available from:

<http://lib.mylibrary.com.proxy1.lib.uwo.ca/Open.aspx?id=29084>

October 5

The Role of the United Nations

Required Readings:

Paul Taylor and Devon Curtis, "The United Nations," in *The Globalization of World Politics: An introduction to international relations*, 6th ed., eds. John Baylis, Steve Smith, and Patricia Owens (London: Oxford University Press, 2014), 304-319.

James Mayall, "Chapter One: Introduction," in *United Nations Interventionism, 1991-2004*, edited by Mats Berdal and Spyros Economides (Cambridge: Cambridge University Press, 2007), 1-31.

Available from:

<http://lib.mylibrary.com.proxy1.lib.uwo.ca/Open.aspx?id=81534>

October 12

Democracy

Required Readings:

David Beetham, "Human Rights and Democracy: a Multi-faceted Relationship," in *Democracy and Human Rights* (Malden, MA: Polity Press, 1999), 1-29.

October 19

Humanitarian Intervention

Required Readings:

Alex Bellamy and Nicholas J. Wheeler, "Humanitarian intervention in world politics," in *The Globalization of World Politics: An introduction to international relations*, 6th ed., eds. John Baylis, Steve Smith, and Patricia Owens (London: Oxford University Press, 2014), 479-493.

October 26

Peacebuilding

Required Readings:

Stephen Ryan, "The Evolution of Peacebuilding," *Routledge Handbook of Peacebuilding*, ed. Roger Mac Ginty (New York: Routledge, 2013), 25-35.

Gerald M. Steinberg, "The Limits of Peacebuilding Theory," *Routledge Handbook of Peacebuilding*, ed. Roger Mac Ginty (New York: Routledge, 2013), 36-53.

ASSIGNMENT: MIDTERM EXAM TODAY (one hour)

November 2

Rule of Law

Required Readings:

Padraig McAuliffe, "Transitional Justice and the Rule of Law: The Perfect Couple or Awkward Bedfellows?" *Hague Journal on the Rule of Law* 2.2 (2010): 127–154.

Available from Western Libraries using Proquest.

Rosalind Raddatz, "Chapter 10: Tempering Great Expectations: Peacebuilding and Transitional Justice in Liberia," in *Transitional Justice and Peacebuilding on the Ground: Victims and Ex-Combatants* edited by Chandra Lekha Sriram, Jemima Garcia-Godos, Johanna Herman, and Olga Martin-Ortega (New York: Routledge, 2013).

November 9

Truth-Telling

Required Readings:

Priscilla Hayner, "Chapter Two: Confronting Past Crimes: Transitional Justice and the Phenomenon of Truth Commissions," and "Chapter Three: Why a Truth Commission?" in *Unspeakable Truths: Confronting State Terror and Atrocity* (New York: Routledge, 2001), 10-23, 24-31.

November 16

Reparations

Required Readings:

Martha Minow, "Reparations," in *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence* (Boston: Beacon Press, 1998), 91-117.

November 23

Civil Society

Required Readings:

Roger Duthie, "Building Trust and Capacity: Civil Society and Transitional Justice from a Development Perspective," *Transitional Justice and Development Project*, International Center for Transitional Justice Research Unit (New York: International Center for Transitional Justice, Nov. 2009), 1-28.

Roberto Belloni, "Civil Society in War-to-democracy transitions," in *From War to Democracy: Dilemmas of Peacebuilding* edited by Anna K. Jarstad and Timothy D. Sisk (Cambridge: Cambridge University Press, 2008), 182-210.

ASSIGNMENT: ESSAY DUE TODAY

November 30

Gender

Required Readings:

Dyan Mazurana, "Gender and the Causes and Consequences of Armed Conflict," in *Gender, Conflict, and Peacekeeping*, eds. Dyan Mazurana, Angela Raven-Roberts, and Jane Parpart (Lanham: Rowman & Littlefield, 2005), 29-42.

Tarja Vayrynen, "Gender and Peacebuilding," in *Palgrave Advances in Peacebuilding: Critical Developments and Approaches*, ed. Oliver P. Richmond (New York: Palgrave Macmillan, 2010), 137-153.

Fionnuala Ní Aoláin and Eilish Rooney, "Underenforcement and Intersectionality: Gendered Aspects of Transition for Women," *International Journal of Transitional Justice* 1.3 (2007): 338-354.

Available from Western Libraries using Scholars Portal.

December 7

Caution?

Required Readings:

Oliver P. Richmond, "A Genealogy of Peace and Conflict Theory," in *Palgrave Advances in Peacebuilding: Critical Developments and Approaches*, edited by Oliver P. Richmond (Basingstoke: Palgrave Macmillan, 2010), 14-38.

ESSAY GRADING GUIDE

Argument	
Organization of the Essay	
Quality of evidence	
Communication Skills	
Use of quotations and footnotes	
Other Comments	
Grade	

PARTICIPATION GRADING GUIDE

Grade	Attendance	Discussion	Reading
13-15	Always	<u>Excellent</u> : leads debate; offers analysis and comments; always has ideas on theme of reading; takes care not to dominate; asks questions	Clearly has done and prepared questions on virtually all readings; intelligently uses this understanding and these questions in discussion
10-12	Almost always	<u>Very Good</u> : thoughtful comments and questions for the most part; willing, able and frequent contributor	Has done most readings; provides competent analysis of reading when prompted by others
7-9	Frequent	<u>Good</u> : has basic grasp of key concepts and occasional ideas on the main theme of the reading; arguments are sporadic and at times incomplete or poorly supported; unwilling to ask questions	Displays familiarity with most readings, but tends not to analyze them or to relate them to the course material
4-6	Occasional	<u>Somewhat Poor</u> : remarks in class marred by misunderstandings of key concepts; seldom contributes effectively to discussion of the main theme; often digresses in unhelpful ways; sporadic	Actual knowledge of material is outweighed by improvised comments and remarks
0-3	Rare	<u>Poor</u> : rarely speaks; parrots text or comments of others	Little or no apparent familiarity with assigned material