Transitional Justice 9501B  
Foundations in Transitional Justice and Post-Conflict Reconstruction

Winter Term 2019  
Instructor: Dr. Joanna R. Quinn

Thursdays 1:30-4:30  
Office Location: SSC 4158

Location: SSC 4112  
Office Hours: Thursday 9:00-10:00

Email: jquinn2@uwo.ca

Description

The course will provide students with inter-disciplinary instruction in Transitional Justice and Post-Conflict Reconstruction. Students will explore aspects of societal and state transition relating to development, democracy, the environment, the economy, human rights, politics, peace agreements and justice before, at the time of, and post-transition. The course will familiarize students with the foundations of emerging debates surrounding transitional justice and post-conflict reconstruction, and to allow for real-world application of theoretical constructs and explanations.

Required Texts

There is no required textbook, per se. Instead, a series of journal articles and book chapters has been assigned. Many of these are available from the library in the Centre for Transitional Justice and Post-Conflict Reconstruction, and others are available in Weldon Library. Still others are available online.

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 students learn in this course will provide a framework for their future studies in transitional justice and post-conflict reconstruction.

The assignments and their evaluation in this course are designed to help students develop their critical thinking skills in ways that relate to their 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 students may not agree with all of them, students should be able to discuss all of them intelligently. Their 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. Their 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 their 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.
Learning objectives

a) **Depth and Breadth of Knowledge:** Students will become familiar with the “canon” of literature in the growing field of transitional justice and post-conflict reconstruction through an advanced core course, in which they will be guided by expert faculty members who are actively researching and publishing in the field. The core course will serve to build a community of scholars, facilitating frequent interaction with faculty, and the interchange of ideas with and interaction among peers.

*Intended learning outcome:* Students will engage in critical thinking and writing about the core questions that underlie scholarship in the field of transitional justice and post-conflict reconstruction through the preparation of essays and presentations. These papers and presentations will develop the student’s analytic and interpretive skills.

b) **Research and Scholarship:** Students will carry out their own independent research projects through the requirements of the program, in the form of essay assignments and dissertations. These assignments will require the critical analysis of current knowledge and the creation of new knowledge, and advanced students’ work will be presented at conferences and symposia held through the Centre for Transitional Justice, as well as national and international conferences. Some students will also be selected as research assistants to assist in the development and conduct of research projects carried out by faculty members affiliated with the Centre.

*Intended learning outcome:* Students will receive mentorship and training in research methods.

c) **Level of Application of Knowledge:** Some students may be selected as teaching assistants for the undergraduate courses to be taught as components of the Minor in Transitional Justice and Post-Conflict Reconstruction. This will be determined by allocations made within the student’s home department or faculty. Other students will have opportunities to convey their specialized knowledge through presentations to, for example, the TJ Club, and in the research colloquium—all on a voluntary basis.

*Intended learning outcome:* Students will have the opportunity for knowledge mobilization through presentations.

d) **Professional Capacity / Autonomy:** Students will work toward their own research goals to develop their own ideas, and to present those ideas in the form of conference papers and presentations.

*Intended learning outcome:* Students will be trained as highly-qualified personnel, able to translate their scholarship in both the classroom and the academic forum.

e) **Level of Communication Skills:** Students will complete a series of assignments that provide critical analyses of current knowledge and the creation of new knowledge. They will also participate in colloquia, seminars and conferences to orient them toward academic communication at professional events.

*Intended learning outcome:* Students will develop rigorous writing and research skills to assist them in developing and disseminating their own ideas.

f) **Awareness of Limits of Knowledge:** Students will undertake a program of advanced study and research in the field of transitional justice and post-conflict reconstruction.

*Intended learning outcome:* Students will be exposed to the breadth and expanse of interdisciplinary scholarship in the field of transitional justice and post-conflict reconstruction.
By the end of the course students should be able to:

1. Discuss different approaches to transitional justice
2. Describe the key events, changes over time and the current state of transitional justice
3. Think critically and write about an issue in transitional justice
4. Evaluate the effectiveness of a policy or inter-state issue in transitional justice
5. Participate in a presentation about a particular theoretical perspective through a case study of transitional justice
6. Analyze current policy and political issues in transitional justice
7. Discuss a current transitional justice issue in historical context

Grade Distribution

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay (due April 04)</td>
<td>60%</td>
</tr>
<tr>
<td>Seminar Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Seminar Participation</td>
<td>20%</td>
</tr>
</tbody>
</table>

Essay

Students will be required to write one term essay of 25-30 typed, double-spaced pages, or between 6250-7500 words. Students are encouraged to speak with the instructor about their proposed topic. The completed paper must be submitted at the beginning of class on Thursday, April 04, 2018.

Late Penalty

The completed paper must be submitted at the beginning of class on April 04. A late penalty of 10% per day will be applied to papers submitted at any point after the class begins on April 04.

Turnitin

Essays must be submitted to Turnitin.com, using the link on OWL, prior to the start of class on April 04.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

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. Students are responsible for their own work, and, as such, students must be careful to proofread their work before turning it in.

Bibliography
Students must attach a Bibliography to their essay. Their 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.

Seminar Presentation
Each week, a group of one or two students will present the main points and arguments of the readings assigned for that week, also drawing on themes covered earlier in the term, to the class. Each presentation should be approximately 20 minutes in length. Students must provide a one-page (one-sided) hand-out for students in the class that highlights the main points from the readings, as well as three questions for discussion. As the presentation is expected to be a joint project between the students involved, all students in the group will be graded together. Student presenters are expected to refer to material beyond that assigned to the class.

Seminar Participation
This assessment will be based on regular contributions to the class discussion, reflecting some grasp of the relevant materials and some analytical abilities in applying those materials in the discussion. Students should consult the handout “Student Participation” for criteria.

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.

Attendance
In a seminar, it is especially important for students to attend class. Failure to attend class will have a detrimental effect on a student’s participation grade, for example, since students cannot participate if they are not present in class. Absence also affects a student’s understanding of the material, which affects the student’s performance on essays and other assignments.
Electronics

Electronics are increasingly an important component of the learning process.
• Computers/laptops/netbooks (and similar technologies) will not be permitted—except for reading electronic materials. Their use has been demonstrated to 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 reserves the right to ensure that students are not text-messaging, surfing the internet, or distracting any students; spot-checks will be conducted during class time.
• No digital taping (either voice or image) 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 students think specific material could be emotionally challenging for students, I would be happy to discuss any concerns students may have before the subject comes up in class. And if students ever wish to discuss their 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 students ever feel the need to step out of the classroom during a class discussion, students may always do so without academic penalty. Students will, however, be responsible for any material students miss. If students 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. Scholastic offences are taken seriously and students are directed to read the appropriate policy, which can be found at the following url: http://www.westerncalendar.uwo.ca/2014/pg113.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/
Non-medical and Medical accommodation

Western University requires documentation from the medical community for students who require academic accommodation due to medical illness. Students are required to have their physician or health care provider fill out the Student Medical Certificate. Medical certificates will only be considered for students seriously affected by illness, who cannot reasonably be expected to meet his/her academic responsibilities. Medical certificates may NOT be issued for minor illness like colds, non-acute vomiting or diarrhea, menstrual cramps, insomnia or for past illnesses.

If the requested accommodation is related to a death in the family, please see your Academic Counsellor directly.

If documentation is required for either medical or non-medical academic accommodation, then such documentation must be submitted by the student directly to the appropriate Faculty Dean’s office and not to the instructor. It will be the Dean’s office that will determine if accommodation is warranted.

For further information, please see the Policy on Accommodation for Medical Illness at https://studentservices.uwo.ca/secure/index.cfm.

Mental/Emotional Distress

Students who are in emotional/mental distress should refer to Mental Health@Western (http://www.uwo.ca/uwocom/mentalhealth/) for a complete list of options about how to obtain help.

Other Resources

There are many resources at UWO designed to assist students in their learning. Students 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/. Students 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

January 10     The Importance of Context

   No readings for today’s class.

January 17     Transitions


January 24     Addressing Colonial Harms


January 31      International Criminal Justice


February 07      Truth Commissions


February 14    Repair


February 21    NO CLASS—READING WEEK

February 28    Gender


March 07    Development


**March 14**  
**Roads to Reconciliation**


(read Introduction, Conclusion, and pick one other chapter)  


**March 21**  
**Local and Grassroots Actors**


March 28       Essay Preparation Session

April 04       Looking Forward


** Essays due at beginning of class **
## STUDENT PARTICIPATION

### Participation Grading Guide

<table>
<thead>
<tr>
<th>Grade</th>
<th>Attendance</th>
<th>Discussion</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Always</td>
<td><strong>Excellent</strong>: leads debate; offers analysis and comments; always has ideas on theme of reading; takes care not to dominate; asks questions</td>
<td>Clearly has done and prepared questions on virtually all readings; intelligently uses this understanding and these questions in discussion</td>
</tr>
<tr>
<td>15-19</td>
<td>Almost always</td>
<td><strong>Very Good</strong>: thoughtful comments and questions for the most part; willing, able and frequent contributor</td>
<td>Has done most readings; provides competent analysis of reading when prompted by others</td>
</tr>
<tr>
<td>10-14</td>
<td>Frequent</td>
<td><strong>Good</strong>: 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</td>
<td>Displays familiarity with most readings, but tends not to analyze them or to relate them to the course material</td>
</tr>
<tr>
<td>5-9</td>
<td>Occasional</td>
<td><strong>Somewhat Poor</strong>: remarks in class marred by misunderstandings of key concepts; seldom contributes effectively to discussion of the main theme; often digresses in unhelpful ways; sporadic</td>
<td>Actual knowledge of material is outweighed by improvised comments and remarks</td>
</tr>
<tr>
<td>0-4</td>
<td>Rare</td>
<td><strong>Poor</strong>: rarely speaks; parrots text or comments of others</td>
<td>Little or no apparent familiarity with assigned material</td>
</tr>
</tbody>
</table>
ESSAYS
Grading Grid

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Argument</td>
<td></td>
</tr>
<tr>
<td>Organization of the Essay</td>
<td></td>
</tr>
<tr>
<td>Quality of evidence</td>
<td></td>
</tr>
<tr>
<td>Communication Skills</td>
<td></td>
</tr>
<tr>
<td>Use of quotations and footnotes</td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td></td>
</tr>
</tbody>
</table>