INTERNATIONAL AND TRANSITIONAL JUSTICE

Graduate Seminar, Winter 2014
Department of Political Science
The University of Chicago

Alana Tiemessen, PhD
Email: atiemessen@uchicago.edu
Twitter: @alanatiemessen

Office Hours: Pick 123 T/Th 11-12pm or by appointment

Course Outline
This course addresses the major theoretical debates and empirical trends in accountability for atrocities and human rights violations and the political dynamics inherent in both international and domestic justice institutions. Course topics are divided into three sections: first, an overview of the history, concept and field of transitional justice; second, the global governance of accountability with respect to international tribunals, the International Criminal Court, and the peace versus justice dichotomy; and third, local processes that seek to affect restoration and reconciliation in addition to accountability, such as truth commissions, “grassroots” justice, and memorialization. The case studies addressed in this course are global in scope but there is a sustained focus on Africa. This is a seminar class that is open to graduate students only.

Course Material
There is a significant amount of reading assigned for this seminar. You are expected to complete the assigned reading prior to the relevant class and be prepared to discuss their major themes, debates, and empirical details. The assigned material is available online either through our course page on Chalk or direct web links.

Assignments and Evaluation

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>25%</td>
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<tr>
<td>Response Essay x 3</td>
<td>60% OR</td>
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<tr>
<td>Presentation</td>
<td>15%</td>
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<tr>
<td>Response Essay x 1</td>
<td>20%</td>
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<tr>
<td>Research Essay</td>
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Participation
Student participation is a significant part of this graduate seminar. Participation grades will be determined by attendance and oral participation in class. The following are general guidelines and evaluation criteria:

(A) Exceptional contribution, characterized by being an outstanding participant in class both in terms of the quality and quantity of participation. The student’s participation helps to generate more and better discussion within the class. Peers and the instructor learned a great deal, gained insights, and responded well to students’ comments. The student’s comments are highly relevant to course topics and assigned material and show a thorough understanding of current events related to these topics.
(B) Good to average contribution, characterized by meaningful involvement that added to the process. He or she participated consistently but not frequently compared to classmates. The student showed willingness and understanding during the discussion. Comments or questions were somewhat linked to the readings and class questions.

(C) Marginal and infrequent contribution, characterized by minor involvement that added little to the discussion. The student’s knowledge of the reading could be inferred but was not directly stated.

(D-F) Insignificant contribution, characterized by student’s failure to display interest or make relevant comments. The student listened but not intently and did not utilize reading material when making comments. Student was often physically or mentally absent from class discussion.

Presentation
You are required to give one 12-15 minute presentation on one topic during class. The presentation should take the same approach as the response essays by discussing a key debate or theme in the assigned reading for one topic. The purpose of the presentation is to a) give you an opportunity to develop your presentation skills for an academic audience b) call attention to themes and debates in the material and c) guide and structure class discussion. In addition to presenting your analysis, you are expected to pose a few questions that the class can later take up in discussion.

Response Essay (x 1-3)
Response essays (6 pages double-spaced) are a critical reflection and synthesis of a key debate or theme in the assigned readings for one topic. (You can choose any topic, except for the first and last ones.) Do not summarize the readings, but rather focus on a specific point of contention or commonality that connects the readings in a way that is analytically logical. You may present a specific argument in response to a debate, but ensure that it is supported with only the assigned material. This is not a research essay and you are not permitted nor expected to do additional research. The essay is due in hard copy and in class on the same day the topic is scheduled on the syllabus. You may not write a response essay for the same topic as your presentation.

You have the option to do three response essays that are each worth 20% of your final grade. Alternatively, you can do one response essay worth 20% of your grade and a research essay worth 40% of your grade.

Research Essay
If you choose to do the research essay (12-13 pages double spaced) it will be due on March 19th. You must consult with me on your topic prior to February 19th. The essay must focus on a topic related to the course and address a specific theoretical debate and case study, however, some flexibility will be permitted to accommodate individual research interests. More details on the essay requirements and criteria for evaluation will be distributed separately.
Course Schedule and Assigned Readings

THE CONCEPT AND FIELD OF TRANSITIONAL JUSTICE

I. CRIME AND IMPUNITY (Jan 8)


Recommended Reading


II. JUSTICE IN TRANSITIONS (Jan 15)


Recommended Reading


III. INTERNATIONAL & HYBRID COURTS (Jan 22)


Recommended reading


**IV. THE ICC AND JUDICIAL INTERVENTION IN AFRICA (Jan 29)**


**Recommended Reading**


V. INTERNATIONAL JUSTICE AND POWER POLITICS (Feb 5)


Recommended Reading


VI. THE PEACE AND JUSTICE DICHOTOMY (Feb 12)


**Recommended Readings**


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**THE BREADTH AND DEPTH OF LOCAL JUSTICE**

**VII. RESTORATION AND RECONCILIATION (Feb 19)**


**Recommended Reading**


VIII. TRUTH-TELLING AND TRUTH COMMISSIONS (Feb 26)


Recommended Reading


IX. “GRASSROOTS” JUSTICE: REINVENTING TRADITION (Mar 5)


Recommended Reading


X. MEMORY AND MEMORIALIZATION (Mar 12)


**Recommended Reading**

