Course Objectives
Transitional justice encompasses the study of how societies deal with the legacies of violence and human rights abuses—e.g. how they punish those responsible, rehabilitate victims, heal deep social and ideological divisions, and remember (or forget) the past. There is a growing acceptance around the world that gross human rights violations and acts of mass atrocity must be addressed. A variety of mechanisms have been devised and employed with growing frequency in an attempt to provide some form of accountability. This course will draw upon the insights of the interdisciplinary transitional justice field to examine a range of conceptual, empirical, and ethical questions related to dealing with histories of conflict and repression. Specifically, we will consider: how transitional justice influences democratization processes; why countries deal with troubled pasts in different ways; the role of the international community in transitional justice processes; the tension between different conceptions of and demands for justice that exist at local, national, and international levels; and the moral bases for engaging in different forms of transitional justice. During the semester, we will study a range of transitional justice mechanisms including international tribunals, trials, amnesties, truth commissions, vetting procedures, and reparations. Throughout the course, students will critically examine the theories underlying transitional justice and explore case studies from around the world.

Course Requirements
Participation
Given that this class is a seminar, we will spend much of our time engaged in group discussion. Therefore, I expect you to have completed the reading and to be prepared to critically discuss your ideas, questions and views on the week’s topics. Should you be unprepared or absent, you will lose points accordingly. Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. You must provide appropriate documentation for your absence to be excused (please provide prior to the absence if possible).

The following general grading scale will be used for participation:
A to A-: The student made a very strong contribution to the course. Class discussion, comments, and presentations reflected understanding and analysis of the material, and were constructive. Constructive means that you do not simply identify a weakness or problem. Rather, constructive comments identify a problem and offer a suggestion for how to address the weakness or problem.

B+ to B-: The student contributed meaningfully to the course. Class participation and/or presentations went beyond repeating the assigned material, perhaps identifying weaknesses in the
current literature, but did not make many constructive suggestions about how these weaknesses might be overcome or how the literature might usefully be extended in the future.

C+ or lower: The student did not contribute meaningfully. Class participation and/or presentations were limited to repeating the assigned material rather than making connections or extensions.

F: The student was a net drain on the course, rarely if ever speaking in class, making presentations filled with inaccuracies, and/or failing to make the number of required presentations.

By noon on the Sunday prior to class, you will submit a one page commentary on the week’s readings to the discussion forum on Blackboard. In your comments, critically examine the theory, evidence, and ethical implications of the argument(s). Is the argument compatible with what we have read previously? Does the argument fit with what you have found in your own research (see below)?

**Discussion Leadership**
Once during the semester, you will be required to lead our class discussion. You will identify the key points and controversies in the readings. On the week in which you are leading the discussion only, you will turn in via email 1-2 page analysis of the readings; the analysis is due 24 hours before class time. Rather than try to provide a complete summary, highlight the key ideas and controversies in the readings. I am happy help you develop an outline of discussion topics for the class session. Also, work to incorporate the comments of your classmates from the discussion boards. In outlining your plan for the class, focus on examining the quality of the scholarship and the moral and practical implications of the findings.

We will set up the schedule during the first week of class. Email me your top three choices and I will assign on a first-come first-served basis. I will assign you to a topic if I do not hear from you by September 3.

**Research Paper**
For this assignment, you will examine the politics of transitional justice in a particular country. Provide an overview of the violence and repression that gave rise to demands for transitional justice. Examine the factors that shaped transitional justice choices and the course of these processes. Finally, review the research on the effects of transitional justice on the society in question. Aside from our library, the following are valuable resources:

- Brandon Hamber’s Transitional Justice Bibliography: [http://www.brandonhamber.com/resources-tjbibliography.htm](http://www.brandonhamber.com/resources-tjbibliography.htm)
- Andrew G. Reiter’s Transitional Justice Bibliography: [http://sites.google.com/site/transitionaljusticedatabase/transitional-justice-bibliography](http://sites.google.com/site/transitionaljusticedatabase/transitional-justice-bibliography)

Your **Research Topic is due on September 17**; it may be submitted via email.
You also will submit a hardcopy Annotated Bibliography of the scholarship on the country’s transitional justice experience by October 22.

You also will prepare a 12 minute presentation on your research, which will be made in class on either November 19 or 26 (we will set up the schedule later in the semester). You are encouraged, but not required, to use Powerpoint for your presentation. In the presentation (and your paper), you should address the following issues:

1. The nature of the conflict/repression, including a. Dates; b. Important actors/groups; c. Causes of the conflict; d. Characteristics of human rights violations;
2. The nature of the political transition;
3. What transitional justice mechanisms were proposed/implemented? Who advocated them and why?;
4. What has transitional justice looked like in the country and why? What are/were the main controversies surrounding these processes?; and
5. How have scholars, activists, and others assessed transitional justice in the country? What where the strengths and weaknesses of these processes? What have been the effects of theses processes for society?

Final papers should be approximately 20 pages in length and double-spaced with 1 inch margins and Times New Roman 12 pt. font. A title page is required and must contain the following information: the title, your name, the date, and the course number. You also must include a bibliography on a separate page at the end of the paper and include citations for the factual and conceptual content of your paper as well as direct quotes following a recognized citation format. Some of the common citation styles are: American Psychological Association, American Economic Association, or American Political Science Association. If you have any questions about proper citation, see me before you turn in your paper because failure to cite properly will result in a letter grade deduction from your paper grade. Failure to cite at all will result in at best a grade of C on the paper. Although grammar and spelling errors will not be specifically penalized, they can reduce the clarity of your argument and make the final product look less professional. Final papers are due December 3.

Course Policies
Grading
The final course grade will be composed of the following elements:
15% - Participation
15% - Discussion Leadership
5% - Research Question
15% - Annotated Bibliography
20% - Research Presentation
30% - Final Research Paper
The grading scale for each element of the course and for the course overall is as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>100 – 93</td>
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<td>A-</td>
<td>92 – 90</td>
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<td>B</td>
<td>86 – 83</td>
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<td>B-</td>
<td>82 – 80</td>
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<td>C</td>
<td>76 – 73</td>
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<tr>
<td>C-</td>
<td>72 – 70</td>
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<tr>
<td>D</td>
<td>66 – 63</td>
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<tr>
<td>D-</td>
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<td>C+</td>
<td>79 – 77</td>
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<tr>
<td>B+</td>
<td>89 – 87</td>
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<tr>
<td>F</td>
<td>59 – 0</td>
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*** Final grade percentages ending in a decimal of “.5” or greater will be rounded up to the next whole number. ***

Late Assignment Policy
Written assignments are due in class on the days specified in the syllabus. Students will only be allowed to turn in an assignment late if they have an excused absence. Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness. In the absence of appropriate documentation, written assignments that are late will receive a one grade increment deduction for each 24 hour period that they are late (e.g., an ‘A’ paper turned in within the first 24 hours after the due date would receive a ‘B’).

Syllabus Change Policy
Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Academic Honor Policy
The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “...be honest and truthful and... [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at http://dof.fsu.edu/honorpolicy.htm.)

Americans With Disabilities Act
Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center, 874 Traditions Way, 108 Student Services Building, Florida State University, Tallahassee, FL 32306-4167, (850) 644-9566 (voice), (850) 644-8504 (TDD), sdrc@admin.fsu.edu, http://www.disabilitycenter.fsu.edu/

Course Readings
The following books are available for purchase at the University Bookstore or Bill’s Bookstore:


**Recommended**


Other readings are available either online (I have included the urls) or via databases available through the library. To access the databases from home on Blackboard, click on FSU Libraries on the left menu. There are different search options, but one way to access is to select the Journal tab and search for the name of the journal in which the article appears. Select a database that has the appropriate date range. You also can search for the article title. Either way, you will be prompted to log in using your FSUID and password. Then browse for the correct issue. If you are unsure how to find, please consult me or a librarian well in advance of the due date.

**Course Schedule**

**August 27:** Introductions


**September 3:** Labor Day, No Class

**September 10:** Transitional Justice Overview


**September 17:** Truth vs. Justice


**Research Paper Topic Due**

**September 24:** International Tribunals


October 1: The International Criminal Court


Waddell, Nicholas and Phil Clark. Eds. Courting Conflict? Justice, Peace and the ICC in Africa. (London: Royal African Society, 2008). Available at: http://www.royalafricansociety.org/index.php?option=com_content&task=view&id=415 Read Chapter 1 (7-12); Chapter 2 (13-20); Chapter 5 (37-45); Chapter 7 (55-64); Chapter 8 (65-72); Chapter 9 (73-80).


October 8: Peace vs. Justice


October 15: “Traditional” Approaches to Transitional Justice


October 22: The Challenges of Reconciliation

Annotated Bibliography Due

October 29: Perpetrators’ Perspectives

November 5: Reparations


November 12: Veteran’s Day, no class

November 19: Student Presentations I

November 26: Student Presentations II

December 3: Transitional Justice and Economic Development


Final Paper Due