

Seminar on Transitional Justice

School for International Studies, Simon Fraser University

Syllabus version: February 18, 2019

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Class Location: HC 7210

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1 Overview

Transitional justice (TJ) refers to a broad set of policies and processes aiming to provide redress for legacies of political violence and systemic human rights violations. These mechanisms have become central to policy debates regarding conflict resolution, peace-building, and democratization. This seminar critically examines normative and empirical debates over TJ choices and their consequences for democracy, human rights, conflict resolution, peace, and societal reconciliation, through the comparative study of post-authoritarian and conflict-affected cases.

The first part of the course will introduce TJ concepts, explore their significance, examine global developments, and engage debates about the politics of memory. In the second part, we will spend several weeks examining specific mechanisms, such as amnesties, prosecutions, truth commissions and institutional reforms. The third part will examine: the role of international criminal justice and the “peace versus justice” debate; long-term impacts in historical cases such as post-WWII Germany; and the relevance of TJ in contemporary settler democracies.

2 Learning Goals and Teaching Method

In addition to introducing substantive fields of inquiry, an undergraduate education should enable students by teaching them transferable analytical skills to serve them in their academic and non-academic lives across disciplines and careers. These skills are: to read actively and efficiently; to develop critical thinking skills; to reason by linking theory and evidence; and to write clearly and concisely. The goals of this course are for students to acquire

- a familiarity with major concepts and debates in the scholarly TJ literature;
- an ability to critically evaluate their contributions for understanding TJ impacts;
- critical synthesis, writing and presentation skills; and
- discussion and group work skills.

We will have 13 weekly class sessions, each lasting 3 hours and 50 minutes (including breaks), consisting of seminar discussions and at times short lectures and group work. To develop analytical skills, students will regularly write short discussion papers on themes in the readings and very short responses to their peers’ work, participate in seminar discussions, and write and present a final paper comparing TJ processes and their impacts. The final session will be devoted to student presentations and feedback on each presentation by a student discussant and the entire class.

3 Syllabus as contract

This is a long course syllabus, and students should read it carefully before the first class. Do not let the length scare you away! The purpose is to clearly state all expectations and policies in this course, and provide you with all the information you need to plan your learning for the semester and some other useful resources.¹ During the first class, the syllabus is a contract proposal. We will

¹In the electronic version of this document, external and internal hyperlinks are provided for convenience.

discuss the learning approach and requirements, and students will have the opportunity to ask for clarifications, voice concerns, and make suggestions for reasonable changes. This will help you familiarize yourselves with the policies and expectations of the course and provides a modicum of deliberative and participatory democracy, though the instructor holds final decision-making power. The syllabus finalized in this process will be considered an enforceable contract. While course requirements and overall work load will not increase after this process, I may add additional information or resources into this syllabus. Note that if you email me with questions that are already answered in this syllabus, I will likely not respond.

4 Course requirements and grading

The final course grade will be made up of:

- participation (during all class sessions, 20%) [see section 7.3]
- 5 discussion papers (500 words each, 30%) [see section 8.1]
 - due alternating weeks (during weeks 2-11) 48 hours before class
- 5 short responses to discussion papers (100-150 words each, 10%) [see section 8.2]
 - due alternating weeks (during weeks 2-11) 24 hours before class
- final essay proposal and outline (200-300 words, excl. bibliography, 5%) [see section 8.3]
 - due March 1, at the beginning of class
- an oral presentation of the final essay (4-5 min, 5%) [see section 8.4]
 - during the last class session
- final essay (3500-4000 words, 30%) [see section 8.5]
 - due April 11, 9am

This course is open to MAIS students, who may write a longer final paper. Graduate students should discuss their course requirements with the instructor on the first day of class.

5 Required Reading

There is no textbook to be purchased. All required articles and book chapters will be available through the library and/or [Canvas](#), mostly in electronic format and occasionally on [Library Reserves](#). Weekly reading assignments range from 64 to 105 pages, at an average of 81 pages. MAIS students will read one additional article or chapter per week. Students must have completed the readings for any given week prior to class.

The syllabus below provides links to digital copies of articles and book chapters available from the SFU library as much as possible. While this makes it easy to access most readings with just a few clicks, **it is the students' responsibility to gather all the materials early enough to do all their weekly reading and writing assignments on time.** As long as students are on the SFU network

or have logged into their library account, there should be no problem viewing and in most cases downloading the readings. Online articles can usually be accessed via the [Digital Object Identifier \(doi\)](#) or the SFU Library Record page. In cases in which the SFU library does not have access to electronic copies, the books will be placed on Library Reserves; it is incumbent on students to access them early, as Library Reserves have short loan periods. Scans of some chapters from such books have been placed on Canvas (in the “Files” section). If you are unable to access any reading due to outdated information in this syllabus, please immediately notify the instructor by email.

Make sure to work from the most recent version of this syllabus. As the course proceeds, **I may change some reading assignments**. Any changes will be announced in advance (with sufficient time for preparation) and will not increase the overall average amount of required reading.

6 Communication

Outside of class, general questions about course logistics should be asked in the “Course related queries” container of the “Discussions” section of [Canvas](#), so that my responses are available to all students. Announcements will be made by email and/or Canvas; please check your inbox regularly. The best way to talk to me outside of class time about anything related to the course is during the weekly office hour. (I will extend office hours if there is high student demand.) Please feel free to give me feedback on the course and my teaching. If you want to talk in person but are unable to make the scheduled office hour, please send me an email, suggesting at least two alternative times, to schedule an appointment. If needed, there is also an anonymous feedback option in the “Quizzes” section of Canvas.

I use email filtering. Start the subject line of any email related to the course with “TJ course: ” and then follow with a few descriptive words indicating specific subject. If you do not do this, your email may go missing during busy times. I check my email frequently during the week, but less frequently on weekends, and I do not guarantee an instant response. As a general rule, I will try to respond within 1-2 business days (not on weekends). The sooner you contact me, the sooner I can try to help you. Please do not wait until the last minute to email me with questions, problems, or concerns, particularly before course deadlines; I simply will not be able to respond to a flood of emails the night before an assignment is due or an hour before class.

Students are free to use the “Discussions” board on Canvas for substantive discussions. Start new discussion threads for this; do not use the pinned containers for course logistics.

7 Class Expectations

7.1 Attendance on time

Attendance during every class session is mandatory. Unexcused absences and tardiness count against the participation grade since it is not possible to participate when absent. **Students with three or more unexcused absences from class automatically fail the course.** See section 9 for the course policy on documented excuses. If you have to miss a class, it is important that you consult the instructor at least 48 hours in advance.

7.2 Advance preparation

Students are expected to complete all the assigned required readings for each week before class so that they are able to fully participate in seminar discussions. Academic reading is an active rather than passive pursuit of knowledge. You should wrestle with the authors' arguments, and come to class prepared to speak thoughtfully about the readings.

I strongly recommend that you take structured notes of each reading as you read it (or right after). Good notes are succinct, one page or less for most readings. They should help you recall the authors' central question, core claim, key supporting arguments, critical evidence, position vis-à-vis other readings for that week, broader implications for the themes of the week and the course, as well as shortcomings or weaknesses. Good notes are helpful for presenting a coherent argument or opinion in discussions. Students should support their arguments in seminar discussions with textual evidence. Citing specific passages, figures, and tables shows that you are engaged with the materials. These notes are also useful for future reference in writing assignments and possibly other courses and research projects. While you are free to use any note-taking system, I encourage you to choose and learn to use searchable bibliographical software for the purpose of keeping track of textual sources, notes and citations (see section [11.3](#)).

7.3 Active participation

Full participation in the seminar is a key requirement of this course. Learning is an active and collaborative process; we learn through dialogue and collective discussions. Seminar discussions will be student-driven. You should engage and raise critical questions, and try to answer the questions of your peers. Your participation should demonstrate that you are thinking critically about the readings and the broader course themes, and that you are actively listening to your peers and assessing their comments. Be concise and precise. Do not repeat comments just made by someone else (unless you intend to expand on them) or make unrelated comments that do not engage with the ongoing discussion. I expect comments to respond to preceding remarks and/or directly engage a question or topic of the course. Feel free to critically attack arguments, but never people. It is important that students enter class discussions with open minds and are respectful of others.

We will strive to make seminar discussions inclusive to motivate participation by all. The goal is to avoid the two extremes often found in many seminar classes, where some students are so eager to participate that they dominate discussions and others seem too shy to regularly contribute. In the professional world, we have to listen to others' views and we need to be able to contribute to discussions. It is my hope that this course will help you develop your discussion skills. If you find it difficult to speak up in class, please consult me so that we can discuss strategies for improving your participation. I am available to discuss your performance at any point in the semester, but it is best to address any concerns early in the semester rather than later.

7.4 Classroom courtesy

In addition to being respectful toward all in the group, please observe the following courtesies:

- Arrive on time and do not leave early.²
- Turn off or mute your cell phone before the beginning of class.
- Do not engage in side conversations.

7.5 Electronic devices

Use technology respectfully and only for class purposes. Cell phone ringing during class is very disruptive; please make sure this does not occur. Laptops and tablets are allowed in class but should be connected to the internet only with permission, e.g. to check materials on [Canvas](#) or to search for something explicitly requested. All other uses are prohibited. That means no web browsing, texting, emailing, tweeting, Facebook (or any other social media) posting, playing Angry Birds, e-shopping, and the like. Doing so would fail to contribute to the discussion in a way that is respectful of others.

7.6 Grading

In order to receive good grades, students need to meet all of the class expectations. Students must actively engage in class discussions to receive full credit for participation. Students tend to underestimate the impact of participation grades on their final grade, because the range (variation) in grades tends to be larger than on written work. The participation grade will be determined by the quantity and especially the quality of contributions to class discussions. Because attendance is mandatory, for each unexcused absence, your base participation grade will be penalized by at least a third of a letter grade (e.g. “B+” to a “B”). Recall from section 7.1 that students cannot pass this course with three or more unexcused absences from class; see section 9 for the only acceptable excuses. There will be no make-up credit for unexcused absences. The following is a general guide for how expectations map onto class grades:

- An incomplete grade or “N” is assigned to students who do not complete the core requirements of the course. Grades of “D” and “F” are for poor performance due to unexcused absences, lack of engagement with assigned readings, and very weak writing. An “F” is the appropriate grade in cases where a student’s work does not meet the minimum required standards. A “D” indicates that only a very small amount of efforts was expended.
- Grades in the “C” range are for average efforts where engagement with course material is minimal and writing is poor. Those who attend all classes but who occasionally arrive late and very rarely talk, or rarely show preparation or thoughtfulness, can expect a class participation grade of about a “C+”.
- Those who attend class on time regularly, and who contribute significantly and positively to class discussion on occasion, can expect to receive a grade in the “B” range.
- Grades in the “A” range are reserved for exceptional performance, which means showing mastery of relevant course materials and writing is superior. Only those whose attendance is perfect and always on time, and who contribute significantly and positively to class discussion

²If, on a rare occasion, this is not possible, discuss with the instructor beforehand.

on a frequent basis can expect to receive an “A” or “A-”. The grade of “A+” means that a student’s work is truly exceptional, an achievement that is uncommon.

8 Assignments

This section details the nature and requirements of all assignments. Assignments will be graded based on the substance of the analysis and the quality of the writing. Note that word processing software has rendered nearly all errors of spelling and grammar technologically obsolete. For general advice on writing, see section 11.1.

A key ability that students should acquire in university is to gather, classify, synthesize, and analyze large amounts of information. Information is often abundant and appears to be expanding exponentially; it is important to be able to process it coherently. Many of the written assignments in this course aim to foster students’ capacity for critical synthesis. Students will greatly benefit from this practice whether they are planning to move into professional work or further graduate study.

8.1 Discussion papers

Students are required to submit a total of 5 discussion papers of about 500 words each, every 2 weeks (during weeks 2-11) at least 48 hours before class. During the first class (week 1), all students will be assigned by the instructor to one of two evenly sized groups for this purpose, and they will remain in the assigned groups for the duration of the course. The discussion papers have several purposes. First, they make students closely engage with the week’s readings by practicing critical synthesis. Second, by requiring students to ask questions about the readings, they lay the groundwork for productive seminar discussions. Finally, writing skills are developed and strengthened through regular practice. These papers are intended to help us understand the readings for that week, so that we can assess and discuss them. They should discuss the concepts and main arguments of at least two readings, critically assess them, and connect them to themes of the course.

Instructions: Write your name, the week for which you are writing, and the author name(s) for the work(s) you are discussing (not the full reference) on the top line. Discussion papers must be written on the basis of the required readings listed in the syllabus. Provide proper citations where appropriate. A discussion paper should contain four explicit sections, as in the following model:

1. *Introduction:* Write a brief paragraph raising a central question or paradox about the readings. It should also provide an outline or agenda for the rest of your discussion paper. Having an explicit agenda or outline, however brief, is a crucial element in social-science writing.
2. *Synthesis:* Provide a brief synthesis of what the author is arguing. Identify the central questions, main points, concepts, and/or core arguments. Rather than analyzing all the ideas and arguments that the author presents, a synthesis focuses in depth on the most significant aspects of the reading, always noting the key concepts used by the author. Brief definitions of such concepts would help, including a reference to a specific page number or providing the author’s most synthetic rendering of the concept(s) by using a textual quotation (with page number). Quoting and paraphrasing is important in order for you and your reader to make sure that you are rendering the authors’ meanings as faithfully as possible. A synthesis is not

the same as a summary. The latter is an attempt to provide an inventory of the entire text. A synthesis is not as easy because it presupposes that the text has been understood, and focuses on the core, most central parts. A good synthesis of a text requires an awareness and knowledge of the author's style of thinking, not just the particular facts that are presented to support an argument. Focus on interrogating the readings about their theory and/or methodology, whichever seems most relevant in a given text, as well as the core argument.

3. *Assessment*: Offer a brief assessment of the contributions and limitations of the authors' central arguments or concepts. Do the authors' evidence or analysis support their arguments and conclusions? How does their viewpoint color the interpretations they make? How well does the theory and method serve the author(s)? Do not simply state an opinion; you need to provide reasons for why you are convinced or not by specific parts of the argument. I encourage you to be contentious and take a risk by taking a strong stand that will get debate going in class and be ready to defend your stance with relevant evidence and/or analysis. Refrain from pointing out what the authors did not do; that is too easy. Focus instead on what they actually did and the extent to which that conforms with their own agenda.
4. *Questions*: Finally, provide two discussion questions or puzzles related to the readings, which would, if resolved, further clarify the readings' arguments, or promote constructive class discussion on some central substantive issue. Avoid questions that may lead respondents to speculate rather than further explore the text and analysis. (Not included in word count.)

Discussion papers need to be posted as files in the relevant weekly containers in the "Discussions" section of our [Canvas](#) page, so that all members of the class have access to them. While those students writing responses (see section 8.2) have to read at least some of the papers of their peers in order to respond, all students should read at least all of the questions raised by all of the papers; we will be sure to discuss them in class.

Discussion papers will be graded according to the following criteria:

- Contains the four explicit **sections**.
- Introduces main topic and sets up clearly defined **agenda**.
- Focuses on **core** arguments, concepts, and perspectives (rather than a summary or inventory).
- **Coherence** of explanation. **Clear** statements. **Succinct** (thorough, yet within word limit).
- Key terms and concepts are defined and **explained**.
- Assertions and arguments supported with specific **citations** to required readings.
- Assertions and arguments supported with specific **quotes** from required readings.
- Reasoned **assessment** of strengths and weaknesses (not merely opining or taking sides).
- **Questions** help elucidate readings, engaging them conceptually rather than eliciting opinion.
- **Depth** of coverage of required readings.

8.2 Short responses

During the five weeks (from week 2 to week 11) when students are not submitting discussion papers, they are required to submit short written responses to the discussion papers of their peers of about 100-150 words each; these are due 24 hours before class. For a given week, this is a response to the ideas of at least two of the other students' discussion papers from that week. Rather than simply giving an opinion on the arguments of others, constructive responses engage in a dialogue with discussion papers in a way that promotes further understanding of the readings. Engage the readings' arguments and their portrayal by your peers. Avoid going on tangents. Responses should start off from your peers' rendering of the readings or a question they raised; rephrase it to make clear what you are responding to. Thus, students writing responses will hold the writers of discussion papers accountable for their interpretation of the readings and may point to disagreements. You must use citations and quotations as needed to make your points. Use assigned readings as the evidence to support your own arguments. Such evidence must be referenced with a page citation or a textual quotation to back up your arguments. Responses without citations or quotations will be marked zero. Similar to discussion papers, short responses need to be posted as files in the relevant weekly containers in the "Discussions" section of our [Canvas](#) page; please do not post as a "Reply" in the containers for discussion papers.

8.3 Final essay proposal, outline and bibliography

Students are required to submit a final essay proposal, including short outline and initial bibliography by March 1, 1:30pm; this proposal should be 200-300 words, excluding the bibliography. This brief proposal should state the topic of your final paper (see section 8.5), including the transitional justice process(es) to be examined, a research question, a synopsis of any preliminary argument, and an annotated bibliography. Start by describing the main positions you have found in the literature on your topic. Then formulate a central question that you will try to respond to. If possible, propose a conjecture or hypothesis as to your anticipated answer. You may also want to adopt a side in a specific debate, in which case you should state how you intend to reinforce it with further evidence. Finally, provide a bibliography of at least ten scholarly works³ that address your topic and which you intend to use as part of your research; this bibliography, including any annotations, is not included in the word count for the proposal. You are free and encouraged to include any required or recommended readings for this course where relevant; many of the books listed in this syllabus have other chapters that may be useful to final essay projects. It is important to start on this assignment and decide on a topic for your final paper early in the semester, so that you have sufficient time to focus on your research. Note that you will be required to present your research to the class during the final two sessions (see section 8.4). Make sure that your proposal is approved by the instructor before you continue work on your project.

³Scholarly works are written by academics, have copious citations, and provide detailed evidence for their claims. Books are published by academic presses and usually have citations in footnotes. Articles are published in peer-reviewed journals and normally have at least 8,000 words. If unsure, you can verify a scholarly source with a librarian.

8.4 Final Project Presentation

Students are required to present a draft of their final essay projects (see section 8.5) to the class during one of the last two sessions. Students will present for 4-5 min with slides, followed by 2-3 min of comments by another student discussant, and then we will open it up to questions and comments from anyone else in the class. (We will have sign-up sheets for presenters and discussants on [Canvas](#) prior to the presentation weeks.) The purpose is to practice formal presentations and prepared remarks on a research project. Given the short length of the presentations, presenters cannot exhaustively make all the points of their essays, but need to highlight key arguments, and they need to make it interesting and understandable for the audience. The essence will be breadth rather than depth. Discussants should critically discuss their peers' research on its own merit: does the author convincingly engage his/her own question? Discussants do not use slides.

Slides: Presenters must use slides (in Powerpoint format or PDF). Use no more than 4 slides, large font for text (36 point for main text, 44 point for titles), no more than 3-5 lines per slide, and few words per line. You may use images or figures if you wish, to replace some text, but do not show dense figures or charts that are difficult to read. Here are some content guidelines:

1. Introduce your topic: what are you interested in and why?
2. Go over key theoretical positions and your position in the debate.
3. Briefly describe the empirical evidence as it relates to the debate and/or to your own stance.
4. What are your main conclusions?

Slides need to be posted in the relevant container in the "Discussions" section of our [Canvas](#) page at least three (3) hours before class on the day of the presentation. If you want feedback on your slides prior to your presentation, bring them to office hours during the previous week.

8.5 Final essay

Students are required to submit a final essay of 3500-4000 words by April 11, 9am. The final essay is intended for students to research TJ processes and their impacts from a comparative perspective. You may choose a particular TJ mechanism and compare its impacts in two countries. Or you may select one country and comparatively examine the impacts of a combination of TJ policies. Pursuing other types of inquiries related to course themes is possible; if you have a particular interest, consult with the instructor in advance of the proposal due date. Your essay must not be exclusively descriptive but include critical examination of existing scholarly literature on your chosen topic and develop an argument related to the central themes of this course. This means that it should critically engage the empirics of the case(s) with concepts and theories examined in the course. While students should engage with scholarly literature, they may also conduct original research using publicly available sources. Details on how final essays are graded will be provided after the due date for proposals. See section 11.1 for general advice on writing papers.

8.6 Citation and formatting requirements for all assignments

In this course, your written assignments have the following formatting requirements:

- 12 point Times New Roman or a similar serif font and 1-inch margins.
- Single-spaced for discussion papers and responses; 1.5-spaced for proposal and final essay.
- The title page or section must include your name, the date, and the title, of course.
- State the word count of your paper (excluding bibliography) in the title section. Word count requirements should be followed within 10% of the total. For instance, if the assignment calls for 500 words, your word count should be between 450 and 550 words. If your paper is shorter or longer, it may affect the grade.
- Use a proper social science citation style consistently throughout all of your papers. Consult the Chicago Manual of Style⁴ or another recognized style guide. Note that the library provides help with [choosing and implementing a citation style](#) (see also section 11.2). The instructor prefers footnotes (not endnotes!) for citations, because it maintains the flow of the text while making it easy to check for citations, but any consistent citation style will be accepted. You must provide page numbers for quotes and paraphrasing. Essays require a complete and proper bibliography. *Pro-tip:* If you learn to use the software and input all your references into its database, a reference and citation manager can greatly help with quickly producing clean citations and bibliographies (see section 11.3).

8.7 Assignment submissions

Discussion papers and responses must be submitted through [Canvas](#) as described above. The essay proposal should be submitted as hard copy at the beginning of class on the due date. The final essay must be submitted by the deadline in two ways:

1. A hard copy to the instructor's office or to the School for International Studies secretary.
2. An electronic copy, by the same deadline, to [Turnitin](#).

Essays that are not submitted in both formats by the deadline will result in a lower grade. If you are unable to submit a hard copy, you may submit an additional electronic copy by email instead, but please let the instructor know in advance of the due date.

Turnitin is a third-party service licensed for use by SFU that is used for originality checking to help detect plagiarism. Students will be required to create an account with *Turnitin*, and to submit their work via that account, on the terms stipulated in the agreement between the student and *Turnitin*. This agreement includes the retention of your submitted work as part of the *Turnitin* database. Any student with a concern about using the *Turnitin* service may opt to use an anonymous identity in their interactions with *Turnitin*. Students who do not intend to use *Turnitin* in the standard manner must notify the instructor at least two weeks in advance of any submission deadline. In particular, it is the responsibility of any student using the anonymous option (i.e., false name and temporary email address created for the purpose) to inform the instructor such that the instructor can match up the anonymous identity with the student. For privacy implications and SFU guidelines regarding the use of *Turnitin*, see the relevant section of the university's [Protection of Privacy](#) webpage.

⁴The SFU library has a short [online CMS guide](#) and a more detailed one [for download \(PDF\)](#). There is also the [complete CMS online](#) (only accessible on SFU network or with login).

For submitting to *Turnitin*, use the following procedure:

1. If you wish, remove any personal identifying information from your paper to protect your identity. (I would.)
2. Go to <http://turnitin.com>
3. Login if you already have an account, or register yourself as a new user if you do not. Your email address and a password of your choice are used for subsequent logins. Login as a student and then click on “enroll in a class.”
4. Then you will need to enter the Class ID and course-specific password, both of which I will provide to enrolled students via [Canvas](#) in advance of the due date.
5. Select the appropriate assignment from the pull-down menu.
6. Choose and upload your file.

For technical assistance, email helpdesk@turnitin.com or call: 1-866-816-5046 extension 3.

If you have a serious, principled objection to using *Turnitin*, discuss this with me by the proposal due date. An alternative would be submitting a short written explanation of the reason in advance of the essay due date and to include with the assignment detailed notes describing the research process, how specific sources were evaluated and what was learned from them.

8.8 Policy on late submissions

It is the students' responsibility to plan and manage their time (including time to deal with unforeseen technical problems) so that each and all of the assignments will be completed on time to avoid a grade of “N” (incomplete). **Late discussion papers and responses will not be accepted, graded, or counted.** Submissions of the other assignments (proposal and final essay) after the deadlines will be downgraded a third of a letter grade (for example, from “B+” to “B”) for each day or portion of a day late. Exceptions to these policies will be granted only for documented emergencies, such as serious illness or extraordinary circumstances (see section 9).

9 Documented excuses

Unless university policy explicitly mandates otherwise, excused absences from class or extensions of submission deadlines will only be granted for unforeseeable and urgent circumstances beyond your control that prevent you from fulfilling course requirements on time. In such cases, I will require supporting documentation, such as from a medical professional or the equivalent, of the condition and severity so as to prohibit work. Please note that this is more than a document saying you were “seen” by a doctor; it needs to state that you are or were unable to complete the work on time due to an emergency. Any excuse based on a mitigating circumstance known to the student before a deadline or class session in question, where the student could have informed the instructor, must be approved in advance.

10 Academic Integrity

All students are expected to read and understand the university's policies with regard to academic dishonesty (T10.02 and T10.03). These policies are available through the following URL: <http://www.sfu.ca/policies/gazette/teaching.html>. Forms of academic dishonesty include but are not limited to the following:

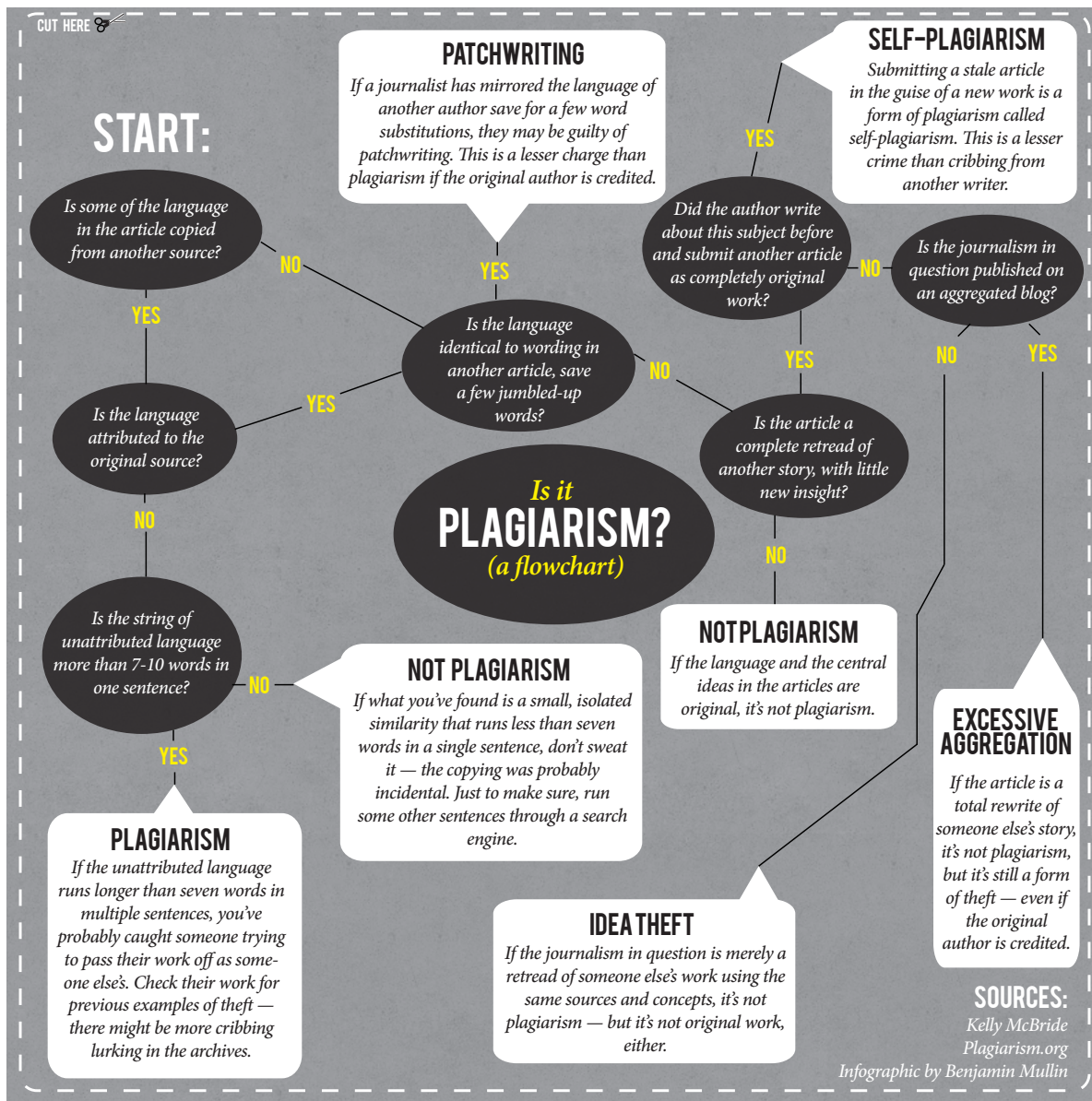
- Submitting all or a portion of the same work for credit in more than one course.
- Representing another person's work as your own for course assignments.
- Failure to acknowledge sources of facts, information, analyses, interpretations, and arguments that you incorporate in your work, whether from a source that is written, spoken communication, or the internet and whether it is published and unpublished. Appropriate documentation of your sources is necessary when you quote, paraphrase or incorporate information and ideas generated by others. In particular, please be aware that "patchwriting" is unacceptable.

All students in SIS classes are expected to read the SFU Library lesson on "[Plagiarism?](#)" and take the interactive tutorial, "[Understanding and Avoiding Plagiarism.](#)"

The university's policies on academic integrity will be strictly enforced. **In the event of plagiarism or other academic dishonesty in this course, the instructor will pursue disciplinary measures through the university administration to the fullest extent.** Penalties for violations are significant.

Further resources for learning about academic integrity are available at:

- <http://www.sfu.ca/students/academicintegrity.html>
- <http://www.plagiarism.org/>
- <http://www.turnitin.com/static/plagiarism-spectrum/>



11 Resources

11.1 Essay writing instruction

Writing is a skill. It takes time, effort, attention to detail, and stamina. A good paper requires content, structure, and precision. It tells readers from the start what it has to say, how it is going to convince them, and with what evidence. It follows a clear structure, reminding readers of where they are on the journey as it builds the argument, and summarizing key points at the end. It conveys ideas and evidence clearly, striving for readers to grasp the argument and weigh it with minimal effort. From the choice of words, sentence structure, paragraph structure, to the paper structure, the goal of all aspects of writing is to be as clear as possible in getting the point across.

Prose: Each sentence should have a clear point, and it should be as simple as possible. The reader

should not be confused because your language is obtuse. Short sentences, clear causal directions within sentences, and flow are all vital. If the writing does not flow naturally, try out different sentence structures until it sounds right. Use plain language, especially when expressing complicated ideas. Leave no room for readers to be unsure of your meaning. Cut out unnecessary words. Be sure of your tenses. Know your punctuation. Technical mistakes distract the reader and detract from your argument. Do not use “don’t”, “couldn’t” etc., unless in quotes. If you are inclined to verbose writing, please read and follow the advice in William Strunk and E.B. White’s classic *The Elements of Style*; if you are not, you should still read this short book.

Introduction: Introduce your full argument as early as possible. Tell the reader what they will be convinced of by the end of the paper (i.e. all the key points of your argument), and why they should believe you (i.e. the evidence you are going to use to convince them). Your introductory paragraph should lay out why the topic is important, what it is that is so puzzling that they should spend the time to read what you have to say. After this scene setter, you should then lay out the key points of your argument. If your argument is lengthy you may need to split the introduction up into paragraphs, and the general rule here is one sub-argument or group of sub-arguments with explanation and evidence per paragraph. Use common sense; when they get too long and unwieldy, split them up. If you end your paper with an opinion or personal view section, tell the reader that too, at the beginning.

Paragraphs: Each paragraph must have a topic sentence, which summarizes the main idea of the paragraph and relates to the thesis of the essay; the remainder of the paragraph expands on the topic sentence. Each paragraph and paper section must be clearly structured, logical, coherent, and well-reasoned, and clear to any reasonably educated reader. In the main body of your paper, each sub-argument deserves a separate paragraph with a lead sentence that introduces the paragraph. It is possible to combine the objectives of lead and topic sentences into one sentence. A good general rule is that when all of the lead/topic sentences of the entire paper are taken together, there should be a clear progression from one to the next, and they should reflect the argument of the paper as a whole. Each paragraph leader should be able to remind the reader of the entire argument, as laid out in the introduction, and it should use the same language and key terms. Even without reading the introduction, the reader should be able to understand the entire argument. It helps the structure of your paper if you visually reinforce it, for instance by indenting every new paragraph and clearly marking new sections with sub-titles and/or extra line-spacing.

Summary and Conclusion: The conclusion recapitulates the argument, suggests weaknesses and strengths of the analysis, and proposes ideas for moving forward. You should have a clear summary section that pulls together the key points and restates the strongest evidence used; this could be part of the conclusion or a summary section before the conclusion. While this is repetitive when writing short papers, it becomes crucial for longer papers. In the latter, it also helps to summarize throughout the paper, at the end of sections, to remind the reader of where they have got to in the argument. Do not introduce new arguments in your conclusion, but feel free to point out the implications your argument may entail or provide a look forward (unless you have dealt with this more comprehensively earlier).

Content: Define terms that are not self-evident. Precision is key. Only give information that is relevant to your argument; do not provide gratuitous information. Ground your argument in your sources. Weave theoretical concepts and ideas with supporting evidence – in quotation or paraphrase

form – for your claims. Proper citation is always required; unless otherwise instructed, use a recognized citation style consistently. Cite page numbers for direct quotes or assertions. Use quotes if they make the point better than you can with your own words, or if they reinforce your argument. Do not let quotes stand on their own; incorporate them into your narrative. Finally, anticipate how your argument may be challenged and present counter-points or qualifiers as appropriate. Cover your back. Take the opportunity to really persuade readers; do not let them dismiss your argument because you did not address obvious issues.

Good habits: Leave enough time for editing and rewriting. Read your paper out loud to yourself more than once. Print out your paper to proofread and make corrections; you may need to do this more than once. Get feedback by asking your friends to read your paper; if they do not understand the argument, you need to revise until they do.

For further writing instruction, students can consult the appendix to a widely-cited guide on methods in political science, which provides excellent advice on writing well-structured and clear undergraduate essays:

- Stephen Van Evera. 1997. *Guide to Methods for Students of Political Science*. Ithaca, NY: Cornell University Press, pp. 123-128. [[SFU library record](#)]⁵

11.2 Student learning resources

Resources for academic writing and learning can be found in the [Student Learning Commons](#) (SLC). There are free [workshops](#) on a variety of writing and learning topics and [one-to-one consultations](#). For writing assistance, it is recommended for students to visit SLC well before their assignment deadlines, as last-minute appointments may not be available and are unlikely to help. SLC also has a variety of [English as an Additional Language](#) courses and other services for undergraduate and graduate students. Further services for graduate students are available through the [Research Commons](#) and more library resources are available at <http://www.lib.sfu.ca/help>.

11.3 Reference management software

Specialized software is very useful for organizing source materials, notes and citations. There are many reference managers with various annotation capabilities, and some will also automatically organize PDF files for you. The SFU library has a discussion of [citation management software and tools](#) and will provide support for [Zotero](#) and [Mendeley](#), which are both free. Also free are [Endnote Basic](#), [Docear](#), [Qiqqa](#) (Windows only), and the web-based [citeulike](#). Reference managers for purchase or subscription include [Endnote](#), [RefWorks](#), [citavi](#) (Windows only; there is a limited free version), [Readcube](#), [Papers](#) (macOS only), and [Bookends](#) (macOS only). (If you use [L^AT_EX](#), bibliographies are best implemented with [bibtex](#), but this does not help with taking notes.)

⁵Google it, and you shall find many freely available reproductions of this short appendix.

12 Weekly Schedule

12.1 Addressing the past (January 4)

During this first session, we will discuss course objectives and the syllabus in detail, and work out logistics such as assignment of students to groups. Then we will spend the remaining time introducing our course topic. What is transitional justice? How have countries dealt with periods of gross human rights abuses? Responses to large-scale and systematic human rights violations during authoritarian regimes and violent conflicts often focus on criminal trials and truth commissions, but also include amnesties, vetting or lustration of state agents, memorialization, reparations, and traditional dispute resolution or restorative justice processes. What are the goals of transitional justice?

Required [64 pages + this syllabus]

- Martha Minow. 1998. *Between Vengeance and Forgiveness: Facing History After Genocide and Mass Violence*. Boston, MA: Beacon Press. Chapters 2 and 6: “Vengeance and Forgiveness” (9-24) and “Facing History” (118-147). [48 pages] [[SFU library record \(physical copy only\)](#); book is on Library Reserves; chapter 6 available on [Canvas](#)]
- Ruti G. Teitel. 2000. *Transitional Justice*. New York, NY: Oxford University Press. Chapter 1: “The rule of law in transition” (11-26). [16 pages] [[SFU library record; available online, up to 92 pages in PDF](#); book is on Library Reserves; see also section 12.4, section 12.6 and section 12.8]

12.2 Democratization and transitional justice choices (January 11)

This week we will begin our exploration of the politics of transitional justice. How do types of democratic transitions influence the possibility and type of transitional justice? What are obstacles to transitional justice?

Required [72 pages]

- Samuel P. Huntington. 1991. *The Third Wave: Democratization in the Late Twentieth Century*. Norman, OK: University of Oklahoma Press. Selection: “The torturer problem” (211-231). [21 pages] [[SFU library record \(physical copy only\)](#); available on [Canvas](#)]
- Alexandra Barahona de Brito, Carmen González Enríquez, and Paloma Aguilar, eds. 2001. *The Politics of Memory: Transitional Justice in Democratizing Societies*. Oxford, UK: Oxford University Press. Introduction (1-39) and concluding chapter (303-314). [51 pages] [[SFU library record; available online, up to 88 pages in PDF](#)]

Recommended

- Tricia D. Olsen, Leigh A. Payne, and Andrew G. Reiter. 2010. *Transitional Justice in Balance: Comparing Processes, Weighing Efficacy*. Washington, DC: United States Institute of Peace Press. Chapter 3: “The politics of transitional justice” (43-59). [17 pages] [[SFU library](#)]

[record \(physical copy only\)](#); book is on Library Reserves; chapter is available on [Canvas](#); see also section [12.3](#)]

12.3 Global developments and comparing transitional justice (January 18)

Since the 1970s, transitional justice has spread rapidly as a policy response in new democracies and then in countries affected by violent conflict. Why? What determines whether transitional justice is pursued and which mechanisms? How are different transitional justice mechanisms sequenced? How do post-authoritarian and post-conflict situations differ in their possibilities and needs for transitional justice? What is the role of international actors? Further, because this course relies on comparative analyses in its readings and assignments, this section also provides an introduction to methods in transitional justice research. How are transitional justice concepts and impacts measured? What are the methodological difficulties in analyzing transitional justice?

Required [88 pages]

- Naomi Roht-Arriaza and Javier Mariezcurrena, eds. 2006. *Transitional Justice in the Twenty-First Century: Beyond Truth Versus Justice*. Cambridge, UK: Cambridge University Press. Introduction (Roht-Arriaza): “The new landscape of transitional justice” (1-16) and chapter 13 (Ellen Lutz): “Transitional justice: Lessons learned and the road ahead” (325-341). [32 pages] [[SFU library record](#); [available online, up to 72 pages in PDF](#)]
- Tricia D. Olsen, Leigh A. Payne, and Andrew G. Reiter. 2010. *Transitional Justice in Balance: Comparing Processes, Weighing Efficacy*. Washington, DC: United States Institute of Peace Press. Skim chapter 5: “Justice from the outside in” (79-96) and read chapter 6: “Beyond the justice cascade” (97-108). [30 pages] [see section [12.2](#)]
- Oskar N. T. Thoms, James Ron, and Roland Paris. 2010. “State-Level Effects of Transitional Justice: What Do We Know?” *International Journal of Transitional Justice* 4 (3): 329–354. doi:[10.1093/ijtj/ijq012](#). [26 pages] [[SFU library record](#)]

Recommended

- Laurel E. Fletcher, Harvey M. Weinstein, and Jamie Rowen. 2009. “Context, Timing and the Dynamics of Transitional Justice: A Historical Perspective.” *Human Rights Quarterly* 31 (1): 163–220. doi:[10.1353/hrq.0.0058](#). [58 pages] [[SFU library record](#)]
- Hugo van der Merwe, Victoria Baxter, and Audrey R. Chapman, eds. 2009. *Assessing the Impact of Transitional Justice: Challenges for Empirical Research*. Washington, DC: United States Institute of Peace Press. Chapters 2 (Backer): “Cross-national comparative analysis” (23-89); 4 (van der Merwe): “Delivering Justice during transition: Research challenges” (115-142); and 5 (Chapman): “Approaches to studying reconciliation” (143-172). [125 pages] [[SFU library record \(physical copy only\)](#); book is on Library Reserves]
- Geoff Dancy and Eric Wiebelhaus-Brahm. 2015. “Timing, Sequencing, and Transitional Justice Impact: A Qualitative Comparative Analysis of Latin America.” *Human Rights Review* 16 (4): 321–342. doi:[10.1007/s12142-015-0374-2](#). [[SFU library record](#)]

- Leslie Vinjamuri and Jack L. Snyder. 2015. “Law and politics in transitional justice.” *Annual Review of Political Science* 18 (1): 303–327. doi:[10.1146/annurev-polisci-122013-110512](https://doi.org/10.1146/annurev-polisci-122013-110512). [20 pages] [[SFU library record](#)]

12.4 The politics of memory (January 25)

When does political memory play a constructive role in transitional societies? Does remembering help or hinder reconciliation?

Required [85 pages]

- Ruti G. Teitel. 2000. *Transitional Justice*. New York, NY: Oxford University Press. Chapter 3: “Historical justice” (69-118). [50 pages] [see section [12.1](#)]
- Elizabeth Jelin. 2007. “Public Memorialization in Perspective: Truth, Justice and Memory of Past Repression in the Southern Cone of South America.” *International Journal of Transitional Justice* 1: 138–156. doi:[10.1093/ijtj/ijm006](https://doi.org/10.1093/ijtj/ijm006). [19 pages] [[SFU library record](#)]
- Onur Bakiner. 2015a. “One truth among others? Truth commissions’ struggle for truth and memory.” *Memory Studies* 8 (3): 345–360. doi:[10.1177/1750698014568245](https://doi.org/10.1177/1750698014568245). [16 pages] [[SFU library record](#)]

12.5 Amnesties (February 1)

Transitions from authoritarianism and conflict have often involved amnesties. Are amnesties necessary for some transitions to succeed, and how would we know? What are their costs and benefits?

Required [98 pages]

- Jack L. Snyder and Leslie Vinjamuri. 2003. “Trials and Errors: Principle and Pragmatism in Strategies of International Justice.” *International Security* 28 (3): 5–44. doi:[10.1162/016228803773100066](https://doi.org/10.1162/016228803773100066). [40 pages] [[SFU library record](#)]
- Louise Mallinder. 2007. “Can Amnesties and International Justice be Reconciled.” *International Journal of Transitional Justice* 1 (2): 208–230. doi:[10.1093/ijtj/ijm020](https://doi.org/10.1093/ijtj/ijm020). [23 pages] [[SFU library record](#)]
- Geoff Dancy. 2018. “Deals with the Devil? Conflict Amnesties, Civil War, and Sustainable Peace.” *International Organization* 72 (2): 387–421. doi:[10.1017/s0020818318000012](https://doi.org/10.1017/s0020818318000012). [35 pages] [[SFU library record](#)]

Recommended

- Mark Freeman. 2009. *Necessary Evils: Amnesties and the Search for Justice*. New York, NY: Cambridge University Press. Selections from Part I: “The debate on amnesties,” sections 1-3 (10-32). [23 pages] [[SFU library record](#); [available online, up to 76 pages in PDF](#)]

12.6 Prosecutions (February 8)

Under what conditions are human rights prosecutions possible? What is the relationship between trials and truth, reconciliation, and justice? Do they help build rule of law and how? Is there a tradeoff between peace and justice?

Required [91 pages]

- Ruti G. Teitel. 2000. *Transitional Justice*. New York, NY: Oxford University Press. Chapter 2: “Criminal justice” (27-68). [42 pages] [see section [12.1](#)]
- Kathryn A. Sikkink. 2011. *The Justice Cascade: How Human Rights Prosecutions are Changing World Politics*. New York, NY: Norton. Chapter 6: “Global Deterrence and Human Rights Prosecutions” (162-188). [27 pages] [[SFU library record \(physical copy only\)](#)]; chapter is available on [Canvas](#); book is on Library Reserves]
- Bronwyn Anne Leebaw. 2012. “Review of Kathryn Sikkink’s *The Justice Cascade*.” *Journal of Human Rights* 11 (2): 301–307. doi:[10.1080/14754835.2012.675517](https://doi.org/10.1080/14754835.2012.675517). [6 pages]
- David Mendeloff. 2012. “Deterrence, Norm Socialization, and the Empirical Reach of Kathryn Sikkink’s *The Justice Cascade: How Human Rights Prosecutions Are Changing World Politics*.” *Journal of Human Rights* 11 (2): 289–295. doi:[10.1080/14754835.2012.675502](https://doi.org/10.1080/14754835.2012.675502). [6 pages]
- Jelena Subotić. 2012. “Review of Kathryn Sikkink’s *The Justice Cascade*.” *Journal of Human Rights* 11 (2): 296–300. doi:[10.1080/14754835.2012.675542](https://doi.org/10.1080/14754835.2012.675542). [4 pages]
- Leslie Vinjamuri. 2012. “Review of Kathryn Sikkink’s *The Justice Cascade: How Human Rights Prosecutions Are Changing World Politics*.” *Journal of Human Rights* 11 (2): 283–288. doi:[10.1080/14754835.2012.675501](https://doi.org/10.1080/14754835.2012.675501). [6 pages]

Recommended

- Geoff Dancy and Eric Wiebelhaus-Brahm. 2018. “The Impact of Criminal Prosecutions during Intrastate Conflict.” *Journal of Peace Research* 55 (1): 47–61. doi:[10.1177/0022343317732614](https://doi.org/10.1177/0022343317732614). [15 pages] [[SFU library record](#)]

12.7 Truth-telling (February 15)

Why is establishing an official record important to democratization? How can truth commissions establish “the truth” and provide accountability? How is truth-telling related to other transitional justice mechanisms? Is there a tradeoff between truth and justice? What are the effects of truth-telling?

Required [105 pages]

- Robert I. Rotberg and Dennis Thompson, eds. 2000. *Truth v. Justice: The Morality of Truth Commissions*. Princeton, NJ: Princeton University Press. Chapter 4 (Elizabeth Kiss): “Moral

ambition within and beyond political constraints: Reflections on restorative justice” (68-98). [26 pages] [[SFU library record \(physical copy only\)](#)]; book is on Library Reserves; available on [Canvas](#)]

- Priscilla B. Hayner. 2011. *Unspeakable Truths: Transitional Justice and the Challenge of Truth Commissions*. 2nd ed. New York, NY: Routledge. Chapters 3: “Why a truth commission?” (19-26) and 8: “Truth and justice: A careful but critical relationship” (91-109). [27 pages] [[SFU library record \(physical copy only\)](#)]; book is on Library Reserves; chapters available on [Canvas](#)]
- Onur Bakiner. 2015b. *Truth Commissions: Memory, Power, and Legitimacy*. Philadelphia, PA: University of Pennsylvania Press. Chapters 2: “Speaking Truth to Power? The Politics of Truth Commissions” (44-61) and 4: “Truth Commission Impact: An Assessment of How Commissions Influence Politics and Society” (87-113). [45 pages] [[SFU library record; available online, in PDF](#)]
- Sisonke Msimang. 2018. “All Is Not Forgiven: South Africa and the Scars of Apartheid.” *Foreign Affairs* 97 (1): 28–34. [7 pages] [[SFU library record](#)]

Recommended

- David Mendeloff. 2004. “Truth-Seeking, Truth-Telling, and Postconflict Peacebuilding: Curb the Enthusiasm?” *International Studies Review* 6 (3): 355–380. doi:[10.1111/j.1521-9488.2004.00421.x](#). [46 pages] [[SFU library record](#)]
- Eric Wiebelhaus-Brahm. 2010. *Truth Commissions and Transitional Societies: The Impact on Human Rights and Democracy*. New York, NY: Routledge. Chapters 1-2 (3-31) and 7-8 (129-162). [63 pages] [[SFU library record; available online, up to 60 pages in PDF](#)]

Reading Week: no class (February 22)

due March 1: final essay proposal

12.8 Forward-looking reforms (March 1)

Reforms include the removal of abusive state agents from positions of power, reorienting the mission of security forces, and improving the independence and functioning of judiciaries so that they provide accountability for abuses of power. To what extent do transitional justice processes help such reforms? What is lustration and how does it differ from vetting? Do these reforms improve democracy and the rule of law?

Required [100 pages]

- Ruti G. Teitel. 2000. *Transitional Justice*. New York, NY: Oxford University Press. Chapter 5: “Administrative justice” (149-189). [41 pages] [see section [12.1](#)]

- Charles T. Call, ed. 2007. *Constructing Justice and Security After War*. Washington, DC: US Institute of Peace Press. Concluding chapter (375-407). [33 pages] [[SFU library record \(physical copy only\)](#)]; book is on Library Reserves; chapter is available on [Canvas](#)]
- Cynthia M. Horne. 2014. "The Impact of Lustration on Democratization in Postcommunist Countries." *International Journal of Transitional Justice* 8 (3): 496–521. doi:[10.1093/ijtj/iju011](#). [26 pages] [[SFU library record](#)]

Recommended

- Roman David. 2006. "From Prague to Baghdad: Lustration Systems and their Political Effects." *Government and Opposition* 41: 347–372. doi:[10.1111/j.1477-7053.2006.00183.x](#). [26 pages] [[SFU library record](#)]
- Alexander Mayer-Rieckh and Pablo de Greiff, eds. 2007. *Justice as Prevention: Vetting Public Employees in Transitional Societies*. New York, NY: Social Science Research Council. Chapter 12 (Mayer-Rieckh): "On preventing abuse: Vetting and other transitional reforms" (483-520). [38 pages] [[available online from SSRC, in PDF](#)]

12.9 International trials as transitional justice (March 8)

From Nuremberg to the International Criminal Court, how has international criminal justice developed? What are the impacts of international tribunals and courts on human rights, rule of law and reconciliation? Do they help or hinder ending violent conflicts?

Required [102 pages]

- Christopher Rudolph. 2017. *Power and Principle: The Politics of International Criminal Courts*. Ithaca, NY: Cornell University Press. Chapter 1: "Power and Principle from Nuremberg to The Hague" (15-56). [42 pages] [[SFU library record; available online, in PDF](#)]
- Geoff Dancy and Florencia Montal. 2017. "From Law versus Politics to Law in Politics: A Pragmatist Assessment of the ICC's Impact." *American University International Law Review* 32 (3): 645–705. [60 pages] [[access via SFU library](#)]

Recommended

- Gary Jonathan Bass. 2000. *Stay the Hand of Vengeance: The Politics of War Crimes Tribunals*. Princeton, NJ: Princeton University Press. Chapters 5: "Nuremberg" (147-205) and 6: "The Hague" (206-275). [[SFU library record \(physical copy only\)](#)]; book is on Library Reserves]
- Janine Natalya Clark. 2014. *International Trials and Reconciliation: Assessing the Impact of the International Criminal Tribunal for the Former Yugoslavia*. New York, NY: Routledge. Introduction, chapters 1-2 (21-57), 8 and conclusion (183-210). [65 pages] [[SFU library record; available online, in PDF](#)]

- James Meernik. 2016. *International Tribunals and Human Security*. London, UK: Rowman & Littlefield. Chapters 3-4 (67-128). [62 pages] [[SFU library record](#); [available online, up to 62 pages in PDF \(single user access\)](#)]

12.10 Back to the past (March 15)

What do we know about the long-term effects of accountability and memorialization processes from cases such as post-WWII Germany? What is victor's justice and can it build rule of law?

Required [90 pages]

- Devin O. Pendas. 2009. "Seeking justice, finding law: Nazi trials in postwar Europe." *The Journal of Modern History* 81 (2): 347–368. doi:[10.1086/598922](#). [22 pages] [[access via SFU library](#)]
- Peter H. Maguire. 2010. *Law and War: International Law & American History*. 2nd ed. New York, NY: Columbia University Press. Chapter 5: "Nuremberg: A Cold War Conflict of Interest" (159-178). [20 pages] [[SFU library record](#); [available online, up to 90 pages in PDF](#)]
- Anja Mihr. 2017. "Regime Consolidation through Transitional Justice in Europe: The Cases of Germany, Spain and Turkey." *International Journal of Transitional Justice* 11 (1): 113–131. doi:[10.1093/ijtj/ijx003](#). [19 pages] [[SFU library record](#)]
- Ruth Wittlinger. 2018. "A 'model of reconciliation'? Fifty years of German–Israeli relations." *Cooperation and Conflict* 53 (4): 507–527. doi:[10.1177/0010836717750200](#). [21 pages] [[SFU library record](#)]
- Richard J. Evans. 2018. "From Nazism to Never Again: How Germany Came to Terms with Its Past." *Foreign Affairs* 97 (1): 8–15. [8 pages] [[SFU library record](#)]

Recommended

- Sanya Romeike. 2016. *Transitional Justice in Germany after 1945 and after 1990*. Nürnberg, Germany: International Nuremberg Principles Academy. https://www.nurembergacademy.org/fileadmin/media/pdf/news/Transitional_Justice_in_Germany.pdf.

12.11 Transitional justice without transition? (March 22)

In what ways may transitional justice be relevant to providing redress for historical injustices in established democracies, such as settler societies in Australia and Canada? What are the risks?

Required [84 pages]

- Courtney Jung. 2010. "Canada and the legacy of the Indian residential schools: Transitional justice for Indigenous peoples in a nontransitional society." Ch. 7 in *Identities in transition: Challenges for transitional justice in divided societies*, ed. by Paige Arthur, 217–250. New York: Cambridge University Press. [34 pages] [[SFU library record \(physical copy only\)](#); chapter is available on [Canvas](#)]

- Nicola Henry. 2015. “From Reconciliation to Transitional Justice: The Contours of Redress Politics in Established Democracies.” *International Journal of Transitional Justice* 9 (2): 199–218. doi:[10.1093/ijtj/ijv001](https://doi.org/10.1093/ijtj/ijv001). [20 pages] [[SFU library record](#)]
- Chris Cunneen. 2016. “When does transitional justice begin and end? Colonised peoples, liberal democracies and restorative justice.” Ch. 11 in *Restorative Justice in Transitional Settings*, ed. by Kerry Clamp, 190–210. Abingdon, UK: Routledge. [18 pages] [[SFU library record \(physical copy only\)](#)]; chapter is available on [Canvas](#)]
- Ravi de Costa. 2017. “Discursive institutions in non-transitional societies: The Truth and Reconciliation Commission of Canada.” *International Political Science Review* 38 (2): 185–199. doi:[10.1177/0192512116667729](https://doi.org/10.1177/0192512116667729). [12 pages] [[SFU library record](#)]

Recommended

- Jennifer Balint, Julie Evans, and Nesam McMillan. 2014. “Rethinking transitional justice, redressing indigenous harm: A new conceptual approach.” *International Journal of Transitional Justice* 8 (2): 194–216. doi:[10.1093/ijtj/iju004](https://doi.org/10.1093/ijtj/iju004). [22 pages] [[SFU library record](#)]

No class on March 29 due to instructor’s conference attendance.

We will make arrangements for the final class session early in the semester.

12.12 Student presentations (April 5)

Presentations of students’ research paper projects, peer review, and course wrap up.

due April 11, 9am: final essay