

SPECIAL TOPICS: TRANSITIONAL JUSTICE IN COMPARATIVE PERSPECTIVE**POLI 432****Adam Kochanski****Winter 2021****SYLLABUS**

Professor: Adam Kochanski
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Virtual Office Hours via Zoom: Mondays, 12:00-1:00 p.m. (EST)
Wednesdays, 4:00-5:00 p.m. (EST)
or by appointment

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Any questions sent via e-mail ought to receive a response within two working days (weekends excluded).
NOTE: inquiries must respect a principle of courteous, appropriate, and non-threatening communication.

On myCourses: Yes

COURSE DESCRIPTION

This course provides an introduction to the theory and practice of transitional justice (TJ). It explores key decisions and dilemmas facing countries in the aftermath of large-scale episodes of political violence – including, but not limited to, civil war, genocide, and authoritarian rule – in a comparative perspective, drawing on case studies from around the world. The course begins with a conceptual and historical genealogy of the field. It then uses this foundation to survey instruments in the TJ “toolkit” (e.g. trials, truth commissions, reparations, and so on). The final weeks of the course shift to key topics in the field ranging from politics, to identity, to gender, to the role of civil society, and ultimately pushes students to critically appraise the teleological foundations of the field and its applicability to non-transitional settings.

Following upon the introductory session, the remainder of the course is divided into three main sections:

- I. Conceptual and Historical Underpinnings
- II. Instruments
- III. Contradictions, Dilemmas and Shortcomings

SENSITIVE CONTENT STATEMENT

Content warning: The field of transitional justice touches on sensitive subjects such as war crimes, crimes against humanity, and genocide. Please be aware that some of the course content may be disturbing for some students, but it has been included in the course because it directly relates to the learning outcomes. Please contact the instructor if you have specific concerns about this.

COURSE REQUIREMENTS

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Components of Final Mark

Assignment	Weight	Due Date
Reading Responses or Twitter	10 %	Every Wednesday by 12 p.m. (EST)
Conference Participation	10 %	Weekly as of Week 4
Analytic Reflections	30 % (2 x 15 %)	February 1 March 15
Country Reports (Video)	20 %	By 5 p.m. (EST) on the Wednesday <u>before</u> the case study is scheduled to be discussed in class
Essay	30 %	April 15

NOTE: All written assignments must be typed in Times New Roman 12-point font with one-inch margins all around.

LECTURES

This is a lecture-based course. Pre-recorded lectures and other audiovisual materials, which you will be able to listen to and/or watch on a flexible timeline, will be uploaded to myCourses. Weekly lectures will typically be up to 50 minutes in length but will be split into shorter segments (10 to 12 minutes in length) – i.e. four to five recordings will be uploaded and not one single 50-minute-long lecture. At times, weekly lectures may be substituted by other audiovisual materials (e.g. podcasts, videos) or with a guest speaker.

READINGS

Readings are available for download on myCourses and through McGill's online library catalogue. Please complete all of the lecture materials and readings for the week by the morning of your conference session.

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CONFERENCES

Conferences will commence in Week 4. At the start of term, I will survey the class to identify time zones and gather any other relevant information in order to set up the conference schedule. Please register for a conference as soon as the schedule is released – you must attend the conference in which you are enrolled. Enrollment in each conference will be on a first-come, first-served basis and capped at 20 students. There will be several conference formats that will be made available:

1. *In Person*. The professor will lead two in-person conferences at fixed times on Wednesdays. Masks will be required during these sessions and students will need to respect physical distancing rules. If this

is not feasible due to public health restrictions, these sessions will be moved to a Zoom conference and amended as the situation evolves.

2. *Via Zoom.* The TA will conduct the remaining conferences via Zoom. These will be scheduled outside the original course time slots to accommodate those who are not on campus, in a different time zone or are uncomfortable with in-person sessions.
3. *Via MS Teams.* If necessary, we will organize one conference as a group chat using MS Teams from Wednesday at 5 p.m. through Friday at 5 p.m. (EST). *This option is only be available for students without regular or reliable internet access or who otherwise require this flexible accommodation – please do not register for this conference unless you fit into this category and have spoken with me.*

The conference format you select will not have any bearing on your grade (e.g. enrolling in the in-person option will not put students at a competitive advantage over their peers in the remote Zoom conferences).

Participation in these discussion-based meetings is mandatory. Students will be expected to come prepared for each session to contribute to a critical, meaningful, and informed dialogue. *This means having viewed the lecture materials and read the required readings.* To encourage attendance and free-flowing exchange, Zoom conferences will not be recorded. Participants should turn on their cameras during the conference, use the raise hand function to ask questions/intervene and unmute their audio when called upon to speak (which should otherwise be muted).

ASSESSMENT METHODS

Reading Responses or Twitter Engagement (10%)

Option #1: Reading Responses

I will post questions, which will often form the basis of our conferences, each week on myCourses starting in **Week 4**. Please select ONE of these questions each week and submit your short, thoughtful response (100-150 words) using the *Assignments* link. Your responses must explicitly reference topics or concepts raised in that week's readings. No citations or bibliography required.

Option #2: Twitter Threads

Instead of preparing written reading responses, students have an alternative option to post Twitter threads (min 3 consecutive ~280-character Tweets). The thread should (1) draw our attention to a non-scholarly source (e.g. an Op-Ed, blog post, etc.) and (2) relate the linked source to ONE of the questions using the same criteria as outlined above. Students must use the hashtag **#POLI432** to make their threads easily identifiable both for grading purposes and for other students to follow.

Responses and/or threads are to be posted by 12 p.m. every Wednesday. They will receive a pass/fail grade (pass for completing the assignment, fail for late submissions or not submitting at all). The objective is to get students thinking critically about course material ahead of conferences and in preparation for longer assignments, as well as to connect theory to practice. There will be 11 opportunities to submit responses. You can miss one week without being penalized – no questions asked!

NOTE: Students are not bound to one option; some weeks they may choose to upload a reading response, other weeks they may elect to post a thread on Twitter.

Conference Participation (10%)

Your participation grade will be based on conference attendance and active and informed involvement in discussions. You are expected to complete all the required readings before each conference and to actively and thoughtfully engage with the weekly themes. You will be assessed on the quality of your contribution. A quality contribution demonstrates familiarity and critical engagement with the course material, as well as respect for others' opinions. Conferences will often use a question-based approach to give each student

an opportunity to intervene. Participation will be graded each week out of 5, with your final grade being the average x 2: 0 for non-attendance (you can miss one conference without penalty); 1 for attendance; 3 for minimal participation; 5 for quality participation. (E.g. if your average conference grade is 3.5 out of 5 then your final participation grade will be $3.5 \times 2 = 7\%$.)

Analytic Reflections (2 x 15% = 30%)

Over the course of the term you will prepare two 2-page single-spaced analytic reflections (roughly 1,000 words each). The first paper will address the course materials covered in Weeks 1 to 3. The second paper will speak to the themes and readings in Weeks 4 to 9. They are to be submitted via myCourses by 5 p.m. (EST) on **February 1** and **March 15**.

You should start your reflection piece by identifying your own discussion question(s) that you will answer by engaging with the various weekly themes and readings. The papers should be structured as a short and coherent essay, organized around a central argument. They should not simply summarize the readings, but instead should identify one or two key issues and provide critical analysis of the readings through that lens. A critical analysis might, for example, explore the principal themes in the readings, compare one or two TJ instruments (e.g. trials versus truth commissions), problematize key assumptions and/or discuss strengths and weaknesses of disparate approaches. Citations and a bibliography are not necessary, given you will be relying exclusively on the course readings for this assignment.

Country Reports (Video) (20%)

At the start of semester, I will circulate a list of case studies that students can sign up for (while there will be some overlap in presentations, to ensure full coverage, case studies will be capped at 3 students). This creative assignment is modelled on the “Three Minute Thesis” (3MT) format. Your task is to prepare a slightly longer five-minute presentation. Your presentation will provide a concise and penetrating report of the country’s experience with TJ. Given that 5 minutes is not a lot of time, each word should be chosen with purpose and intention. Your sentences should be crisp and delivered purposefully. You may or may not decide to supplement your oral remarks with some visual aids, such as a few PowerPoint slides or illustrations. Each week I will post ONE exemplary country report per assigned case study on myCourses. Students are expected to watch this video in preparation for class. Your video should be submitted via myCourses by 5 p.m. (EST) the Wednesday before your case study is scheduled for class (e.g. if your case study is scheduled to be covered in Week 4, you must submit your assignment by Wednesday of Week 3).

Your video should:

- Provide a brief, high-level overview of the case study and the nature of the transition (I cannot stress this enough: do not get bogged down in detail here – max 1 min).
- Give a synopsis of the TJ instruments that have been enacted (or not) and connect the case study to the week’s concepts and theme (this is the heart of the presentation – about 2-3 min).
- Provide an assessment of the strengths and weakness of the country’s approach (remaining time).

Essay (30%)

This paper (8-10 pages, double-spaced plus bibliography) will allow you to examine a current issue in TJ (e.g. the International Criminal Court, a truth commission, a reparations programme, a memorialization project, civil society, gender-based violence, victim participation). The essay presents an opportunity to delve deeper into a topic that interests you – whether conceptually, theoretically, or empirically through a case study (either by expanding on one of the case studies discussed in class or using another example). While writing styles might differ, the hallmark of a good essay is a well-structured paper with a clear and identifiable question and argument. Students are strongly encouraged to speak with the professor about their essay topic before beginning their research. Your essay should be submitted via myCourses by 5 p.m. (EST) on **April 15**.

POLICY ON LATE ASSIGNMENTS

Analytic Reflections: Late analytic reflections submitted up to one week after the due date shall receive a maximum grade of B+. Assignments submitted by the last day of term (April 15) will receive a maximum grade of C. Analytic reflections will not be accepted after this date.

Country Reports (Video): This is a time-sensitive assignment, as your classmates are counting on you to complete your presentation on time for conferences. Country reports not submitted on time will receive a maximum grade of B+. Videos will not be accepted one week after the due date.

Essay: Late essays submitted up to one week past the deadline (by April 22) will receive a maximum grade of B+. Essays will not be accepted after April 22.

All regrade requests must be provided in writing. Please note grades on regraded assignments may go up, down or remain the same.

POLICY ON LANGUAGE AND ASSESSMENT

LANGUAGE OF SUBMISSION

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.

ASSESSMENT POLICY STATEMENT

The [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations.

ACADEMIC DISHONESTY

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures" (see [McGill's guide to academic honesty](#) for more information).

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without obtaining the written consent of the professors concerned.

The onus is on each student to know and comply with the University's regulations on academic fraud.

ADDITIONAL INFORMATION

NETIQUETTE STATEMENT

The University recognizes the importance of maintaining teaching spaces that are respectful and inclusive for all those involved. To this end, offensive, violent or harmful language arising in contexts such as the following may be cause for disciplinary action:

1. Username (use only your legal or preferred name)
2. Visual backgrounds
3. “Chat” boxes

To maintain a clear and uninterrupted learning space for all, you should keep your microphone muted throughout your class, unless invited by the instructor to speak. You should follow instructors’ directions about the use of the “chat” function on remote learning platforms.

INCLUSIVE LEARNING ENVIRONMENT

As the instructor of this course, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the [Office for Students with Disabilities](#), 514-398-6009.

INDIGENOUS LAND STATEMENT

Given the centrality of *acknowledgement* in transitional justice, it is especially important to recognize:

McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

L’Université McGill est sur un emplacement qui a longtemps servi de lieu de rencontre et d’échange entre les peuples autochtones, y compris les nations Haudenosaunee et Anishinabeg. Nous reconnaissons et remercions les divers peuples autochtones dont les pas ont marqué ce territoire sur lequel les peuples du monde entier se réunissent maintenant.

HOW TO READ AND PREPARE FOR THIS COURSE

This is a challenging, reading-intensive course.

It is vital you complete the required readings to contextualize the pre-recorded lectures. Once we shift to conferences in Week 4, it will be expected you come prepared to discuss each reading in class. As a guide, ask yourself the following questions when you have finished each reading:

1. I understand the argument of the author to be the following... How does the author support his or her conclusions?
2. The following are the key concepts and terms that I noticed were in the reading... Are any of these unclear?
3. Has this article introduced new ideas or made me think differently about a particular topic?
4. Do I agree or disagree with the argument? Why or why not?
5. What additional questions does the argument or information raise?
6. How does this reading relate to other assigned readings and concepts discussed in class?
7. What are the implications of the author’s argument in relation to other authors, concepts, theories and/or methods?

COURSE OUTLINE

I. Historical and Conceptual Underpinnings

Week 1 January 11-15

Lecture 1: *Introduction to the Course*

This will be a fixed live session via Zoom on Monday, January 11th at 11:30 a.m. (EST)

Lecture 2: *What is Transitional Justice?*

International Center for Transitional Justice, "[What is Transitional Justice?](#)", 2020.

Paige Arthur, "How 'Transitions' Reshaped Human Rights: A Conceptual History of Transitional Justice," *Human Rights Quarterly* 31 (2) (2009): 321–67.

Marcos Zunino, *Justice Framed: A Genealogy of Transitional Justice* (New York: Cambridge University Press, 2019), Chapter 2.

Week 2 January 18-22

Lecture 3: *Why Transitional Justice?*

International Center for Transitional Justice, "[Why Transitional Justice?](#)", 10 July 2012, YouTube video, 03:15.

Martha Minow, *Between Vengeance and Forgiveness* (Boston: Beacon Press, 1998), Chapter 2.

Lecture 4: *Transitional Justice Genealogies*

Ruti G. Teitel, "Transitional Justice Genealogy," *Harvard Human Rights Journal* 16 (1) (2003): 69–94.

Marcos Zunino, *Justice Framed: A Genealogy of Transitional Justice* (New York: Cambridge University Press, 2019), Chapter 3.

Week 3 January 25-29

Lecture 5: *From Impunity to Accountability*

Kathryn Sikkink and Hun Joon Kim, "The Justice Cascade: The Origins and Effectiveness of Prosecutions of Human Rights Violations," *Annual Review of Law and Social Science* 9 (1) (2013): 269–85.

Amnesty International, "[How General Pinochet's detention changed the meaning of justice.](#)" 16 October 2013.

Lecture 6: *Retributive Justice, Restorative Justice and Distributive Justice*

Janine Natalya Clark, "The Three Rs: Retributive Justice, Restorative Justice, and Reconciliation," *Contemporary Justice Review* 11 (4) (2008): 331–50.

Rama Mani, *Beyond Retribution: Seeking Justice in the Shadows of War* (Cambridge: Polity Press, 2002), Chapter 5.

II. Instruments

Week 4 February 1-5

Conferences begin this week as per conference schedule

Lectures 7 & 8: *International Courts*

Christopher Rudolph, "Constructing an Atrocities Regime: The Politics of War Crimes Tribunals", *International Organization* 55 (3) (2001): 655–91.

Coalition for the International Criminal Court, "[The ICC in 3 minutes.](#)" 6 May 2016, YouTube video, 03:38.

Kirsten Ainley, "The International Criminal Court on trial," *Cambridge Review of International Affairs* 24 (3) (2011): 309–33.

Jean-Baptiste Jeangène Vilmer, "The African Union and the International Criminal Court: counteracting the crisis," *International Affairs* 92 (6) (2016): 1319–42.

Recommended:

International Criminal Court, "[Rome Statute of the International Criminal Court.](#)" A/CONF.183/9, New York, 17 July 1998.

Available cases: Kenya, Libya

Week 5 February 8-12

Lectures 9 & 10: *Hybrid and Domestic Courts*

Elena Naughton, "Committing to Justice for Serious Human Rights Violations: Lessons from Hybrid Tribunals" (New York: International Center for Transitional Justice, 2018), pp 5–27.

Human Rights Watch, "[The Trial of Hissène Habré.](#)" 6 December 2017, YouTube video, 10:20.

Mark Kersten, "As the pendulum swings – the revival of the hybrid tribunal," in *International Practices of Criminal Justice: Social and Legal Perspectives*, ed. Mikkel Jarle Christensen and Ron Levi (New York: Routledge, 2017).

Susan Kemp, "Guatemala Prosecutes former President Ríos Montt: New Perspectives on Genocide and Domestic Criminal Justice," *Journal of International Criminal Justice* 12 (1) (2014): 133–56.

Available cases: Chad, Guatemala

Week 6 February 15-19

Lectures 11 & 12: *Truth Commissions*

Jeremy Sarkin, "Redesigning the Definition a Truth Commission, but Also Designing a Forward-Looking Non-Prescriptive Definition to Make Them Potentially More Successful," *Human Rights Review* 19 (3) (2018): 349–68.

Kelebogile Zvobgo, "Demanding Truth: The Global Transitional Justice Network and the Creation of Truth Commissions," *International Studies Quarterly* 64 (3) (2020): 609–25.

Onur Bakiner, "Truth Commission Impact: An Assessment of How Commissions Influence Politics and Society," *International Journal of Transitional Justice* 8 (1) (2014): 6–30.

Available cases: Morocco, Peru

Week 7 February 22-26

Lectures 13 & 14: *Reparations*

Pablo de Greiff, "Repairing the Past: Compensation for Victims of Human Rights Violations," in *The Oxford Handbook of Reparations*, ed. Pablo de Greiff (Oxford: Oxford University Press, 2006), 1–18.

International Criminal Court, "[Trust Fund for Victims.](#)" 23 May 2012, YouTube video, 15:18.

Frédéric Mégret, “The International Criminal Court Statute and the Failure to Mention Symbolic Reparations,” *International Review of Victimology* 16 (2) (2009): 127–47.

Available cases: Côte d’Ivoire, Germany

Week 8 March 1-5

Reading Week

Week 9 March 8-12

Lecture 15: *Lustration*

Monika Nalepa, “Lustration,” in *Encyclopedia of Transitional Justice*, Vol. 1, ed. Lavinia Stan and Nadya Nedelsky (Cambridge: Cambridge University Press), 46–51.

Cynthia M. Horne, “The Impact of Lustration on Democratization in Postcommunist Countries,” *International Journal of Transitional Justice* 8 (3) (2014): 496–521.

Available cases: Czech Republic, Hungary

Lecture 16: *Amnesties*

Louise Mallinder, “Amnesties’ Challenge to the Global Accountability Norm? Interpreting Regional and International Trends in Amnesty Enactment,” in *Amnesty in the Age of Human Rights Accountability: Comparative and International Perspectives*, ed. Francesca Lessa and Leigh A. Payne (New York: Cambridge University Press, 2012).

International Center for Transitional Justice, [“With Amnesty Law Overturned in El Salvador, Prosecutors Must Work with Victims to Investigate Civil War Atrocities.”](#) 21 July 2016.

Recommended:

Francesca Lessa, Tricia D. Olsen, Leigh A. Payne, Gabriel Pereira and Andrew G. Reiter, “Overcoming Impunity: Pathways to Accountability in Latin America,” *International Journal of Transitional Justice* 8 (1) (2014): 75–98.

Available cases: El Salvador, Mozambique

III. Contradictions, Dilemmas and Shortcomings

Week 10 March 15-19

Lecture 17: *Does Transitional Justice Work?*

Oskar N. T. Thoms, James Ron and Roland Paris, “State-Level Effects of Transitional Justice: What Do We Know?”, *International Journal of Transitional Justice* 4 (3) (2010): 329–54.

Geoff Dancy, Bridget E. Marchesi, Tricia D. Olsen, Leigh A. Payne, Andrew G. Reiter and Kathryn Sikkink, “Behind Bars and Bargains: New Findings on Transitional Justice in Emerging Democracies,” *International Studies Quarterly* 63 (1) (2019): 99–110.

Available cases: Chile, South Africa

Lecture 18: *Timing, Scaling and Sequencing*

Ryerson Christie and Gilberto Algar-Faria, “Timely Interventions: Temporality and Peacebuilding,” *European Journal of International Security* 5 (2) (2020): 155–78.

Alexander Dukalskis, “Interactions in Transition: How Truth Commissions and Trials Complement or Constrain Each Other,” *International Studies Review* 13 (3) (2011): 432–51.

Available cases: Sierra Leone, Timor-Leste

Week 11 March 22-26

Lecture 19: *The “Local Turn” in Transitional Justice*

Dustin N. Sharp, “Interrogating the Peripheries: The Preoccupations of Fourth Generation Transitional Justice,” *Harvard Human Rights Journal* 26 (1) (2013): 149–78.

Adam Kochanski, “The ‘Local Turn’ in Transitional Justice: Curb the Enthusiasm,” *International Studies Review* 22 (1) (2020): 26–50.

Available cases: Rwanda, Uganda

Lecture 20: *Civil Society*

Paige Arthur and Christalla Yakinthou, “Introduction: Changing Contexts of International Assistance to Transitional Justice,” in *Transitional Justice, International Assistance, and Civil Society*, ed. Paige Arthur and Christalla Yakinthou (New York: Cambridge University Press).

Paul Gready and Simon Robins, “Rethinking civil society and transitional justice: lessons from social movements and ‘new’ civil society,” *The International Journal of Human Rights* 21 (7) (2017): 956–75.

Available cases: Argentina, South Korea

Week 12 March 29-April 1

Lecture 21: *Transitional or “Transformative” Justice?*

Paul Gready and Simon Robins, “From Transitional to Transformative Justice: A New Agenda for Practice,” *International Journal of Transitional Justice* 8 (3) (2014): 339–61.

Available cases: Nepal, Northern Ireland

Lecture 22: *The Invisibility of the Economic in Transitional Justice*

Zinaida Miller, “Effects of Invisibility: In Search of the ‘Economic’ in Transitional Justice,” *International Journal of Transitional Justice* 2 (3) (2008): 266–91.

Daniela Lai, *Socioeconomic Justice: International Intervention and Transition in Post-war Bosnia and Herzegovina* (New York: Cambridge University Press, 2020), Chapter 2.

Available cases: Bosnia and Herzegovina, Liberia

Week 13 April 6-9

Lecture 23: *The Politics of Transitional Justice*

Jelena Subotic, “The Paradox of International Justice Compliance,” *International Journal of Transitional Justice* 3 (3) (2009): 362–83.

Meredith Loken, Milli Lake and Kate Cronin-Furman, “Deploying Justice: Strategic Accountability for Wartime Sexual Violence,” *International Studies Quarterly* 62 (4) (2018): 751–64.

Available cases: Cambodia, Sri Lanka

Lecture 24: *Victimhood, Identity and Agency*

Erin K. Baines, “‘Today, I Want to Speak out the Truth’: Victim Agency, Responsibility and Transitional Justice,” *International Political Sociology* 9 (4) (2015): 316–32.

Adriana Rudling, “‘I’m Not that Chained-Up Little Person’: Four Paragons of Victimhood in Transitional Justice Discourse,” *Human Rights Quarterly* 41 (2) (2019): 421–40.

Available cases: Colombia, Lebanon

Week 14 April 12-15

Please note that Thursday, April 15 will follow a Monday schedule

Lecture 25: *Gender and Transitional Justice*

Annika Björkdahl and Johanna Mannergren Selimovic, “Gendering agency in transitional justice,” *Security Dialogue* 46 (2) (2015): 165–82.

Recommended:

Ruth Rubio-Marín and Pablo de Greiff, “Women and Reparations,” *International Journal of Transitional Justice* 1 (3) (2007): 318–37.

Available cases: Canada, DRC

Lecture 26: *The Elasticity of the Concept of Transitional Justice*

Joanna R. Quinn, “Whither the “Transition” of Transitional Justice?”, *Interdisciplinary Journal of Human Rights Law* 8 (1) (2014/2015): 63–79.

Ghuna Bdiwi, “[Attempting Justice within Conflict: How Has Syria Influenced Contemporary Conceptions of Transitional Justice?](#)”, *The Tahrir Institute for Middle East Policy*, 8 November 2019.

Zinaida Miller, “[Transitional Justice, Race, and the United States.](#)” *Just Security*, 30 June 2020.

Available cases: United States, Syria

GRADING AND GRADE POINT AVERAGES

The course is graded according to the alpha-numeric scale, but your official grade will be the letter grade. The University assigns grade points to letter grades according to the table below:

Grades	Grade Points	Numerical Scale of Grades
A	4.0	85 - 100%
A-	3.7	80 - 84%
B+	3.3	75 - 79%
B	3.0	70 - 74%
B-	2.7	65 - 69%
C+	2.3	60 - 64%
C	2.0	55 - 59%
D	1.0	50 - 54%
F (Fail)	0	0 - 49%

MARKING SCHEME

(Mark Descriptive Equivalent for Course Work and Class Assignments)

A Outstanding

The below + considerable amount of critical analysis/originality, clear expression and faultless grammar.

A- Excellent

The below + some critical analysis/originality, clear expression and faultless grammar.

B+ Very Good

The below + independent analysis based on deep understanding of the relevant concepts and strength in logical reasoning. Some vocabulary errors.

B- to B Good

The below + good knowledge of the literature. Well focused on the question. Some analytical sophistication. Ability to combine factual knowledge with logical argument. Knowledge of the central concepts relevant to the question. Some grammar and vocabulary errors.

C+ Adequate

The below, but more directed to the question asked + some critical reflection on the readings and lectures and uses evidence fairly well. Small factual errors. Grammar and vocabulary errors.

C Limited

Basic material presented but organization is not adequate, and the arguments are not clear. Showing a basic knowledge of lectures and some required readings. Some understanding of central concepts, but not well focused on the question. Some factual errors. Grammar and vocabulary errors, and problems with organization at sentence and paragraph levels.

D Below satisfactory work

Some understanding of the subject demonstrated, but less than the above. Incomplete answer. Based entirely on poorly-understood and/or unstructured lecture material and/or containing many errors of fact. Concepts are disordered or flawed. Failure to express arguments clearly. Grammar and vocabulary errors, and problems with organization at sentence and paragraph levels.

F Fail
