Instructor: D. Congram

Course outline:
This is an advanced course on transitional justice with a focus on victims – living and dead, direct and indirect – of armed conflict and governments responsible for enforced disappearances. The class will explore the sometimes competing ways in which victim families and communities can influence post-conflict justice, to include material, legal, moral, social and symbolic reparation and memorialization. The course will explore five cases, comparing the experience of different countries with transitional justice. Students are expected to critically assess the goals and utility of different measures used to address often disparate understandings of justice, especially as they relate to the causes and course of each conflict or criminal regime. By the end of the course, students will have a clear understanding of the broad range of definitions of post-conflict justice and the actors, institutions and realities that shape it. This knowledge will be used to analyse current conflicts and propose reasonable courses of action that are likely to best serve victim needs.

Classes will include lectures to introduce students to basic facts related to each conflict under study, but student engagement, participation and direction is important. Twenty percent of the final grade will be based upon the degree of each students’ participation in open discussion, group work and oral presentations.

Course materials:
Readings will be available via Blackboard or will be on reserve at the library. Three videos are included among the “readings” and these are all accessible via the library (media commons); two of them can be viewed online once logged in at the library website. These videos will supplement the lectures/class discussion and they will be used to develop questions on the final exam. Students should read the assigned material and watch the videos prior to class so that they will be able to engage in class discussion and ask any questions that derive from them.
Grading:

Case study: 25%
Group exercise report: 20%
Group exercise presentation: 10%
Exam: 35%
Class participation: 10%

Case study: Students must examine an example of transitional justice that is not being covered in class. Studies may also compare/contrast two different cases, one of which may have been discussed in class. Reports should give a brief but well-researched summary of the conflict and/or crimes, identifying the most significant causes or justifications given by perpetrators and victims. Reports should discuss different measures employed by the state, civil sector and international community aimed at promoting transitional justice. These measures should be critically assessed with respect to how successfully they achieved a degree of justice, for whom, and at what cost. Sources for case studies can include films such as documentaries, but also fiction based on real events such as “The Official Story” (La historia oficial) about Argentina, or “Missing” (by Costa-Gavras), although be mindful that these are fictionalized versions of real events. Students should also consider referencing reports by human rights organizations and the United Nations, national and/or international court transcripts, government reports and academic sources. The subject of case studies is somewhat flexible and can focus on particular aspects (e.g., comparative memorialization), but topics need to be approved by the instructor in advance. The report should be 10-12 pages, double spaced and in 12-point font.

Group Exercise and Report: Students will be put into groups and asked to examine a country where there is ongoing conflict and/or a government accused of wide-spread human rights violations. The objective of the group exercise is to make recommendations for measures of transitional justice in anticipation of the conclusion of fighting and/or transition to new governance. Careful consideration should be given to the local history, social and political culture of the country or region being studied. Transitional justice solutions that have been successful in one country may be inappropriate and may fail in another. Students must consider why measures in other places have worked so that they can best determine which measures are most likely to be productive in the case that they are studying and presenting. One class will be dedicated to working on the assignment but groups also are expected to do work outside of class. Groups will be determined before the dedicated class so that members can bring ideas and information to the class, ready to work. Group members are expected to contribute equally towards the final report and presentation, although each members’ specific role is to be defined by the group. Oral presentations should last a maximum of 15 minutes.
Final Exam: At the end of the term, students will write an exam that covers the topics addressed in class and the readings, which includes points about the specific case studies discussed, information from the readings and videos, broader conceptual issues related to transitional justice and points raised during group presentations.

Class participation: Students are expected to engage with the rest of the class during lectures, group work and presentations. Active participation will help all of us understand the purpose and practice of transitional justice and perhaps contribute to its theoretical and practical development, being mindful of the primary stakeholders in the process: the victims.

Course Policies:

Assignment submission. Your assignments will be submitted online via Portal. However, students must print and keep a hard copy in the unlikely event that there are problems with the server/submission.

Extensions will only be granted for valid and documented reasons that are unforeseeable and uncontrollable. Beyond these very uncommon circumstances, extensions will not be granted. Extension requests must be made in person and writing to the instructor before the assignment deadline.

Late penalties. Assignments are due at the beginning of class on the date for which they are assigned. Five percent will be deducted for each day that an assignment is late, starting on the date that it is due (i.e., if an assignment is handed in following class on the day that it is due, five percent will be deducted; ten percent will be deducted if it is submitted the following day). Assignments will not be accepted if they are more than seven days late. Late assignments should be submitted to the reception at Munk School (1 Devonshire Place), to be placed in the mailbox of Reina Shishikura.

Plagiarism and academic integrity. All written assignments must make reference to other peoples’ work (including quotations, photos, graphs, ideas that are paraphrased, etc.) and properly acknowledge this work. Failing to do so is a serious offense and I will report any cases of suspected plagiarism. In cases of suspected plagiarism, a student might be asked to show their research notes, which they created while preparing their paper. Citation guidelines can be found at: [www.writing.utoronto.ca/advice/using-sources](http://www.writing.utoronto.ca/advice/using-sources). Properly referencing the work of others is critical to producing new and important research and one’s professional reputation is at stake if they are caught trying to steal other peoples’ work (And it happens! See: [http://www.politico.com/gallery/2014/07/10-high-profile-plagiarism-cases/001951-027782.html](http://www.politico.com/gallery/2014/07/10-high-profile-plagiarism-cases/001951-027782.html)).

Cell phones, pagers and other electronic devices. Please turn off all cell phones, pagers and other electronic devices that could be distracting during class. If you have an emergency situation that requires you to be contacted quickly, let me know at the beginning of class and an exception can be made.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
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<td>Jan 6</td>
<td>Introduction; Concepts Spain backgrounder</td>
<td>Lundy &amp; McGovern 2008; Leebaw 2008</td>
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<td>2</td>
<td>Jan 13</td>
<td>Transitional justice in Spain</td>
<td>Blakely 2006; Tamarit Sumalla 2011; Rubin 2014</td>
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<td>3</td>
<td>Jan 20</td>
<td>Transitional justice in Argentina</td>
<td>Aguilar 2013; Engstrom 2013; Garibian 2014</td>
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<td>4</td>
<td>Jan 27</td>
<td>Trans. Just. in Argentina cont’d</td>
<td>Gandsman 2012; Zavala Guillén 2013; Schindel 2012</td>
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<td>5</td>
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<td>Transitional justice in Bosnia-Herzegovina (BiH)</td>
<td>Bosnia: a wounded land (video); Nettlefield 2010:210-233; Hoogenboom &amp; Vieille 2010</td>
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<td>6</td>
<td>Feb 10</td>
<td>Trans. Just. in BiH cont’d</td>
<td>Nettlefield 2010:99-143; Zyberi (nd)</td>
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<td>7</td>
<td>Feb 24</td>
<td><strong>Case studies due</strong></td>
<td>Among the disappeared (video); Bonacker <em>et al.</em> 2011; Doung &amp; Ear 2009; Tyner <em>et al.</em> 2014</td>
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<td>8</td>
<td>Mar 3</td>
<td>Trans. Just. in Cambodia cont’d</td>
<td>Stammel <em>et al.</em> 2010:6-8, 24-70</td>
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<td>Iraq backgrounder</td>
<td>Saddam Hussein: The Master of Baghdad (video)</td>
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<td><strong>Group reports due</strong></td>
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<td>12</td>
<td>Mar 31</td>
<td>Report and presentation feedback; course review</td>
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**FINAL EXAM TBD**

NOTE: I reserve the right to make minor changes to the readings but any changes will be made well in advance of the class and will be made available to students.
Readings and Videos

Among the Disappeared: a Cambodian survivor remembers [online resource] (2003), Four Square Productions, New York. Available via the University of Toronto library, viewable online after login.


