

GOVT 404: Transitional Justice in Question(s)

Spring 2022 – Tuesdays and Thursdays – 03:30 to 04:50 PM
Chancellors Hall 113

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Office hours: Via Zoom on Tuesdays and Thursdays from 02:00 to 3:20 PM. You can schedule an appointment via calendly.com/wm-profzvobgo or drop in if there is an appointment available.

Beginnings

William & Mary is located on the traditional and ancestral territory of the Powhatan,¹ land that was stolen by English settlers and on which enslaved Africans and their descendants were forced to labor for centuries. As we study transitional justice – how societies address human rights violations and political violence, more generally – it is vital that we acknowledge the abuses that took place (and that continue to take place) on this land and throughout the territories now known as the United States of America.

Acknowledgement is an essential component of transitional justice and an important decolonial and human rights practice. It renders visible historically marginalized groups, in our context Indigenous and Black Americans, and challenges us to grapple with the truth of our individual and collective pasts. This is difficult and uncomfortable, even painful, but we can have no future without it.

In that vein, we recognize the forced occupation and theft of Indigenous land and the genocide of Indigenous peoples, and we honor and respect Indigenous Americans in our midst today. We also recognize the history and legacy of slavery at William & Mary,² in the Commonwealth of Virginia, and throughout the United States, and we remember and honor the enslaved people who helped build and enrich all three. We are privileged to live, learn, and work here.

Finally, we recognize that the histories of the College, the Commonwealth, and the nation have been and remain inextricably tied. The first colony in English North America was established in 1607 at Jamestown, less than five miles from campus, and the first enslaved Africans were brought to Point Comfort, roughly thirty miles from campus. What happens here has always mattered for what happens elsewhere. Thus we commit ourselves to pursue truth and justice.

Welcome to “Transitional Justice in Question(s).”

¹ Namely, the Cheroenhaka, Chickahominy, Eastern Chickahominy, Mattaponi, Monacan, Nansemond, Nottoway, Pamunkey, Patowomeck, Rappahannock, and Upper Mattaponi.

² For a longer treatment of this topic, read Slavery at William & Mary: A Brief Overview, available at <https://www.wm.edu/sites/enslavedmemorial/slavery-at-wm/index.php>

Course Description

“Transitional justice” is a set of norms, practices, and institutions to address historical political violence and human rights abuses. While it is often applied in the aftermath of authoritarian governments and armed conflicts, i.e., during *transitions*, transitional justice is valuable anytime there is a need for accountability and restitution for harm. This course explores the origins, evolution, and politics of transitional justice globally. We will study different transitional justice tools in comparative perspective and apply insights to the United States – a non-conventional transitional justice context but where both the need and the demand for transitional justice are great.

Learning Objectives

By the end of the course, students will be able to:

- Describe the normative, legal, and political foundations of transitional justice.
- Differentiate between different elements of the transitional justice “tool-kit” with respect to goals, mandates/powers, and key actors.
- Evaluate the extent to which different transitional justice modalities serve survivors, victims’ families, and society more generally.
- Apply ideas from historical examples of transitional justice to contemporary cases, of note the United States

Teaching Philosophy

The primary goal of my teaching is to develop student interest in political institutions and political behavior, and create a safe learning environment in which students are empowered to critically inquire into, de-construct, and re-construct the political world around them. Enhancing substantive knowledge, data literacy, oral and written communication, and teamwork are focal points of my teaching. These are critical for students’ personal and academic development, and post-baccalaureate endeavors.

Logistics

We will meet twice weekly at the days and times specified above.

To foster an inclusive environment and to properly identify participants, I encourage everyone to share their personal gender pronouns during introductions.

I will hold office hours twice weekly via Zoom at the days and times specified above to discuss class materials and assignments. You can reserve an appointment using my Calendly scheduler or you can drop in if there are any open slots. Of course, students with appointments will be prioritized. If you need to make an appointment outside my office hours, please email me at least seven days in advance.

I will aim to reply to emails in one to two business days.

Expectations

I will maintain high expectations for you, as you should for me. This class will be challenging. Believe me – or, better yet, ask my former students. But, if you take me, your peers, and the course materials and assignments seriously, you will do well. I encourage you to seek help when you need it, whether from me or your peers. Remember that learning is a collective enterprise. If at any point you feel like you are falling behind, please reach out to me so that we can devise a solution. The sooner you do so, the better I can help.

Course Materials

There are five required books for this class. Four are available online. Please make a plan to purchase or borrow the fifth book. Beyond W&M Libraries, you can borrow through [Interlibrary Loan \(ILL\)](#). All journal articles will be posted to Blackboard unless a hyperlink is provided (in blue). See each class session for details. Please also activate your [free W&M subscription](#) to *The Washington Post*, where many of the assigned news articles are published.

- Bass, Gary J. 2000. *Stay the Hand of Vengeance: The Politics of War Crimes Tribunals*. Princeton: Princeton University Press. [Available online via W&M libraries]
- Hayner, Priscilla B. 2011. *Unspeakable Truths: Transitional Justice and the Challenge of Truth Commissions*. 2nd ed. New York: Routledge. [Available online via W&M libraries.]
- Minow, Martha. 1998. *Between Vengeance and Forgiveness: Facing History After Genocide and Mass Violence*. Boston: Beacon Press. [Available online via W&M libraries.]
- Sikkink, Kathryn. 2011. *The Justice Cascade: How Human Rights Prosecutions Are Changing World Politics*. New York: WW Norton & Company.
- Simić, Olivera (ed.). 2020. *An Introduction to Transitional Justice*. 2nd edition. Abingdon and New York: Routledge. [Available online via W&M libraries.]

Course Requirements

Assignments

Participation: This is a discussion-based class, so I expect you to carefully read, watch, or listen to the assigned course materials; attend seminar regularly; and pose and answer analytical questions. To support this goal, I require that students prepare two written questions or points of discussion every class and upload them to Blackboard no less than 24 hours before we meet. In addition to the assigned readings, I suggest reading your peers' Blackboard postings prior to class. Participation will be assessed holistically: evaluation will be based on both your in-class and online class participation. I expect you to always be respectful to other participants. Please share time, listen to understand not to respond, allow the person speaking to finish their thought, and give credit where credit is due. If you want to build on a point made by a classmate, reference that person. Don't simply repackage what they said and present it as your own insight. Please also note that, while we may argue ideas, we will not argue each other.

Class Leadership: You will be responsible for co-leading one class with another student. This will consist of a presentation that (1) synthesizes the readings, (2) connects the readings to prior classes or course themes, and (3) offers substantive and/or methodological critiques. Discussion leaders will also compile and organize student questions from Blackboard and facilitate discussion. Class leadership will be evaluated holistically, in terms of the strength and/or novelty of the analysis, time and discussion management, and maintenance of an inclusive and equitable learning environment.

Research Paper: The seminar's main assignment is a 5,000-word original research paper that integrates each of the four course learning objectives. We will take a 'scaffolded' approach to the assignment, beginning with a proposal, followed by a draft paper, a peer review, a presentation to the class, and finally the full paper.

The paper should examine a historical transitional justice policy in two or more contexts and apply insights to the United States today. For example, you could examine reparations in Germany and Guatemala and, based on your analysis, propose an improved reparations program tailored to the U.S. context. You could also draft a truth commission mandate for the United States that innovates on prior models. You could even design procedures for a lustration committee. You have many options. Be creative and have fun.

The paper and its constituent elements have been designed to fulfill the [COLL 400](#) requirement to "take initiative in synthesis and critical analysis, to solve problems in an applied and/or academic setting, to create original material or original scholarship, and to communicate effectively with a diversity of audiences."

For the **proposal**, you will need a research question. For example, you could ask: *When and why do governments award reparations to victims of human rights abuses?* You could also ask: *Why are some truth commissions more effective than others?* You will also need to discuss your outcome of interest, the state of scholarship, your theory and hypothesis/es, and how you will evaluate them. For more information, see the research proposal assignment instructions on Blackboard.

[Upload your 1,000-word research proposal on Blackboard by 5 pm EST on February 24.]

For the **draft paper**, you will build on the proposal, refining your research question and fleshing out the hypotheses, data, and methods. You will also outline your preliminary findings and sketch out your application to the U.S. context. For more information, see the draft research paper assignment instructions on Blackboard.

[Upload your 3,000-word draft paper on Blackboard by 5 pm EST on March 22.]

Peer review is essential in academic research. It leads to better work and better scholars. For this assignment, you will review one classmate's draft paper and one classmate will review yours. The process will be double-blind (neither the author nor the reviewer in any author-review pair will know who the other person is). For more information, see the peer review assignment instructions on Blackboard.

[Upload your 500-word peer review on Blackboard by 5 pm EST on April 14.]

On April 28 and May 3, students will **present** their work to date in a language and format that is accessible to a non-expert audience, per the COLL 400 requirement to "communicate effectively with a diversity of audiences." Presentations will be recorded. For more information, see the research presentation assignment instructions on Blackboard.

[Upload your slides on Blackboard by noon EST on the day of your assigned presentation.]

The *final paper* will bring everything together. After your peer review, the “front end” (research question, theory and hypotheses, data and methods) will already be completed, the “back end” (initial findings and application to the United States) already sketched out, and you will know what issues must be addressed. The final task, therefore, will be to flesh out the “back end,” and revise and finesse the whole. For more information, see the final research paper assignment instructions and the research paper rubric on Blackboard. In addition to the final paper, you must prepare a *revisions memo* detailing steps you have taken to address your reviewer’s feedback. You must include your GBAT score (see Week 5). I require a *minimum* of 30 percent women authors in your references.

[Upload your 5,000-word paper and 1,000-word memo on Blackboard by 11:59 pm EST on May 9.]

Extra credit is available for students who attend the International Justice Lab’s Nexus Series, which brings scholars and practitioners working in the areas of human rights, transitional justice, and international law to campus for lectures, discussions, and professional networking. You may also run by me other events covering human rights topics on campus. To qualify for one percentage point of extra credit toward your final grade, you must both attend a session and ask the presenter a question during the Q-and-A. Students may earn up to two percentage points of extra credit. For example, if your final grade is 88% (B+) and you attended two sessions and asked a question at each one, I will raise your grade to 90% (A-).

Grading

- 10% - Participation
- 10% - Class Discussion Leadership
- 10% - Research Proposal – due February 24
- 15% - Draft Research Paper – due March 22
- 15% - Peer Review – due April 14
- 10% - Research Presentation – in class April 28, May 3
- 30% - Final Research Paper (and Revisions Memo) – due May 9

I will base final course grades on the following scale: A 100-93, A- 92-90, B+ 89-88, B 87-83, B- 82-80, C+ 79-78, C 77-73, C- 72-70, D+ 69-68, D 67-63, D- 62-60, F <60.

I take grading seriously and I do it carefully. Not long ago, I was standing where you are, fretting over every letter, plus, and minus. So I understand where you’re coming from. Here’s my view: if you produce excellent work, you will earn an excellent grade. If you don’t you won’t. If ever you feel there has been an error in my assessment of your work, you are welcome to submit a grade appeal. I just need a couple things from you. The first thing is a 300-word memo (sent via email) explaining why you think your assignment merits a higher grade. Please submit this no less than two days and no more than seven days after the assignment has been returned. For example, if an assignment is returned on a Tuesday at 5:00 PM, you can send your appeal anytime after Thursday at 5:00 PM but before the following Tuesday at 5:00 PM. The second thing is an office hours appointment. Please schedule this with me as soon as you have sent your memo. I will caution that, just as your grade may go up upon a second grading, it may also go down. One last point, I will not discuss grades over email.

I invite you to send questions related to your assignments that I may not have covered in the syllabus or in the assignment instructions. As a reminder, I aim to answer emails in one to two business days. So I ask that you send assignment-related queries at least two business days in advance of an assignment deadline. You are working on a semester-long assignment, with all assignment instructions, deadlines, etc. provided to you well in advance. So be smart: plan and work early.

Late assignments will be marked down by one-third of a letter grade for each 24-hour period following the deadline. To give an example, the final grade of an assignment due on a Tuesday at 5:00 PM, but submitted between 5:01 PM on Tuesday and 5:00 PM on Wednesday, would be reduced by one-third of a letter grade.

There will be no make-up sessions. And office hours will not substitute for class participation. If you miss class, you are responsible for reaching out to a classmate and getting yourself caught up on the material you missed.

Mental Health and Well-being

William & Mary recognizes that students juggle many different responsibilities and can face challenges that make learning difficult. There are many resources available at W&M to help students navigate physical/medical, emotional/psychological, material/accessibility concerns. Asking for help is a sign of courage and strength. If you or someone you know is experiencing any of these challenges, we encourage you to reach out to the following offices:

- For psychological/emotional stress, please consider reaching out to the W&M Counseling Center at <https://www.wm.edu/offices/wellness/counselingcenter>), by phone at 757-221-3620, or in person at 240 Gooch Drive. Services are free and confidential.
- For physical/medical concerns please consider reaching out to the W&M Health Center at <https://www.wm.edu/offices/wellness/healthcenter>, by phone at 757-221-4386, or in person at 240 Gooch Drive.
- If you or someone you know is in need of additional supports or resources, please contact the Dean of Students by submitting a care report at <https://www.wm.edu/offices/deanofstudents/services/caresupportservices/index.php>, by phone at 757-221-2510, or by email at deanofstudents@wm.edu.

As your professor, I also ask you to reach out to me if you are facing challenges inside or outside the classroom; I will help guide you to appropriate resources on campus.

Other Items

Health Policies

This semester, the world will enter its third year with Covid-19. As we experience a fifth surge of the pandemic, with the highly transmissible Omicron variant, it is reasonable to expect significant levels of infection at W&M. As an academic community based on faculty and students convening, spring 2022 courses will largely consist of in-person instruction.

All of us will follow W&M requirements – vaccinations and boosters, indoor masking, as well as quarantine and isolation when ill. That last part is really important: for those who test positive, W&M's

requirements must be fulfilled before class can be attended in person, and, out of an abundance of caution, anyone with symptoms consistent with Covid-19 – even if you don't have a positive test – should not come to class.

If you experience Covid-19 symptoms at any point during the semester or learn you have been exposed to Covid-19, you should make an appointment with the Student Health Center, a private healthcare provider, or pharmacist for a clinical assessment and testing if necessary. Students who test positive or are identified as close contacts must complete the form at Report Covid to initiate case management that will assist with isolation requirements and help you navigate classes and study.

Please note that testing positive for Covid-19 or any other temporary illness is not considered a disability as defined by ADA guidelines and is not under the purview of W&M's Student Accessibility Services (SAS). Thus, any questions should be addressed via email to me.

For this course in spring 2022, I will accommodate students with excused in-person absences (either because of having tested positive for Covid-19, having symptoms consistent with Covid-19, or other health matters) via Zoom. Please email me and I will send you that day's Zoom link. If I cannot come to class due to a Covid-19 exposure or symptoms consistent with Covid-19, we will meet via Zoom. We will do likewise in case of a Covid-19 infection, provided that it is a mild case. In either of these cases, I would send you the Zoom link as soon as I knew. In-person instruction would resume after two negative tests.

General Sick Policy

If you are sick, please do not come to class in person. You can join us remotely if you feel well enough to do so. You do not owe me personal details about your health (physical or mental). Just give me a heads-up via email ahead of class. In all cases, you are responsible for getting yourself caught up with what you missed in class, as there are no make-up sessions.

Writing Resources Center

The Writing Resources Center, located on the first floor of Swem Library, is a free service provided to W&M students. Trained consultants offer individual assistance with writing, presentation, and other communication assignments across disciplines and at any stage, from generating ideas to polishing a final product. The WRC's goal is to help you become a better writer and communicator. To make an appointment, visit the WRC webpage at www.wm.edu/wrc.

Accommodations

William & Mary accommodates students with disabilities and qualifying diagnosed conditions in accordance with federal and state laws. Any student who feels they may need an accommodation based on the impact of a learning, psychiatric, physical, or chronic health diagnosis should contact Student Accessibility Services staff at 757-221-2512 or at sas@wm.edu to determine if accommodations are warranted and to obtain an official letter of accommodation.

Academic Misconduct

Please familiarize yourself with the College's policies for academic integrity. Answers to questions on cheating, plagiarism, or other types of academic dishonesty are available on the [William & Mary Honor](#)

[Council's website](#) and the [Honor Code section of the Student Handbook](#). If I discover any misconduct, I will initiate an Honor Council proceeding and, at the very least, recommend that the student receive an F for the course.

The International Justice Lab

I will be advertising open positions in my lab for continuing students next academic year. If you are interested in joining, please subscribe to the Global Research Institute digest, where the position will be advertised in the summer.

Course Schedule

Week 1 – Introduction and welcome

Thursday, January 27

- [\[Video\]](#) Why Transitional Justice?, by the International Center for Transitional Justice (ICTJ).
- [\[Video\]](#) United States: Let's Get to the Root of Racial Injustice, TED Talk by Dr. Megan Ming Francis, professor of political science.
- [\[Video\]](#) United States: An Interview with the Founders of Black Lives Matter, Alicia Garza, Patrisse Cullors, Opal Tometi, by TED.

Week 2 – What is transitional justice? When and why do countries need it?

Tuesday, February 1

- Mihr, Anja. 2020. An introduction to transitional justice. In Olivera Simić (ed.), *An Introduction to Transitional Justice*, pp. 1–28.
- Reiter, Andrew G. 2020. The development of transitional justice. In Olivera Simić (ed.), *An Introduction to Transitional Justice*, pp. 29–48.
- [\[Video\]](#) Can We Handle the Truth?, presentation by Eduardo González Cueva, former director of the Truth and Memory Program at the ICTJ.
- [\[News Article\]](#) Miller, Zinaida. 2020. Transitional justice, race, and the United States. *Just Security*. 06/30/2020.
- *Professionalization discussion: Reading political science research*
 - Hoover Green, Amelia. 2013. How to Read Political Science: A Guide in Four Steps.

Thursday, February 3 (Note: Last day to add/drop is February 4.)

- Nagy, Rosemary. 2008. Transitional justice as global project: Critical reflections. *Third World Quarterly* 29(2): 275–89.
- Vinjamuri, Leslie, and Jack Snyder. 2015. Law and politics in transitional justice. *Annual Review of Political Science* 18: 303–27.
- [\[News Article\]](#) Murphy, Colleen. 2020. Transitional justice in the United States. *Just Security*. 07/16/2020.
- [\[Magazine Article\]](#) Zvobgo, Kelebogile. 2021 “This is not who we are” is a great American myth. *Foreign Policy*. 01/08/2021. [Also available on Blackboard]
- [\[Video\]](#) Peace and Justice, by the ICTJ.

Week 3 – International criminal justice, part 1: Introduction

Tuesday, February 8 – UC Berkeley International Relations Thought Series (NO CLASS)

Thursday, February 10

- Bass, Gary. 2000. *Stay the Hand of Vengeance: The Politics of War Crimes Tribunals*. Princeton: Princeton University Press. Introduction (pp. 3–36).
- Minow, Martha. 1998. *Between Vengeance and Forgiveness: Facing History After Genocide and Mass Violence*. Boston: Beacon Press. Chapters 2 and 3 (pp. 9–51).
- [\[Video\]](#) Germany: The Greatest Trial The World Has Ever Seen, TED Talk by Benjamin Ferencz, chief prosecutor for the U.S. Army at the Einsatzgruppen Trial at Nuremberg.
- *Professionalization discussion: Literature reviews*
 - Knopf, Jeffrey W. 2006. Doing a literature review. *PS: Political Science & Politics* 39(1): 127–132.
 - [\[Online Resource\]](#) Golash-Boza, Tanya. Writing a literature review: Six steps to get you from start to finish.

Week 4 – International criminal justice, part 2: Regional and hybrid courts

Tuesday, February 15

- Peskin, Victor. 2005. Beyond victor’s justice? The challenge of prosecuting the winners at the International Criminal Tribunals for the Former Yugoslavia and Rwanda. *Journal of Human Rights* 4(2): 213–31.
- Haddad, Heidi Nichols. 2011. Mobilizing the will to prosecute: Crimes of rape at the Yugoslav and Rwandan Tribunals. *Human Rights Review* 12(1): 109–32.

- [\[Video\]](#) Former Yugoslavia: Mladic Trial Judgement, highlights from the ICTY.
- *Professionalization discussion: Gender and academia, part 1*
 - Dion, Michelle L., Jane L. Sumner, and Sara McLaughlin Mitchell. 2018. Gendered citation patterns across political science and social science methodology fields. *Political Analysis* 26(3): 312–27.
 - Editorial 2018. Professional titles matter. *Nature Microbiology* 3: 1329.
 - Takiff, Hilary A., Diana T. Sanchez, and Tracie L. Stewart. 2001. What's in a name? The status implications of students' terms of address for male and female professors. *Psychology of Women Quarterly* 25(2): 134–44.

Thursday, February 17

- Linton, Suzannah. 2001. Cambodia, East Timor and Sierra Leone: Experiments in international justice. *Criminal Law Forum* 12(2): 185–246.
- Cohen, David. 2007. 'Hybrid justice' in East Timor, Sierra Leone and Cambodia: 'Lessons learned' and prospects for the future. *Stanford Journal of International Law* 43(1): 1–38.
- [\[Video\]](#) Liberia and Sierra Leone: Bringing Charles Taylor to Justice, by Human Rights Watch. [\[Content warning: Images of human remains; discussion of sexual violence.\]](#)

Week 5, part 1 – International criminal justice, part 3: The International Criminal Court

Tuesday, February 22

- Hillebrecht, Courtney, and Scott Straus. 2017. Who pursues the perpetrators: State cooperation with the ICC. *Human Rights Quarterly* 39(1): 162–88.
- Cronin-Furman, Kate. 2013. Managing expectations: International criminal trials and the prospects for deterrence of mass atrocity. *International Journal of Transitional Justice* 7(3): 434–54.
- [\[Magazine Article\]](#) Zvobgo, Kelebogile. The ICC's flawed Afghan investigation. *Foreign Affairs*. 11/03/2021. [Also available on Blackboard]
- [\[Video\]](#) Interview with former ICC chief prosecutor Fatou Bensouda, by Conflict Zone.
- *Professionalization discussion: Gender and academia, part 2*
 - Mitchell, Kristina M.W., and Jonathan Martin. 2018. Gender bias in student evaluations. *PS: Political Science & Politics* 51(3): 648–52.
 - Pyke, Karen. 2011. Service and gender inequity among faculty. *PS: Political Science & Politics* 44(1): 85–87.
 - Sumner, Jane L. 2018. The Gender Balance Assessment Tool (GBAT): A web-based tool for estimating gender balance in syllabi and bibliographies. *PS: Political Science & Politics* 51(2): 396–400.
 - [\[Online Resource\]](#) The Gender Balance Assessment Tool

Week 5, part 2 – Domestic trials

Thursday, February 24

- **Research proposal due**
- Sikkink, Kathryn. 2011. *The Justice Cascade: How Human Rights Prosecutions are Changing World Politics*. New York: WW Norton & Company. Chapters 2 and 3 (pp. 31–86).
- Kemp, Susan. 2014. Guatemala prosecutes former president Ríos Montt: New perspectives on genocide and domestic criminal justice. *Journal of International Criminal Justice* 12(1): 133–56.
- [\[Video\]](#) Chad: The Trial of Hissène Habré summary by Human Rights Watch. [\[Content warning: Images of violence, corpses.\]](#)

Week 6 – Truth commissions

Tuesday, March 1

- **Research proposal returned**
- Hayner, Priscilla B. 2011. *Unspeakable Truths: Transitional Justice and the Challenge of Truth Commissions*. 2nd ed. New York: Routledge. Chapters 1-4 (pp. 1–44).
- Zvobgo, Kelebogile. 2020. Demanding truth: The global transitional justice network and the creation of truth commissions. *International Studies Quarterly* 64(3): 609–25.
- [\[Video\]](#) Kenya: Truth, Justice and Reconciliation Commission, presentation by Suliman Baldo, director of the Africa Program at the ICTJ.
- [\[Magazine Article\]](#) Jurecic, Quinta. Don't move on just yet. *The Atlantic*. 01/23/2021.
- *Professionalization discussion: Getting and staying productive*
 - [\[Online Resource\]](#) Allen, Henry. 2014. Productivity 101: A primer to the Getting Things Done (GTD) philosophy. *Life Hacker*. 03/26/2014.

Thursday, March 3

- Kochanski, Adam. 2020. Mandating truth: Patterns and trends in truth commission design. *Human Rights Review* 21: 113–37.
- Posthumus, Daniel, and Kelebogile Zvobgo. 2021. Democratizing truth: An analysis of truth commissions in the United States. *International Journal of Transitional Justice*. Advanced access.
- [\[News Article\]](#) Zvobgo, Kelebogile, and Claire Crawford. 2020. Some people want a U.S. truth commission. But truth commissions have limits. *The Washington Post Monkey Cage*. 10/21/2020.
- [\[Video\]](#) United States: Maine Wabanaki-State Child Welfare Truth & Reconciliation (WTRC) summary.

Week 7: Forgiveness and Reconciliation, part 1

Tuesday, March 8

- Mid-semester evaluations
- Hayner, Priscilla B. 2011. *Unspeakable Truths: Transitional Justice and the Challenge of Truth Commissions*. 2nd ed. New York: Routledge. Chapter 13 (pp. 182–94).
- Neto, Félix, Maria da Conceição Pinto, and Etienne Mullet. 2007. Intergroup forgiveness: East Timorese and Angolan perspectives. *Journal of Peace Research* 44(6): 711–28.
- [Video] South Africa: Tutu and the TRC, BBC interview with truth and reconciliation commission chair, the late Archbishop Desmond Tutu.

Thursday, March 10 – Western Political Science Association Conference (NO CLASS)

Week 8: Spring Break (NO CLASSES)

Week 9, part 1: Forgiveness and Reconciliation, part 2

Tuesday, March 22

- Draft research paper due
- Mid-semester check-in
- Ancelovici, Marcos, and Jane Jenson. 2013. Standardization for transnational diffusion: The case of truth commissions and conditional cash transfers. *International Political Sociology* 7(3): 294–312.
- Fletcher, Laurel E., and Harvey Weinstein. 2002. Violence and social repair: Rethinking the contribution of justice to reconciliation. *Human Rights Quarterly* 24(3): 573–639.

Week 9, part 2: Local and customary transitional justice

Thursday, March 24 (Note: Last day to withdraw is March 28.)

- Waldorf, Lars. 2020. Local transitional justice – Customary law, healing rituals, and everyday justice. In Olivera Simić (ed.), *An Introduction to Transitional Justice*, pp. 157–76.
- Sarkin, Jeremy. 2001. The tension between justice and reconciliation in Rwanda: Politics, human rights, due process and the role of the gacaca courts in dealing with the genocide. *Journal of African Law* 45(2): 143–72.

- [\[Video\]](#) Timor-Leste: Road to Peace, presentation by Antonia Carmen da Cruz, former resistance fighter.
- *Professionalization discussion: Race and academia, part 1*
 - Mendez Garcia, Matthew, and Ange-Marie Hancock Alfaro. 2020. Where do we begin? Preliminary thoughts on racial and ethnic diversity within political science. *PS: Political Science & Politics* 54(1): 141–43.
 - Sinclair-Chapman, Valeria. 2015. Leveraging diversity in political science for institutional and disciplinary change. *PS: Political Science & Politics* 48(3): 454–58.

Week 10: Reparations, part 1

Tuesday, March 29

- Draft papers returned by March 28
- Peer reviews assigned
- García-Godos, Jemima. 2020. Reparations. In Olivera Simić (ed.), *An Introduction to Transitional Justice*, pp. 177–200.
- Minow, Martha. 1998. *Between Vengeance and Forgiveness: Facing History After Genocide and Mass Violence*. Boston: Beacon Press. Chapter 5 (pp. 91–117).
- [\[News Article\]](#) Jones, Thai. 2020. Slavery reparations seem impossible. In many places, they're already happening. *The Washington Post Outlook*. 01/31/2020.
- [\[Video\]](#) United States: The Reparations Debate: Should America Compensate the Descendants of Slaves?, from The Daily Show with Trevor Noah.
- *Professionalization discussion: Race and academia, part 2*
 - Barma, Naazneen. 2020. The leaky pipeline. *Center for Strategic and International Studies*. 1–4.
 - Zvobgo, Kelebogile, and Meredith Loken. 2020. Why race matters in international relations. *Foreign Policy* 237: 11–13.

Thursday, March 31 – International Studies Association Conference (NO CLASS)

Week 11, part 1: Reparations, part 2

Tuesday, April 5

- Greenstein, Claire. 2020. Patterned payments: Explaining victim group variation in West German reparations policy. *International Journal of Transitional Justice* 14(2): 381–400.

- Koc-Menard, Nathalie. 2014. Notes from the field: Exhuming the past after the Peruvian internal conflict. *International Journal of Transitional Justice* 8(2): 277–88.
- [\[News Article\]](#) Dixon, Peter. 2020. U.S. cities and states are discussing reparations for Black Americans. Here's what's key. *The Washington Post Monkey Cage*. 08/24/2020.
- [\[Video\]](#) United States: We May Be the First People to Receive Reparations for Slavery, feature on descendants of the enslaved at Georgetown University by NYT Opinion.
- *Professionalization discussion: Peer reviewing political science research*
 - Miller, Beth, Jon Pevehouse, Ron Rogowski, Dustin Tingley, and Rick Wilson. 2013. How to be a peer reviewer: A guide for recent and soon-to-be PhDs. *PS: Political Science & Politics* 46(1): 120–23.

Week 11, part 2: Memorialization, part 1

Thursday, April 7

- Simić, Olivera. 2020. Arts and transitional justice. In Olivera Simić (ed.), *An Introduction to Transitional Justice*, pp. 223–48.
- Buckley-Zistel, Susanne, and Anika Björkdahl. 2020. Memorials and transitional justice. In Olivera Simić (ed.), *An Introduction to Transitional Justice*, pp. 249–68.
- [\[News Article\]](#) Kennicott, Philip. 2018. A powerful memorial in Montgomery remembers the victims of lynching. *Washington Post*. 04/24/2018.
- [\[News Article\]](#) Doiron, Alexa, and Julia Marsigliano. 2020. The Confederate memorial in Williamsburg is no more. *Williamsburg Yorktown Daily*. 08/17/2020.
- [\[Video\]](#) United States: Why Build a Lynching Memorial?, by the Equal Justice Initiative (EJI).
- [Memorial to African Americans Enslaved by William & Mary](#)

Week 12, part 1: Memorialization, part 2

Tuesday, April 12

- Barsalou, Judy, and Victoria Baxter. 2007. *The Urge to Remember: The Role of Memorials in Social Reconstruction and Transitional Justice. Technical Report*. Washington, DC: United States Institute of Peace. [Available online via [USIP](#)]
- Jelin, Elizabeth. 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(1): 138–56.
- [\[Video\]](#) Colombia: Restoring Memory, presentation by María Camila Moreno, director of the Colombia Program of the ICTJ.

- *Professionalization discussion: Graduate studies: Admission and funding*
 - [Inside Higher Ed interview](#) with Dr. Jessica Calarco, author of *A Field Guide to Grad School: Uncovering the Hidden Curriculum* (Princeton University Press).
 - American Political Science Association [Resources for Students](#), including:
 - * Graduate Student Questions to Ask
 - * Institutions Granting Ph.D.s in Political Science
 - Johnson, Vicki. 2018. [What you need to know about graduate school fellowships and scholarships](#). *ProFellow*. 06/28/2018.
 - External fellowship resources:
 - * National Science Foundation [Graduate Research Fellowship Program](#)
 - * National Academies of Sciences, Engineering, and Medicine [Ford Foundation Predoctoral Fellowship Program](#)
 - * [Fulbright U.S. Student Program](#)

Week 12, part 2: Amnesties

Thursday, April 14

- **Peer review due**
- Fijalkowski, Lavinia. 2020. Amnesty. In Olivera Simić (ed.), *An Introduction to Transitional Justice*, pp. 113–36.
- Mallinder, Louise. 2012. Amnesties' challenge to the global accountability norm? Interpreting regional and international trends in amnesty enactment. In Francesca Lessa and Leigh A. Payne (eds.), *Amnesty in the Age of Human Rights Accountability: Comparative and International Perspectives*, pp. 69–96.

Week 13: Lustration and vetting

Tuesday, April 19

- **Peer reviews: Grades sent to reviewers, reviews sent to authors**
- Stan, Lavinia. 2020. Lustration and vetting. In Olivera Simić (ed.), *An Introduction to Transitional Justice*, pp. 137–56.
- Greenstein, Claire, and Cole J. Harvey. 2017. Trials, lustration, and clean elections: The uneven effects of transitional justice mechanisms on electoral manipulation. *Democratization* 24(6): 1195–1214.
- *Professionalization discussion: Presenting political science research*
 - Smith, David T., and Rob Salmond. 2011. Verbal sticks and rhetorical stones: Improving conference presentations in political science. *PS: Political Science & Politics* 44(3): 583–88.

- Salmond, Rob, and David T. Smith. 2011. Cheating death-by-PowerPoint: Effective use of visual aids at professional conferences. *PS: Political Science & Politics* 44(3): 589–96.

Thursday, April 21

- Horne, Cynthia M. 2014. The impact of lustration on democratization in postcommunist countries. *International Journal of Transitional Justice* 8(3): 496–521.
- Nalepa, Monika. Lustration as a trust-building mechanism? Transitional justice in Poland. In Serrano, Monica, and Vesselin Popovski (eds.). *Effectiveness of the Accountability Mechanisms in Eastern Europe and Latin America*, pp. 333–62. [Available online via [UN-iLibrary](#)]

Week 14, part 1: Is transitional justice always just?

Tuesday, April 26

- Loyle, Cyanne E., and Christian Davenport. 2016. Transitional injustice: Subverting justice in transition and postconflict societies. *Journal of Human Rights* 15(1): 126–49.
- Loken, Meredith, Milli Lake, and Kate Cronin-Furman. 2018. Deploying justice: Strategic accountability for wartime sexual violence. *International Studies Quarterly* 62(4): 751–64.
- *Professionalization discussion: Publishing political science research*
 - Rich, Timothy S. 2013. Publishing as a graduate student: A quick and (hopefully) painless guide to establishing yourself as a scholar. *PS: Political Science & Politics* 46(2): 376–79.
 - Polsky, Andrew J. 2007. Seeing Your name in print: Unpacking the mysteries of the review process at political science scholarly journals. *PS: Political Science & Politics* 40(3): 539–43.

Week 14, part 2: What have we learned? part 1

Thursday, April 28

- No assigned reading
- Research presentations
- Presentation grades distributed

Week 15: What have we learned? part 2

Tuesday, May 3

- No assigned reading
- Research presentations

- Presentation grades distributed

Thursday, May 5 – Last meeting and discussion

- No assigned reading

Post-classes

Monday, May 9

- Final research paper due
- Papers returned by Thursday, May 19