

**Transitional Justice 2001F/  
Political Science 2203F  
Problems in Transitional Justice and Post-Conflict Reconstruction**

Fall Term 2024

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Office hours: By appointment--Zoom

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**I-Course Description**

This course introduces students to interdisciplinary studies of transitional justice and post-conflict reconstruction. Students will examine key concepts and explore theoretical problems in confronting and seeking solutions to the aftermath of large-scale events of social violence.

**II-How to think about this course**

This course may be a valuable addition to your academic year for three reasons: First, it is a crucial building block for your studies in transitional justice and post-conflict reconstruction, as it outlines the major themes and approaches in the field as well as discusses the major issues and debates that are presently examined in the literature. Second, it provides you with ample opportunity to develop your critical thinking in ways that relate to areas that are specifically of interest to you. Finally, it exposes you not only to different debates and approaches that you may not be aware of, but also to different disciplines. One of the special things about this course is that it attracts students from various disciplines and that may have a completely different perspective on issues.

**III-Objectives**

This course is not only designed to outline and assess the major theories and perspectives in the field, but also develop your critical thinking skills, and your understanding of how power, culture and history impact our understanding of particular issues and events. By the end of the course students should be able to:

1. Discuss different approaches to transitional justice and post-conflict reconstruction
2. Describe the key components of the field
3. Evaluate the effectiveness of a transitional justice and post-conflict reconstruction response
4. Discuss a current transitional justice and post-conflict reconstruction issue in historical context
5. Analyze a current policy and political issues in transitional justice and post-conflict reconstruction

## **IV-Required Texts**

Because the field of transitional justice and post-conflict reconstruction is new, and because it involves different areas and disciplines, there will be no one textbook that is required for this course. Instead, the reading list will involve academic articles, book chapters, and technical reports, that you will find in the “Course Readings” on this course OWL’s page. You are responsible for accessing them yourself.

## **V-Lectures**

The course is blended and as such it will have two components:

- Asynchronous component: I will post all the lectures online. You can access them through the "Course Content" on OWL at any time. But make sure to do so before the tutorial.
- Synchronous component: You are required to attend our one-hour weekly tutorials. This is when further discussion of important questions will be conducted.

## **VI-Grade Distribution**

Midterm Exam (Oct 30 during class time)	25%
(make-up for midterm will be on Nov 6)	
Essay (NOV 22 AT MIDNIGHT)	40%
Final Exam	30%
Participation	5%

## **VII-Explaining the Components of the Course:**

### **1- Participation (5 %)**

Tutorials will provide students with an excellent opportunity not only to further their understanding and their knowledge of transitional justice issues, but they will give them an opportunity to discuss and debate the important issues further. The mark will be based on three components: attendance, the quality of the discussion, and the extent to which that participation is based on the readings (please see the rubric at the end of this document). If you attend class, and did the reading but for some reason you are not able to participate or fully explain your point of view in class, please feel free to email me your response which I will then correct and add to your participation mark.

### **2-Midterm Exam (due October 30)**

- The test will be held synchronously, virtually, and during class time (3 hrs). I will talk about the material that will be covered in the midterm and how to prepare for it in class.
- DO NOT use google searches, ChatGPT or any other AI tool to answer these questions. You are not allowed to use outside sources. Your answer should depend **solely** on the

readings, the lecture, and class discussion. More details will be presented in class and posted online as we get closer to the due date.

- The exam will be held on October 30. If you miss the midterm, and get an approval from academic counselling, you can sit for the makeup which will be held on November 6.

Note: No second makeup will be offered. If you have an approved justification for missing the makeup, your final exam will be then worth 55% of your mark)

### 3- Final Exam (30%)

- During the December exam period, students will write a four-hour exam based on the material covered from the first day of class to the last day of class.
- DO NOT use google searches, ChatGPT or any other AI tool to answer these questions. You are not allowed to use outside sources. Your answer should depend **solely** on the readings, the lecture, and class discussion. More details will be presented in class and posted online as we get closer to the due date.

### 4- Essay (40%)

You will be required to write one essay between 2250-2500 words (roughly 10 pages double-spaced-excluding bibliography). It must be double spaced and in Times New Roman 12 pt font. The topic of the paper may be selected from the list of topics provided below (See “Course Outline by Topic”). You need to know few things about this component of the course:

a-Late Penalty: The completed paper must be submitted on **November 22** at midnight (London Ontario time). **A late penalty of 10% per day will be applied to papers submitted at any point after that date.**

b-Turnitin: Essays must be submitted to Turnitin.com, using the link on OWL. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ( <http://www.turnitin.com> ).

c-Citation Style: Citations **must** be formatted using *Chicago-style footnotes*, **not in-text citations**. Students are advised to consult a writer’s handbook when composing their essays in order to see how to format things like bibliography and footnotes. One excellent handbook is *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian. A useful link may be found at the following url: <http://www.wisc.edu/writing/Handbook/DocChicago.html>

d-Spelling and Grammatical Errors: Grammatical, spelling and other errors are not acceptable. You are responsible for your own work, and, as such, you must be careful to proofread your work before turning it in.

e-Bibliography: You must attach a Bibliography to your essay. Your bibliography must include a minimum of four ACADEMIC sources (consult a librarian for clarification on what counts as an academic source (e.g. newspapers, magazines, and encyclopedias do not count). Failure to include at least four academic sources will result in a grade of “F”. The highest grades in this course typically go to students that consult a large number of high-quality source materials. Consulting more than six sources is highly recommended.

f-Other Resources: There are many resources at Western designed to assist you in your learning. You are strongly advised to utilize these services. The Student Development Centre offers many services, including Effective Writing Programs and Learning Skills Services. The Student Development Centre is in UCC Suite 210; they can be reached by telephone at (519)661-2147, by email at [exams@sdcc.uwo.ca](mailto:exams@sdcc.uwo.ca), or on the web at <http://www.sdc.uwo.ca/>. You should also become familiar with the services offered by the University Library System. The D.B. Weldon Library may be contacted by telephone at (519)661-3162 or by email at [dbwref@lib.uwo.ca](mailto:dbwref@lib.uwo.ca), or on the web at <http://www.lib.uwo.ca/weldon/#>.

## VIII-A NOTE ON AI TOOLS AND CHATGPT

Students are expected to submit their original work for all assignments in this course. Its use during exams is prohibited. If a student decides to use these tools when writing an essay, that use should remain limited. For example, a student may use it in the initial stage to generate an outline, organize thoughts and concepts...etc. However, in all cases, the student is expected to submit with the assignment an appendix to explain how the AI tool was used, or harsh penalties will be applied.

## XI- ABSENCES & PENALTIES

You must submit all assignments on their due date. **A late penalty of 10% per day will be applied to assignments submitted at any point after that. To avoid the penalty, please have your request approved by your academic counselor—no exceptions.** If documentation is required for either medical or non-medical academic accommodation, then such documentation must be submitted by the student directly to the counsellors and NOT to the instructor.

### As per the university policy:

By policy, *academic considerations for work totaling 10% or more of the final course grade can be granted only by the student's Faculty of Registration (typically by their academic counsellors)*. In such cases, students should be directed as follows.

For work totaling 10% or more of the final course grade, you must provide valid medical or supporting documentation to the Academic Counselling Office of your Faculty of Registration as soon as possible. For further information, please consult the University's medical illness policy at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf).

The Student Medical Certificate is available at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

## **X. ACCOMMODATION AND ACCESSIBILITY**

### **1-Religious Accommodation**

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the Academic Counselling office of their Faculty of Registration. Please consult University's list of recognized religious holidays (updated annually) at

<https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

### **2-Accommodation Policies**

Students with disabilities are encouraged to contact Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found at:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic Accommodation\\_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Accommodation_disabilities.pdf).

### **3- Support Services**

Please visit the Social Science Academic Counselling webpage for information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters: [Academic Counselling - Western University \(uwo.ca\)](https://www.uwo.ca/academic_counselling/)

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at

[https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html).

To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

If you have any questions about accommodation, please contact:

## VIII-IMPORTANT AND USEFUL INFORMATION:

**1- Important Notice re: Prerequisites/Antirequisites:** Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. (Office of the Dean, Faculty of Social Science)

**2-Completion of All Requirements:** According to the Dean's office, Students who fail to complete all evaluation components of the course, without supporting medical documentation or justifiable and documented extenuating circumstances will be disqualified from appealing the course's final grade.

**3-Examinations/virtual Attendance:** A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.

**4-Students with Disabilities:** Any student with a disability is advised to contact the Coordinator for Services for Students with Disabilities in order that arrangements can be made through them to accommodate that student. The Centre for Student Development is located in UCC Suite 210; they can be reached by telephone at (519)661-2147, by email at [ssc@sdc.uwo.ca](mailto:ssc@sdc.uwo.ca), or on the web at <http://www.sdc.uwo.ca/ssd/>

**5-Mental/Emotional Distress:** Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

## IX-COURSE OUTLINE BY TOPIC:

**September 11                      Introduction**

*Required Readings:*  
(There are no assigned readings.)

**September 18                      Understanding peace**

Required readings

- Ho-Won Jeong, “Chapter One: Challenges for Peace,” and “Chapter Two Concepts of Peace and Violence,” in *Peace and Conflict Studies* (Aldershot: Ashgate, 2000), 7-29.
- Ximena Davies-Vengoechea, “A Positive Concept of Peace,” in *Keeping the Peace: Conflict Resolution and Peaceful Societies Around the World*, edited by Graham Kemp and Douglas P. Fry (New York: Routledge, 2004), 11-19.

**September 25**

**Transitions and Democracy**

*Required Readings:*

- Arthur, Paige. “How ‘Transitions’ Reshaped Human Rights: A Conceptual History of Transitional Justice,” *Human Rights Quarterly* 31.2 (2009): 321-367

**Recommended Reading:**

- Valerie Arnould. “Transitional Justice and Democracy in Uganda: between impetus and instrumentalization,” *Journal of Eastern African Studies* 9 issue 3 2015, pages 354-374

**October 2**

**Addressing colonial harm**

- Jennifer Balint, Julie Evans, and Nesam McMillan, “Rethinking Transitional Justice, Redressing Indigenous Harm: A New Conceptual Approach,” *International Journal of Transitional Justice* 8.2 (2014): 194-216.
- Niezen, Ronald. “The Unfolding.” In *Truth and Indignation: Canada’s Truth and Reconciliation Commission on Indian Residential Schools*. Toronto: University of Toronto Press, 2013, 25-41.

**October 09**

**The Role of the United Nations**

*Required Readings:*

- Roger MacGinty and Andrew Williams, “Chapter 5: Post-conflict reconstruction and development,” in *Conflict and Development* (London: Routledge, 2009), 122-152.
- James Mayall, “Chapter One: Introduction,” in *United Nations Interventionism, 1991-2004*, edited by Mats Berdal and Spyros Economides (Cambridge: Cambridge University Press, 2007), 1-31.

Recommended readings to review the basics about the UN:

- Paul Taylor and Devon Curtis, “The United Nations,” in *The Globalization of World Politics: An introduction to international relations*, 6th ed., eds. John Baylis, Steve Smith, and Patricia Owens (London: Oxford University Press, 2014), 304-319.

**October 12-Oct 20    Reading Week**

**October 23            Humanitarian Intervention**

*Required Readings:*

Alex Bellamy and Nicholas J. Wheeler, “Humanitarian intervention in world politics,” in *The Globalization of World Politics: An introduction to international relations*, 6th ed., eds. John Baylis, Steve Smith, and Patricia Owens (London: Oxford University Press, 2014), 479-493.

**October 30            Peacebuilding**

*Required Readings:*

Stephen Ryan, “The Evolution of Peacebuilding,” *Routledge Handbook of Peacebuilding*, ed. Roger MacGinty (New York: Routledge, 2013), 25-35.

Gerald M. Steinberg, “The Limits of Peacebuilding Theory,” *Routledge Handbook of Peacebuilding*, ed. Roger MacGinty (New York: Routledge, 2013), 36-53.

**No tutorial today**

**MIDTERM DUE TODAY**

**November 06        Rule of Law**

*Required Readings:*

Padraig McAuliffe, “Transitional Justice and the Rule of Law: The Perfect Couple or Awkward Bedfellows?” *Hague Journal on the Rule of Law* 2.2 (2010): 127–154.

*Available from Western Libraries using Proquest.*

Rosalind Raddatz, “Chapter 10: Tempering Great Expectations: Peacebuilding and Transitional Justice in Liberia,” in *Transitional Justice and Peacebuilding on the Ground: Victims and Ex-Combatants* edited by Chandra Lekha Sriram, Jemima Garcia-Godos, Johanna Herman, and Olga Martin-Ortega (New York: Routledge, 2013).



**November 13**

**Truth-Telling**

*Required Readings:*

Priscilla Hayner, “Chapter Two: Confronting Past Crimes: Transitional Justice and the Phenomenon of Truth Commissions,”

Priscilla Hayner, “Chapter Three: Why a Truth Commission?” in *Unspeakable Truths: Confronting State Terror and Atrocity* (New York: Routledge, 2001), 10-23, 24-31.

**November 20**

**Reparations**

*Required Readings:*

Martha Minow, “Reparations,” in *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence* (Boston: Beacon Press, 1998), 91-117.

**ASSIGNMENT: ESSAY DUE NOV 22 AT MIDNIGHT**

**November 27**

**Civil Society**

*Required Readings:*

Roger Duthie, “Building Trust and Capacity: Civil Society and Transitional Justice from a Development Perspective,” Transitional Justice and Development Project, International Center for Transitional Justice Research Unit (New York: International Center for Transitional Justice, Nov. 2009), 1-28.

Roberto Belloni, “Civil Society in War-to-democracy transitions,” in *From War to Democracy: Dilemmas of Peacebuilding* edited by Anna K. Jarstad and Timothy D. Sisk (Cambridge: Cambridge University Press, 2008), 182-210.

**December 04**

**Gender**

*Required Readings:*

Dyan Mazurana, “Gender and the Causes and Consequences of Armed Conflict,” in *Gender, Conflict, and Peacekeeping*, eds. Dyan Mazurana, Angela Raven-Roberts, and Jane Parpart (Lanham: Rowman & Littlefield, 2005), 29-42.

Tarja Vayrynen, "Gender and Peacebuilding," in *Palgrave Advances in Peacebuilding: Critical Developments and Approaches*, ed. Oliver P. Richmond (New York: Palgrave Macmillan, 2010), 137-153.

Fionnuala Ní Aoláin and Eilish Rooney, "Underenforcement and Intersectionality: Gendered Aspects of Transition for Women," *International Journal of Transitional Justice* 1.3 (2007): 338-354.  
*Available from Western Libraries using Scholars Portal.*

Student Participation  
 Participation Grading Guide:

<b>Grade</b>	<b>Attendance</b>	<b>Discussion</b>	<b>Reading</b>
20	Always	Excellent: leads debate; offers analysis and comments; always has ideas on theme of reading; takes care not to dominate; asks questions	Clearly has done and prepared questions on virtually all readings; intelligently uses this understanding and these questions in discussion
15-19	Almost always	Very Good: thoughtful comments and questions for the most part; willing, able and frequent contributor	Has done most readings; provides competent analysis of reading when prompted by others
10-14	Frequent	Good: has basic grasp of key concepts and occasional ideas on the main theme of the reading; arguments are sporadic and at times incomplete or poorly supported; unwilling to ask questions	Displays familiarity with most readings, but tends not to analyze them or to relate them to the course material
5-9	Occasional	Somewhat Poor: remarks in class marred by misunderstandings of key concepts; seldom contributes effectively to discussion of the main theme; often	Actual knowledge of material is outweighed by improvised comments and remarks

		digresses in unhelpful ways; sporadic	
0-4	Rare	Poor: rarely speaks; parrots text or comments of others	Little or no apparent familiarity with assigned material

THE ESSAY RUBRIC (please see tips on writing the essay in Course Content!)

Grade	0-8	9-12	12-17	17-20
Thesis	<ul style="list-style-type: none"> <li>-It is very hard to identify the thesis statement in the introduction.</li> <li>-The reader may reach the conclusion without understanding what the argument really is.</li> <li>- The topic may be inappropriate for this assignment.</li> </ul>	<ul style="list-style-type: none"> <li>-The thesis may or may not be in the introduction, but it is hard to identify.</li> <li>-it is slightly inappropriate for the assignment</li> </ul>	<ul style="list-style-type: none"> <li>-The thesis is written in the introduction</li> <li>-Although the introduction is present in the intro, it may need further development</li> <li>-It is appropriate for the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>-The thesis is skillfully incorporated in the introduction</li> <li>-It is easily identifiable, clear, concise, and insightful</li> <li>-The issue that is chosen is appropriate and directly relates to what we have been studying in the course.</li> </ul>
Historical and theoretical background (lit review)	<ul style="list-style-type: none"> <li>-<b>No historical and theoretical</b> background. Or irrelevant to the essay.</li> </ul>	<ul style="list-style-type: none"> <li>-Some sort of historical and theoretical background.</li> <li>-lots of historical errors</li> <li>-Some misunderstanding of the literature</li> </ul>	<ul style="list-style-type: none"> <li>-Good theoretical and historical background although further clarification may be needed.</li> </ul>	<ul style="list-style-type: none"> <li>Great theoretical (lit review) and historical background.</li> </ul>
Argument	<ul style="list-style-type: none"> <li>-The argument is unclear and weak</li> <li>-The student is unable to support</li> </ul>	<ul style="list-style-type: none"> <li>-The argument is evident but may not be defined clearly.</li> </ul>	<ul style="list-style-type: none"> <li>-The student has not talked about counterarguments in</li> </ul>	<ul style="list-style-type: none"> <li>-Clearly defines the issue</li> <li>- Fully supports the thesis statement</li> </ul>

	<p>the thesis with appropriate evidence</p> <p>-The quality of the evidence is lacking. The argument is based on pure opinion...</p>	<p>-The claims are unevenly supported, with weak or unsubstantiated evidence.</p> <p>-Not all of the claims as they appear in the thesis statement are discussed.</p>	<p>the theoretical background.</p> <p>-The claims are well supported but may not be completely convincing.</p> <p>-Some unclarity in the argument.</p> <p>-Or some parts of the argument are nicely written, but not others.</p>	<p>with sound reasons and evidence</p> <p>-effectively responds to counterarguments</p>
Style	<p>-Too many errors regardless of how strong the argument is.</p> <p>-The student does not follow the referencing style that is required in this assignment.</p> <p>-The formatting of the essay is incorrect (with respect to spacing, font style and size, page numbers...</p>	<p>-The piece is readable but the various mistakes in grammar, punctuations, or design “begin to create static in the reading experience.”</p> <p>-The student may follow the referencing style but with too many errors.</p> <p>-Some errors with respect to formatting.</p>	<p>-mostly correct, easy to read, rare errors that do not affect the reading experience.</p> <p>-sentences could be more concise</p> <p>-The student follows the referencing style but with some errors.</p> <p>-Mostly follow the formatting required in this assignment</p>	<p>-correct, easy to read, no errors, concise clear sentences.</p> <p>-The student fully follows the referencing style with no errors.</p> <p>-Follows the formatting specification required.</p>
Organization (how the essay flows)	<p>Unfocused title, boring introduction, unclear topic sentences and weak transitions. The article does not flow.</p>	<p>-okay title.</p> <p>-Introduction is too broad, even though the focus is seen later on.</p> <p>-conclusion is not focused, may be unrelated to the main idea.</p>	<p>-title works well.</p> <p>-good introduction but without catching our attention.</p> <p>-Conclusion summarizes the argument but without recommending or talking about the implications of the argument.</p> <p>-clear topic sentences but may not clearly contribute to an</p>	<p>-clever title</p> <p>-effective introduction</p> <p>-great conclusion with a clear answer to the “so what” or “So what now” question.</p> <p>-Clear transitions, and topic sentences...</p> <p>-The essay flows very well.</p>

			understanding of the overall argument.  -Generally speaking, the essay flows well.	
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