

International Relations Special Topics
Transitional Justice
POL 43500
MWF 1:30-2:20 BRNG 2245
Fall 2016

Instructor: Ñusta Carranza Ko
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Office Location: Beering Hall 2245
Office Hours: Tue.: 3:30–5:00 p.m.
Wed.: 8:00–10:00 a.m.

Course Prerequisites

POL 130-Introduction to International Relations (Highly Recommended)

Course Description

Often studied in relation to international human rights law and international norms on human rights, transitional justice is a growing field of study that emerged through the 1990s in the wake of transitions of numerous countries from authoritarian violent regimes to democracies following the end of the Cold War. This course provides an inter-disciplinary approach to transitional justice, taking into consideration perspectives from both theory and practice in international relations, international law, and political science. It is designed to provide students with a broad conceptual understanding of transitional justice within the framework of human rights from the academic and activist literature. It critically analyzes the problems facing societies with past human rights violations, including the challenges of building sustained peace and democracy after transitions. In doing so it examines the diverse range of transitional justice mechanisms (ranging from truth-seeking to memory building), explains the ongoing debates in the field, and how transitional justice fits in the literature of human rights.

Course Learning Outcomes

The course is organized in three parts:

- Part I: Conceptualizing Transitional Justice

- Part II: Mechanisms of Transitional Justice and Implications
 - Influences from outside and from within

As a higher level course in political science, this will be a reading, writing, and discussion intensive class designed to develop your critical thinking skills. At the end of this course students should be able to:

- *Discuss, raise questions, and present* oral and written arguments on the existing literature on transitional justice
- *Identify* debates in transitional justice
- *Summarize and evaluate* an existing transitional justice policy for a state
- *Modify* a transitional justice policy and *construct* a policy reform statement to *recommend* for government officials on the transitional justice policy of a state.

Required Course Materials

There are two required texts for this course, available at Purdue University Bookstores.

- Lessa, Francesca and Leigh A. Payne eds. 2012. *Amnesty in the Age of Human Rights Accountability. Comparative and International Perspectives*. Cambridge: Cambridge University Press.
- Hayner, Priscilla B. 2001/2011. *Unspeakable Truths: Transitional Justice and the Challenge of Truth Commissions*. New York: Routledge.

Required articles for the course can be found through Purdue University's Humanities, Social Sciences, and Education Library (HSSE). Certain assigned book chapters not comprising of the required main text will be made available on the course website in Blackboard Learn. For other chapters not uploaded on Blackboard, please consult course resources. Please also keep in mind that extra readings may be added electronically throughout the semester.

Course Resources

All two books for additional reading consultation (including assigned book chapters) are placed on reserve for a 2 hour library loan at the Circulation Desk at HSSE.

- Williams, Melissa, Rosemary Gay, and Jon Elster eds. 2012. *Transitional Justice*. New York: New York University Press.
- Roht-Arriaza, Naomi and Javier Mariezcurrena eds. 2006. *Transitional Justice in the Twenty-First Century: Beyond Truth versus Justice*. Cambridge: Cambridge University Press.

The book for writing consultation for writing effective papers for class is also placed on reserve for a 2 hour library loan at the Circulation Desk at HSSE. Please also consult Purdue University's Online Writing Lab for more writing consultation.

- Hacker, Diana and Nancy Sommers. 2010. *A Writer's Reference*. 6th Ed. Boston: Bedford St. Martins.
- Purdue University Online Writing Lab: <https://owl.english.purdue.edu/owl/>

Course Requirements

<u>Criteria</u>	<u>Percentage</u>
Current Events	5%
Participation and Attendance	10%
Critical Response Paper and Presentation	10%
Policy Briefing Paper	35%
Exam 1	15%
Final Exam	25%

Current Events (5%)

Starting from the third week of class, for each class 1-2 students will be assigned to present current events related to human rights and transitional justice. Students will be responsible to introduce a news material to the class, citing the sources from where they obtained the information, and provide a question for the class (to discuss) at the end of their presentation. Sign-up sheets will be available during the second week of class and the presentation will take no longer than *5 minutes*.

Sources of information for consultation are any major newspapers, news media outlets, and SNS news updates from well recognized international non-governmental organizations. Some of these examples include: The New York Times and The Boston Globe; BBC (<http://www.bbc.com/news/>) and CNN (<http://www.cnn.com/>); and Human Rights Watch (<http://www.hrw.org/news>) and Amnesty International (<http://www.amnesty.org/en/news>).

Participation and Attendance (10%)

Attendance is required and students are expected to be present at all class meetings. Please *turn off your phones* and *refrain* from using your devices (ipad/tablets) in class. If you are using a technological device (tablets or computers) please *focus on using it for class purposes*. Students engaging or working on other material irrelevant to class may be *asked to refrain from using* their technological devices for the *entire semester*.

Participation is *more* than class attendance. Active engagement in class discussions and an effective presentation of current events all count towards a student's participation grade. To do so, students should do the assigned readings in advance and come ready to consider the main topics of the day and *refrain* from distracting other students in class with the usage of their devices.

During each class, students grouped in 2-4 people, will be handed a 2 x 4 index card. Students will be responsible for writing their names at the top right hand corner of the index card and a 3-4 sentence response to a discussion question or questions that will be provided during class. The class will then hold a discussion and one student representing each group will have the opportunity to share their answers in class. Unless the work is deficient, illegible, and incoherent, a completed discussion question will receive full credit. This *requires* the student to attend class to receive the question, discuss it openly in class, and to hand in the index card at the end of the class. Failure to come to class and to complete this index card will result in the devaluation of the participation grade.

Critical Response Paper and Presentation (10%)

During the course of the semesters students will write, submit, and present a short critical response reflecting on and evaluating the assigned readings for that week. In the second week of class, a sign-up sheet will be provided for the students to choose which week's readings they wish to write and present their critical responses. A set of reading questions for each week's readings will be provided in advance on Blackboard Learn to assist students reading. Additional sources of help may be found on: <http://gsi.berkeley.edu/gsi-guide-contents/critical-reading-intro/social-science/>.

The response papers should be approximately 2-3 pages in length, 12 font Times New Roman, double spaced, 1 inch margins, and with page numbers. A hard copy of your critical response papers should be submitted in person at the *beginning* of class on the day of your presentation.

Both the paper and the presentation format should be as follows:

- 1) brief summary of the main arguments of each reading
- 2) student's own analysis of the reading focusing on identifying and critically assessing common themes or key points of debates
- 3) student's own independent reflection (opinion) regarding the significance of the points to the broader topics being discussed that week
- 4) 1 critical question based on the readings for class discussion. The presentation will take *no more than 10 minutes*.

Policy Briefing Paper (35%)

Students will write a policy briefing on a current/ongoing transitional justice processes. The transitional justice process should only focus on one policy mechanism (e.g. the prosecution of human rights violations in Chile). The aim of this paper is for students to assess a transitional justice policy, analyze the status of implementation, and formulate clear recommendations for policy and practitioner audiences, in government or in non-governmental organizations (to be presented later to government officials). For the purposes of writing this paper, it may be useful to imagine yourself in the role of an analyst for a non-governmental organization, such as Amnesty International, Human Rights Watch, or the International Center for Transitional Justice.

Chronology of deadlines:

- **October 14, 5 p.m.:** An outline of the briefing paper will be submitted for review either by hard copy at Beering Hall 2245 or via e-mail (ncarranz@purdue.edu). Feedback on the outline will be given back to the students by October 19 (during class).
- **November 2, 5 p.m.:** An abstract of the briefing paper will be submitted for review either by hard copy at Beering Hall 2245 or via e-mail (ncarranz@purdue.edu). They will be used to provide feedback to the students on the progress of their work. Feedback on abstracts will be provided to the students by November 7 (during class).
- **November 18, 2:30-5:00 p.m.:** Optional peer-review writing help session held. This session is intended for those students who would like feedback on their work. Sign-up sheets for the optional peer-review session, where students come with a finished draft or near finished draft of their paper, will be made available on November 7. The session is optional and students will not be penalized for not attending the session. However, please do keep in mind that, peer-review sessions gives you the possibility to hear more feedback on your writing, to make last minute changes, and to also improve your work significantly.
- **December 12:** Final paper due via e-mail (ncarranz@purdue.edu) by **11:59 p.m.** or in person (hard copy) during **3:00-5:00 p.m.** at Beering Hall 2245.

The final paper should include:

- 1) overview of the political, social, and economic context of the state where transitional justice is occurring
- 2) description of the transitional justice process and the violations the policy seeks to address
- 3) analysis of the challenges that the policy has encountered
- 4) and key recommendations (from your viewpoint) for particular actors to address the challenges.

Format:

- 1) 7-8 pages (excluding title page but inclusive of references page)
- 2) 12 font Times New Roman, double spaced, 1 inch margins, and with page numbers
- 3) American Political Science Association (APSA) citation and reference format
<http://www.apsanet.org/files/APSASStyleManual2006.pdf>.

Exams (Exam 1: 15% + Final Exam: 25%)

The examination component of this course is divided into two exams (exam 1 and a final). These will come in the form of a set of identification terms, matching, short answer, and long answer (essay) blue book response to questions pertinent to the lectures and assigned readings. Students are expected to write the necessary response in *complete sentences* to be able to obtain the full point for each question.

The final exam may or may not be cumulative of all the materials in the lecture, reading, and the discussions from the entire semester. Success on the exams will *almost certainly require* class attendance and keeping up with the weekly reading assignments.

Grading Scale

A+	97-100%	B+	87-89	C+	77-79	D+	67-69
A	96-93	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
						F	0-59

Late Policy

Late assignments will be subject to a 10% penalty *per day, starting with the due date*. Extensions will be granted only under extenuating circumstances. In those instances, please contact me as soon as you know there is a problem so we can work out an alternative plan.

Grief Absence Policy for Students

Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students. Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments in the event of the death of a member of the student's family. Please call the Office of the Dean of Students (765-494-1747) to speak with a Student Support Specialist in cases of bereavement.

Student Disability

If you need course adaptations or accommodations because of a disability, please register with the Disability Resource Center in the Office of the Dean of Students (<http://www.purdue.edu/drc>). It is the student's responsibility to notify the Disability Resource Center of an impairment or condition that may require classroom modifications. The registration must be made prior to any accommodations can be made in the class. Please also make an appointment with me within the first two (2) weeks of the semester in order to discuss such issues.

Academic Integrity

Plagiarism, cheating, etc.: *absolutely no form of academic dishonesty will be tolerated*. All instances of academic dishonesty will be reported to the university. If you are unsure about plagiarism, please see me.

With respect to the paper, it is highly likely that I will recognize or have read the source you are improperly citing, so if you have questions or concerns about your academic writing I would be happy to help. Additionally, the university runs a writing lab that can also provide consultation.

<http://owl.english.purdue.edu/owl/resource/589/01/>

College of Liberal Arts Classroom Civility Statement

Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students. Please visit Purdue's Nondiscrimination policy for more information:

http://www.purdue.edu/purdue/ea_eou_statement.html.

Campus Safety

In the event of a major campus emergency, course schedules and materials are subject to change. Emergency notification procedures are based on a simple concept – if you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.

Purdue University's Blackboard Learn

This course requires students to access Blackboard Learn. Useful information such as the course syllabus, class slides (a general slide structure), announcements, readings, and reading questions will be found here. I will occasionally send out notes using Blackboard and if class is canceled for whatever reason, this is how you will know ahead of time. <http://www.itap.purdue.edu/learning/tools/blackboard/>

Questions, Office Hours, and Outside Help

Please ask questions at any time during class regarding material you find unclear, interesting, or requiring more explanation. Studying a new field may often times be challenging and chances are others will be wondering about the same things. I encourage you to view it as an opportunity to engage in the material by discussing it with the instructor and with other classmates. If you have any questions regarding the course, please feel free to stop by my office, ask me before or after class, or via email.

Course Caveat

Revisions of the syllabus (including assignments, papers, and presentations) may occur during the course of the semester at the instructor's discretion and students will be notified in advance of such changes.

Course Outline and Assigned Readings

PART I: CONCEPTUALIZING TRANSITIONAL JUSTICE

Week 1

Introduction to Transitional Justice

Required Reading:

- International Center for Transitional Justice. 2014. "What is Transitional Justice?" *International Center for Transitional Justice*

- Roht-Arriaza, Naomi. 2006. "The New Landscape of Transitional Justice." In *Transitional Justice in the Twenty-First Century: Beyond Truth versus Justice*, Naomi Roht-Arriaza and Javier Mariezcurrena eds. Cambridge: Cambridge University Press, 1-16.

Additional Sources of Consultation:

- Teitel, Ruti G. 2003. "Transitional Justice Genealogy." *Harvard Human Rights Journal* 16: 69-94.

Week 2

Contexts of Transition I

Required Reading:

- Lambourne, Wendy. 2009. "Transitional Justice and Peacebuilding after Mass Violence." *International Journal of Transitional Justice* 3 (1): 28-48.
- O'Donnell, Guillermo and Philippe C. Schmitter. 1995. "Transitions from Authoritarian Rule: Tentative Conclusions about Uncertain Democracies." In *Transitional Justice: How Emerging Democracies Reckon with Former Regimes*, ed. Neil J. Kritz. Washington: United States Institute of Peace, 57-64.

Additional Sources of Consultation:

- Huntington, Samuel P. 1995. "The Third Wave: Democratization in the Late Twentieth Century." In *Transitional Justice: How Emerging Democracies Reckon with Former Regimes*, ed. Neil J. Kritz. Washington: United States Institute of Peace, 65-81.

Week 3

Contexts of Transition II

Required Reading:

- Huyse, Luc. 1995. "Justice after Transitions: On the Choices Successor Elites Make in Dealing with the Past." In *Transitional Justice: How Emerging Democracies Reckon with Former Regimes*, ed. Neil J. Kritz. Washington: United States Institute of Peace, 104-115.
- Olsen, Tricia, Leigh A. Payne, and Andrew Reiter. 2010. "Coming to Terms." In *Transitional Justice in Balance: Comparing Processes, Weighing Efficacy*. Washington: United States Institute of Peace Press, 9-28.

Additional Sources for Consultation:

- Van Zyl, Paul. 2011. "Promoting Transitional Justice in Post-Conflict Societies." In *Transitional Justice Handbook for Latin America*, ed. Félix Reátegui. New York: International Center for Transitional Justice, 45-68.

PART II: MECHANISMS OF TRANSITIONAL JUSTICE AND ITS IMPLICATIONS

Week 4

NOTE: Friday: In-Class Exam 1 (covers all course materials covered until Week 4)

Retributive Justice: Brief Overview from Nuremberg to ICTR

Required Reading:

- Massey, Stephen J. 1995. "Individual Responsibility for Assisting the Nazis in Persecuting Civilians." In *Transitional Justice: How Emerging Democracies Reckon with Former Regimes*, ed. Neil J. Kritz. Washington: United States Institute of Peace, 207-216.
- 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): 213-231.

Additional Sources for Consultation:

- Bass, Gary. 2002. "Introduction." In *Stay the Hand of Vengeance: The Politics of War Crime Tribunals*. Princeton: Princeton University Press, 3-36.
- Prevost, Ann Marie. 1992. "Race and War Crimes: The 1945 War Crimes Trial of General Tomoyuki Yamashita." *Human Rights Quarterly* 14 (3): 303-338.

Week 5

Prosecutions and Accountability

- Mendez, Juan. 1997. "Accountability for Past Abuses." *Human Rights Quarterly* 19: 255-282.
- Orentlicher, Dian F. 1991. "Settling Accounts: The Duty to Prosecute Human Rights Violations of a Prior Regime." *The Yale Law Journal* 100 (8): 2537-2615.
- Sikkink, Kathryn. 2012. "The Age of Accountability: the Rise of Individual Criminal Accountability." In *Amnesty in the Age of Human Rights Accountability*, eds. Francesca Lessa and Leigh A. Payne. Cambridge: Cambridge University Press, 19-41.
- Sikkink, Kathryn and Hun Joon Kim. 2013. "The Justice Cascade: The Origin and Effectiveness of Prosecutions of Human Right Violations." *Annual Review of Law and Social Science* 9: 269-285.

Additional Sources of Consultation:

- O'Donnell, Guillermo A. 1998. "Horizontal Accountability in New Democracies." *Journal of Democracy* 9: 112-126.

Week 6

Prosecutions and Accountability continued.

Week 7

Amnesties' Challenge to Justice I

Required Reading:

- Freeman, Mark and Max Pensky. 2012. "The Amnesty Controversy in International Law." In *Amnesty in the Age of Human Rights Accountability*, eds. Francesca Lessa and Leigh A. Payne. Cambridge: Cambridge University Press, 42-68.
- Mallinder, Louise. 2007. "Can Amnesties and International Justice be Reconciled?" *International Journal of Transitional Justice* 1 (2): 208-230.

Additional Sources of Consultation:

- Clark, Phil. 2012. "Creeks of Justice: Debating Post-Atrocity Accountability and Amnesty in Rwanda and Uganda." In *Amnesty in the Age of Human Rights Accountability*, eds. Francesca Lessa and Leigh A. Payne. Cambridge: Cambridge University Press, 210-237

- Pensky, Max. 2008. “Amnesty on Trial: Impunity, Accountability, and the norms of International Law.” *Ethics & Global Politics* 1 (1-2): 1-40.

Week 8

NOTE: Friday: Outline for Policy Briefing Paper Due (Oct. 14)

Amnesties’ Challenge to Justice II (Regional Trends: Latin America)

Required Reading:

- Lessa, Francesca, Tricia D. Olsen, Leigh A. Payne, Gabriel Pereira, and Andrew C. Reiter. 2014. “Overcoming Impunity: Pathways to Accountability in Latin America.” *The International Journal of Transitional Justice* 8: 75-98.
- Sikkink, Kathryn and Carrie Booth Walling. 2006. “Argentina’s Contribution to Global Trends in Transitional Justice.” In *Transitional Justice in the Twenty-First Century: Beyond Truth versus Justice*, Naomi Roht-Arriaza and Javier Mariezcurrena eds. Cambridge: Cambridge University Press, 301-324.

Additional Sources of Consultation:

- Lessa, Francesca. 2012. “Barriers to Justice: the Ley de Caducidad and Impunity in Uruguay.” In *Amnesty in the Age of Human Rights Accountability*, eds. Francesca Lessa and Leigh A. Payne. Cambridge: Cambridge University Press, 123-151.
- Salmón, Elizabeth. 2011. “Reflections on International Humanitarian Law and Transitional Justice: Lessons to Be Learnt from the Latin American Experience.” In *Transitional Justice Handbook for Latin America*, ed. Félix Reátegui. New York: International Center for Transitional Justice, 211-244.

Week 9

Truth-Seeking and Truth-Reconciliation I (Truth versus Justice)

Required Reading:

- Hayner, Priscilla B. 2001/2011. *Unspeakable Truths: Transitional Justice and the Challenge of Truth Commissions*. New York: Routledge. (Chapters 2 and 3)

Additional Sources of Consultation:

- Rotberg, Robert I. 2000. “Truth Commissions and the Provision of Truth, Justice, and Reconciliation.” In *Truth v. Justice: The morality of Truth Commissions*, Robert I. Rotberg and Dennis Thompson eds. Princeton: Princeton University Press, 3-21.
- Hirsch, Michal Ben-Josef. 1996. “And the Truth Shall Make You Free: The International Norm of Truth-Seeking.” PhD thesis. Massachusetts Institute of Technology. (Chapter 1 and 6)

Week 10

Truth-Seeking and Truth-Reconciliation II (Case Study: Peru)

Case Study Documentary:

- USIP Press. 2007. *Confronting the Truth*.

Required Reading:

- Gonzales Cueva, Eduardo. 2006. "The Peruvian Truth and Reconciliation Commission and the Challenge of Impunity." In *Transitional Justice in the Twenty-First Century: Beyond Truth versus Justice*, Naomi Roht-Arriaza and Javier Mariezcurrena eds. Cambridge: Cambridge University Press, 70-93.

Additional Sources for Consultation:

- Corntassel, Jeff and Cindy Holder. 2008. "Who's Sorry Now? Government Apologies, Truth Commissions, and Indigenous Self-Determination in Australia, Canada, Guatemala, and Peru." *Human Rights Review* 9: 465-489.
- Laplante, Lisa J. and Kimberly Susan Theidon. 2007. "Truth with Consequences: Justice and Reparations in Post-Truth Commission Peru." *Human Rights Quarterly* 29 (1): 228-250.

Week 11

NOTE: Wednesday: Abstract for Policy Paper Due: (Nov. 2)

Reparations I

Required Reading:

- De Greiff, Pablo. 2006. "Introduction. Repairing the Past: Compensation for Victims of Human Rights Violations." In *The Handbook of Reparations*, ed. Pablo de Greiff. Oxford: Oxford University Press, 1-18.
- Guembe, Jose Maria. 2006. "Economic Reparations for Grave Human Rights Violations: The Argentinean Experience." In *The Handbook of Reparations*, ed. Pablo de Greiff. Oxford: Oxford University Press, 21-54.

Additional Sources of Consultation:

- Laplante, Lisa J. 2014. "The Plural Justice Aims of Reparations." In *Transitional Justice Theories*, eds. Susanne Buckley-Zistel, Teresa Koloma Beck, Christian Braun, and Friederike Mieth. Oxford: Routledge, 66-84.

Week 12

Reparations II (Gender of Reparations)

Required Reading:

- Duggan, Colleen and Adila Abusharaf. 2006. "Reparations of Sexual Violence in Democratic Transitions: The Search for Gender Justice." In *The Handbook of Reparations*, Oxford: Oxford University Press, 623-649.
- Rubio-Marín, Ruth. 2006. "Introduction. The Gender of Reparations: Setting the Agenda." In *What Happened to the Women? Gender and Reparations for Human Rights Violations*, ed. Ruth Rubio-Marín. New York: Social Science Research Council, 20-47.

Additional Sources of Consultation:

- Rubio-Marín, Ruth. 2009. "The Gender of Reparations in Transitional Societies." In *The Gender of Reparations: Unsettling Sexual Hierarchies While Redressing Human Rights Violations*, ed. Ruth Rubio-Marín. Cambridge: Cambridge University Press, 63-120.

Week 13

NOTE: Friday: Optional policy paper peer-review session after-class office hours held (Nov. 18)

Memory Building

Required Reading:

- Barahona de Brito, Alexandra. 2001. "Truth, Justice, Memory, and Democratization in the Southern Cone." In *The Politics of Memory: Transitional Justice in Democratizing Societies*, eds. Paloma Aguilar-Fernández, Alexandra Barahona de Brito, and Carmen Gonzáles-Enríquez. Oxford: Oxford University Press, 119-160.
- Ibreck, Rachel. 2010. "The Politics of Mourning: Survivor Contributions to Memorials in Post-Genocide Rwanda." *Memory Studies* 3 (4): 330-343.

Additional Sources of Consultation:

- 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 (2): 138-156.
- Volkan, Vamik. 2006. "What Some Monuments Tell Us About Mourning and Forgiveness." In *Taking Wrongs Seriously: Apologies and Reconciliation*, eds. Elazar Barkan and Alexander Karn. Stanford: Stanford University Press, 115-131.

PART II-I: MECHANISMS OF TRANSITIONAL JUSTICE AND ITS IMPLICATIONS: INFLUENCES FROM OUTSIDE AND FROM WITHIN

Week 14

Role of Civil Society on Transitional Justice

Required Reading:

- Burt, Jo-Marie, Gabriela Fried Amilivia, and Francesca Lessa. 2013. "Civil Society and the Resurgent Struggle against the Impunity in Uruguay." *International Journal of Transitional Justice* 7 (2): 1-22.
- Wiebelhaus-Brahm, Eric. 2007. "Transitional Justice, Civil Society and the Development of the Rule of Law in Post-Conflict Societies." *International Journal of Not-for-Profit Law* 9 (4).

Additional Sources of Consultation:

- Backer, David. 2003. "Civil Society and Transitional Justice: Possibilities, Patterns, and Prospects." *Journal of Human Rights* 2 (3): 297-313.

Week 15

International Influence on Transitional Justice

Required Reading:

- Engstrom, Par. 2013. "The Inter-American Human Rights System and Transitional Justice in Latin America."
http://www.academia.edu/4808084/The_Inter-American_Human_Rights_System_and_Transitional_Justice_in_Latin_America

- Olsen, Tricia, Leigh A. Payne, and Andrew Reiter. 2010. "Justice from the Outside In." In *Transitional Justice in Balance: Comparing Processes, Weighing Efficacy*. Washington: United States Institute of Peace Press, 79-96.

Additional Sources of Consultation:

- Roht-Arriaza, Naomi. 2001. "The Role of International Actors in National Accountability Processes." In *The Politics of Memory: Transitional Justice in Democratizing Societies*, eds. Paloma Aguilar-Fernández, Alexandra Barahona de Brito, and Carmen Gonzáles-Enríquez. Oxford: Oxford University Press, 40-64.

Week 16

No Scheduled Class-Please Focus on Completing Final Policy Papers and Studying for Final Exam

Week 17

Final Policy Papers Submission

To be submitted via e-mail (ncarranz@purdue.edu) by 11:59 p.m. or in person (hard copy) during 3:00-5:00 p.m. on Monday December 12, 2016 at Beering Hall 2245.*

Final Exam