

PHIL 535 A01 (CRN 12690). Transitional Justice

Instructor: Cindy Holder (she/her)

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CLASS TIMES: M, TH: 8:30 a.m.-9:50 a.m.

CLASS LOCATION: CLE B315

OFFICE HOURS: M, TH 10 a.m.-11:30 a.m (right after class) or by appointment

I acknowledge and respect the Lək'wəŋən People (Songhees and X^wsepsem/Esquimalt nations) on whose territory the university stands, and the Lək'wəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land and waters of this region continue to this day.

COURSE DESCRIPTION:

This course introduces transitional justice as a field of inquiry and practice. The readings focus on ethical and theoretical issues related to concepts, institutions and legal regimes that have been developed to assist societies seeking to address large-scale and systematic violence and abuse and transition to social and political arrangements that are not systematically violent and abusive.

The assignments and readings in this course are designed to give you a basic understanding of: what it means to describe a society or political regime as “transitional”; what is supposed to distinguish transitional justice as a field of inquiry and set of institutions and practices; arguments for and against the value and coherence of transitional justice as field of inquiry and practice; and specific issues that arise in the application of transitional justice concepts, institutions and practices to concrete circumstances.

This face-to-face course is taught in a seminar format. You are expected to do the readings in advance and to come to class ready to ask questions and contribute to discussion.

Please be aware: the material covered in this course includes case studies and descriptions of experiences of physical and psychological abuse, group-based violence and other forms of violence and abuse. For this reason you should be prepared to engage with difficult and disturbing materials.

LEARNING OUTCOMES:

This course is designed to provide you with the following:

- a basic understanding of the term “transitional justice” and of key concepts, institutions and legal regimes related to it
- a basic understanding of how transitional justice concepts and literatures relate to and/or apply within the Canadian context
- a basic understanding of theoretical and ethical concerns about transitional justice concepts, institutions, academic literatures and practices
- the ability to understand and critically engage with academic literatures on

- transitional justice concepts, institutions and practices
- the ability to recognize transitional justice concepts, institutions and practices in non-academic contexts
- the ability to apply learning from course readings and classroom discussion to real-world examples and situations

GRAD-ONLY MEETINGS:

If schedules permit, PHIL 535 will meet separately from PHIL 433/LAW 343 for the second class of each week. These **grad-only meetings (if possible) will begin in Week 3**. You will always have the option of joining the PHIL 433/LAW 343 students on Thursday if/when the grad-only meeting does not work for you. However, **if a grad-only session becomes possible, attendance at the grad-only meeting will replace the Thursday class for you**. The time and room for the grad-only meeting will be set during Week 1 and announced and added to Brightspace in Week 2.

ATTENDANCE:

You are expected to attend both meetings each week in person. Class meetings are not recorded.

AI:

The use of AI or other LLM tools to write your assignments is prohibited. Your ideas and their expression (including visual, oral or written formats) **must** be your own unless explicitly quoted and otherwise cited.

You may use AI to find information (if you acknowledge such use) but all such information must be double checked and cited in a scholarly manner to a reliable source. If you cannot otherwise confirm and accurately cite information gleaned from an AI source, do not use it.

Using AI to summarize readings for you rather than doing the read yourself is not something I can regulate. However, you should be aware that AI summaries are highly unlikely to pick up the nuance or detail that is necessary for the type of analysis we will undertake in classroom discussion and that will be expected of you in assignments. For this reason I strongly recommend against relying on AI summaries of the readings in this course.

TEXTS:

Simić, Olivera, ed. 2020. *An Introduction to Transitional Justice, Second edition*. Routledge: New York.

Brightspace Coursepack

EVALUATION:

1 page response to grad-only readings (5 @ 1% each)^a 5%
Due by noon on Friday of the week the readings are assigned

7-10 page paper^b 35%
Due by midnight Oct 14. Must be based around one of the readings from the first six weeks of the course

Annotated Bibliography on topic of 15-20 page paper^c 10%
Due by midnight Nov 14. Minimum 7 sources

15-20 page research paper^d 50%
Due by midnight Dec 10. Must include discussion of a case study not included on the PHIL 433 assignment sheet

^aAbout the 1-page responses: Responses should not be more than 1 page double-spaced and should discuss an issue, argument or topic **from the grad-only readings**. Responses are **due by noon** of the Friday of the week in which the readings are assigned.

^bAbout the 7-10 page paper: The topic of this term paper must be drawn from at least one of the readings covered in the first six (6) weeks of class (i.e., readings from Oct 9 or earlier).

^cAbout the annotated bibliography: An annotated bibliography is a list of references that provides brief summaries and critical reflections on each item, in addition to the bibliographic information. The annotated bibliography must identify at least 7 sources relating to the topic chosen for your 15-20 page paper that are not included on the course outline.

^dAbout the 15-20 page paper: The final paper must illustrate or address one or more questions related to transitional justice that have come up in the readings for this course **using a case study that is not listed on the PHIL 433/LAW 343 assignment sheet**. The final paper may draw on material from 7-10 page paper but does not have to.

All assignments will be graded with percentage grades using the standard UVic [scale](#).

POLICY ON LATE ASSIGNMENTS:

Exceptions to deadlines are governed by [UVic policies regarding academic concessions](#). If you are unable to meet a deadline because of conflicting responsibilities, or unexpected or unavoidable circumstances **you must contact me as soon as you are aware of the circumstances or conflict**.

Late assignments and papers will be penalized in the amount of 5% per 24 hours to a maximum of 30%. Exceptions to this penalty will only be considered in cases where an alternate deadline was arranged ahead of time or lateness was caused by an unexpected or unavoidable circumstance, as described in [UVic's policies regarding academic concessions](#).

EXPECTATIONS REGARDING CONDUCT:

This course is governed by UVic's policies on student behaviour and adheres to its commitment to [Creating a respectful, inclusive and productive learning environment](#). All members of our class—myself, and all students—have the right to experience and the responsibility to help create such an environment.

Professionalism is expected from all students enrolled in courses in the Tri-Faculty; these [standards for professional behaviour](#) apply to interactions both in person and

online. Please see also information on University expectations regarding [Student Conduct](#) and policies regarding [Non-academic Student Misconduct](#).

ACADEMIC INTEGRITY:

You are expected to read the University's [Policy on Academic Integrity](#). You can find it in the Graduate Calendar. It is your responsibility to know and follow the University's regulations regarding academic integrity. Penalties for academic integrity violations are harsh and are applied as written.

Any and all sources used in preparing work that is submitted for evaluation must be acknowledged. This includes websites and other students' work. **Plagiarism and other forms of cheating will not be tolerated.** Such conduct is contrary to the University's academic regulations and shows a profound lack of respect for me, for fellow students and for the university as an institution of higher learning.

For additional information about the University's expectations with respect to academic integrity and resources to help you meet those expectations, visit [the University's Academic Integrity page](#).

MATERIALS POSTED TO BRIGHTSPACE:

Academic integrity includes respect for others' copyright. Course materials (including video recordings) provided by me or others during this course must not be shared or distributed without permission.

Please note that all assignment sheets, lecture notes and teaching materials posted to Brightspace are the intellectual property of myself and the University of Victoria. **Do not circulate course materials or post them to note-sharing sites without my permission.** Posting course materials to note-sharing sites or otherwise circulating course materials without the permission of your instructor violates the [Policy on Academic Integrity](#). Any evidence you are circulating materials without permission will be referred to the Chair of the Philosophy Department for investigation.

ACADEMIC SUPPORTS:

The University has a number of academic support services that may help you in this course, including the [Academic Skills Centre](#), the [Library's Research Anywhere site](#) and the [Library's "Ask Us" service](#). Information about academic supports can be found through the [University's Learn Anywhere site](#).

ACADEMIC ACCOMMODATIONS:

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you believe you will require academic accommodations to address barriers to your education in this course and you are not already registered with the Centre for Accessible Learning, please do so using the [CAL registration process](#). The Centre for Accessible Learning is the office designated to make arrangements for accommodations. You can find information about academic accommodations through the [Centre for Accessible Learning's website](#).