

WOH 3931/EUS 3930 – Comparative Truth and Reconciliation Fall 2024

Instructor: Rachel Laue

Meeting Time: Monday, Wednesday, Friday 1:55-2:45pm (Period 7)

Classroom: FLI 0113

Office Hours: TBD

Contact: rlaue@ufl.edu

Course Description: This course studies and compares the legal, political, social, and cultural history of truth commissions, national reconciliation practices, and transitional justice around the world. It traces the beginnings of truth and reconciliation to the Nuremberg Trials in post-war Europe in the 1940s and the fact-finding commissions of post-dictatorship Latin American countries in the 1970s. It also deals with post-colonial reckonings such as Indian Residential Schools in Canada, and the Stolen Generations in Australia, and examines restorative justice practices such as that of post-apartheid South Africa.

Learning Goals:

- 1.) To examine and compare the history of truth and reconciliation commissions in world history.
- 2.) To creatively analyze historical events from different perspectives.
- 3.) To write clear, persuasive arguments grounded in evidence-based research.

Required Materials:

- 1.) Olivera Simic, *An Introduction to Transitional Justice, Second Edition* (2020).
- 2.) Bev Sellars, *They Called Me Number One: Secrets and Survival at an Indian Residential School* (2013).
- 3.) *Rabbit Proof Fence* – film (2002) – Available to rent on most streaming platforms.
- 4.) *Truth Commissions: State Terror, History, and Memory*. A special issue of *Radical History Review* Vol. 7, No. 97 (Winter 2007). Available on the EBSCO database via UF libraries. (Must be logged in on campus WiFi or the off-campus VPN to access.)

Additional readings to be provided by the instructor on Canvas.

Assignments:

Note: All assignments will be submitted electronically via Canvas and be subject to checks for plagiarism.

Reading Journal – Students will keep a weekly journal discussing the class readings. The journal may be in physical or electronic formats. This is a loosely structured assignment meant to allow you to reflect on what you have learned and how your ideas have been challenged by diverse readings. It is also to aid you in preparing your thoughts and questions for weekly in-class discussions. Journals will be turned in 3 times during the semester for evaluation: **September 20th, October 25th, and December 2nd.**

T&R in the News – Conduct a google search for recent (past 12 months) news articles about truth and reconciliation, truth commissions, and transitional or restorative justice. You may focus on a specific region or country or you may look for broader global trends. Pay attention to how T&R is being reported and the differences between articles by reputable news outlets, advocacy groups, anti-T&R groups, etc. Write a two (2) page report on what you found. You can address any aspect of these articles that you found interesting or enlightening. Use both broad search terms and more narrow and creative ones, be sure to try several different versions of what you are looking for, and especially look for what is being reported beyond page one of results. **Due September 9th.**

Primary Source Analysis – In a short bibliography, identify at least five (5) primary sources that you are considering for your final project. Choose two (2) of these sources and write a historical analysis of approximately two (2) pages each for a total of four (4) pages plus bibliography. Bibliography should be in Chicago Manual of Style format. **Due October 9th.**

Secondary Source Analysis – In a short bibliography, identify at least five (5) secondary sources that you are considering for your final project. These may be a mix of both class and outside readings. Choose one (1) secondary source that is not a class reading and write an analysis of its argument and evidence. This should be approximately three (3) pages plus bibliography. Bibliography should be in Chicago Manual of Style format. **Due November 6th.**

Final Research Paper – Drawing on primary and secondary sources and the overall themes of course material, students will write a research paper of 7-8 pages on the following topic: Choose one truth commission and assess its efficacy and outcomes. Some questions to consider: What were the commission’s goals and did it fulfill them? In what ways have government policies and public education changed since its inception? Do the victims and survivors believe their concerns have been addressed? Is there still work to be done? Papers should use at least two (2) primary sources, and three (3) secondary sources but may use more. You may use the primary and secondary sources from class readings and sources outside of class readings. More information will be given later in the semester to help students construct their projects. **Due December 4th.**

Final Presentation – An individual presentation of 10 minutes on the findings of your final research project. Presentations will take place **during Week 14** (before Thanksgiving break).

Participation – This class is structured around the idea that robust student participation increases learning, generates enthusiasm for knowledge beyond the classroom, and allows students to discuss new ideas in a safe space. Here are some ways you can participate in this class: 1.) Show up! Attendance is mandatory. You can’t learn if you aren’t there. 2.) Speak up! Every Friday we will have an open group discussion, but there will be other opportunities to share your thoughts about the content of this course throughout the semester. It is my job as instructor to make sure the classroom is a safe, respectful place where everyone can speak openly. But it only works if you talk! 3.) Get to know you classmates! You will be graded on your individual contributions, but this is also an opportunity for you to foster relationships with your peers, generate new knowledge together, and find new ways to think about history. 4.) If you have specific reasons you cannot participate in a traditional way, please come and talk to me privately. I am happy to figure out a solution that works for both of us.

Grading Policies:

All assignments are due at the beginning of class on the specified due date.

Journal Evaluations (3) – 30% (10% each)

News Search – 5%

Primary Source Analysis – 10%

Secondary Source Analysis – 10%

Final Research Paper – 25%

Final Presentation – 10%

Participation – 10%

UF Scale:

Letter Grade A A- B+ B B- C+ C C- D+ D D- E WF I NG S-U

Grade Points 4.0 3.67 3.33 3.0 2.67 2.33 2.0 1.67 1.33 1.0 .67 0 0 0 0 0

Make-up and Late Work Policy:

Late assignments will be reduced by 1/3 letter grade if submitted more than 24 hours after the submission deadline. Assignments will be further reduced by 1/3 letter grade for each day late after that. Make-up work will be accepted only in consultation with and by permission of the instructor.

Attendance Policy:

Students should expect to attend every class meeting. Each student is permitted three (3) unexcused absences. All other absences will require proper documentation to prevent a reduction in your participation grade. Unexcused absences beyond the first three (3) will result in a reduction of the participation grade. Absences related to COVID-19 will be excused.

Academic Honesty:

Plagiarism is a serious offence and violates the University of Florida's Student Honor Code. The University's definition of plagiarism is as follows:

A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

- **Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution**
- **Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authorized by the student**
- **Unauthorized use of materials or resources**
- **Prohibited collaboration or consultation**
- **Submission of paper or academic work purchased or obtained from an outside source**

Assignments which contain plagiarism will receive a zero for a first offence. Repeated offences may result in further punitive action. All incidents of academic dishonesty are reported to the Office for Student Conduct and Conflict Resolution. For more information see the Student Honor

Code and Student Conduct Code Book available here: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> . Pages 12-14 outline violations to the academic honor code.

The use of artificial intelligence such as ChatGPT and or other AI assistance to complete class assignments is strictly prohibited.

Diversity Statement:

This class welcomes civil discussion from all students enrolled in it including those of all races, ethnicities, disabilities, gender identities, sexual orientations, neurodiversity, socioeconomic backgrounds, religions, and political views. All members of this class, students and teacher alike, have a responsibility to foster a classroom environment free of prejudice and discrimination where careful listening and thoughtful engagement with each other’s perspectives is as important as our individual self-expression. Together we can create a diverse intellectual community characterized by respectful debate, openminded interaction, and empathy for one another.

Accommodation for Disabilities:

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students with disabilities.

Mental Health Resources:

Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575) or make an appointment on the web at <http://www.counseling.ufl.edu/cwc/> .

Course Evaluations:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu> . Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results> .

Schedule:

Readings and assignments should be completed by start of class the day they are listed.

Week 1

Aug. 23: Friday – Introduction to Course

Read: none

Part One – Post-Conflict Truth and Reconciliation

Week 2 – The Nuremberg Trials

Aug. 26: Monday

Read: Simic, Chapter 1

Aug. 28: Wednesday

Read: none

Aug. 30: Friday

Read: Simic, Chapter 2

Week 3 – Fact Finding Commissions in Argentina and Chile

Sept. 2: Monday – **Labor Day No Class**

Read: none

Sept. 4: Wednesday

Read: Simic, Chapter 5

Sept. 6: Friday

Read: Radical History Review, Editor’s Introduction

Week 4 – Post-Communism Commissions in Germany, Poland, and Romania

Sept. 9: Monday

Read: none

T&R in the News assignment Due

Sept. 11: Wednesday

Read: none

Sept. 13: Friday

Read: Ciobanu, “Criminalising the Past and Reconstructing Collective Memory: The Romanian Truth Commission” (on Canvas)

Week 5 – International or Local Transitional Justice? The Rwanda Case

Sept. 16: Monday

Read: Simic, Chapter 8

Sept. 18: Wednesday

Read: none

Sept. 20: Friday

Read: Corey and Joireman, “Retributive Justice: the *Gacaca* Courts in Rwanda” (on Canvas)

Reading Journal Weeks 1-5 due end of class

Week 6 – The Aftermath of the Yugoslav Wars

Sept. 23: Monday

Read: Simic, Chapter 3

Sept. 25: Wednesday
Read: none

Sept. 27: Friday
Read: Simic, Chapter 4

Week 7 – Post-Apartheid Racial Justice in South Africa

Sept. 30: Monday
Read: none

Oct. 2: Wednesday
Read: none

Oct. 4: Friday – **Read: Radical History Review, “Knowledge, Experience, and South Africa’s Scenarios of Forgiveness”**

Part Two – Post-Colonial Truth and Reconciliation

Week 8 – The Japanese Empire: Truth and Reconciliation in South Korea

Oct. 7: Monday
Read: none

Oct. 9: Wednesday
Read: none
Primary Source Analysis Due

Oct. 11: Friday
Read: Dong-Choon, “The Long Road Toward Truth and Reconciliation: Unwavering Attempts to Achieve Justice in South Korea” (on Canvas)

Week 9 – Truth and Reconciliation in the United States

Oct. 14: Monday
Read: Radical History Review, “A Survivor Reflects on the Greensboro Truth and Reconciliation Commission”

Oct. 16: Wednesday
Read: Simic, Chapter 9

Oct. 18: Friday – **Homecoming, no class**

Week 10 – The British Empire: Canadian Indian Residential Schools

Oct. 21: Monday
Read: Sellars, Chapters 1-5

Oct. 23: Wednesday

Read: Sellars, Chapters 6-10

Oct. 25: Friday

Read: Sellars, Chapters, 11-14

Reading Journal Weeks 6-10 due end of class

Week 11 – Teaching Truth and Reconciliation / Australia

Oct. 28: Monday

Read: Radical History Review, “Educating Citizens in Post-War Guatemala”

Oct. 30: Wednesday –

Read: none

Nov. 1: Friday –

Watch: Rabbit Proof Fence

Week 12 – Memorializing as Restorative Justice

Nov. 4: Monday

Read: Simic, Chapter 11

Nov. 6: Wednesday

Read: none

Secondary Source Analysis Due

Nov. 8: Friday

Read: Simic, Chapter 12

Week 13 – Final Project Writing Workshops

Nov. 11: Monday – **Veteran’s Day, no class**

Nov. 13: Wednesday

Read: Simic, Chapter 15

Nov. 15: Friday

Read: Simic, Chapter 13

Week 14- The Dutch and French Empires – Slavery Truth Commissions in Mauritius / Presentations

Nov. 18: Monday

Read: none

Nov. 20: Wednesday

Presentations

Nov. 22: Friday
Presentations

Week 15

Thanksgiving Break, no classes

Week 16 – The Future of Truth and Reconciliation: Belgium, Finland and Beyond

Dec. 2: Monday

Read: Simic, Chapter 14

Reading Journal Weeks 11-16 due end of class

Dec. 4: Wednesday – Last Day of Class

Final Research Projects Due