

International Justice in the Age of Global Conflict
PSYCH 391GC-01 (Course # 39120)
Fall 2011

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Office Hours: Wednesdays, 3.30pm – 5.30pm

Class Time: Monday/Wednesday/Friday, 2.30pm – 3.20pm
Class Location: Tobin Hall, 5th Floor, Room 520

Course Prerequisites: PSYCH 240 Statistics in Psychology
PSYCH 241 Methods in Psychology
Recommended: PSYCH 360 Social Psychology

Course Description

This course examines the role that international justice plays in globalized conflicts around the world, specifically taking into account psychological and social scientific perspectives. We will start by looking at different forms of justice, their limitations and dangers, and how they were applied in international conflicts (e.g., Nuremberg trials, truth and reconciliation commissions such as in South Africa, international criminal tribunals such as for the former Yugoslavia, native justice traditions such as those by the Navajo or Gypsies). We will then examine the relationships between justice on the one side and truth, morality, forgiveness, reconciliation, tolerance, peace, (just?) war, and empathy and emotions on the other side. While doing so, we will make connections to collective action, regime change, bystandership, the Responsibility to Protect and the Duty to Aid, and humanitarian interventions. Over the course of the semester you will also learn about International Criminal Law, human rights, and legal bodies such as the International Court of Justice. We will examine how they are used to prosecute minor players and state leaders accused of crimes, and analyze how people try to justify and excuse themselves legally and psychologically. At the end of the semester we will assess the effectiveness of justice processes, and investigate public perceptions of justice (e.g. the reception of Milosevic's trial in Serbia or Saddam Hussein's trial in Iraq) and the effects of justice on survivors of injustice and violence. We will conclude the course with the question of how to promote global justice, and the connected problem of when, where, and whom to give justice (e.g. international interventions in Serbia or Lybia, but not in Rwanda or Syria).

Course schedule

If you are using an electronic calendar (e.g. iCal, Google Calendar, Microsoft Outlook), download the schedule for this course to your calendar. You can find instructions how to

do so here: <http://www.oit.umass.edu/support/spire/download-your-class-and-final-exam-schedules>

It is very easy and helpful! (There is one mistake in this schedule, however; the last class is not on December 7th, as the schedule indicates, but on December 9th.)

Course format

It is expected that the course will take the form of interactions. All students are expected to participate actively in class by asking questions, making comments, and arguing when necessary. Students' participation will determine to a large extent how successful the course is; a systematic discussion of the ideas and empirical findings we read about is the best way to ensure the understanding of the topic at hand. The more you actively participate, the more you will learn, the more you will enjoy this class, and the better your final grade will be.

Ground Rules

Freedom: You are allowed to opt out of watching any videos or participating in any class discussions or activities that make you uncomfortable, as long as you let me know your reasons.

Confidentiality: Anything said in class is confidential unless you or I have obtained permission from the speaker to share what was said (e.g., "I liked what you said and was wondering if I could share it with my roommate").

Respect: You do not have to agree with what others say, but you should accord others a basic degree of respect. Reactions such as rolling your eyes, smirking, or making fun of a classmate are unacceptable. Class participation consists, in part, of helping other students share their points of view.

Course Requirements and Grading

Class participation: The amount and quality of your participation in class (e.g. discussions) and completion of class exercises and assignments (e.g. conflict analysis or role plays, see schedule below) will be worth one third of your grade. Therefore, the more you participate, the more likely you will do well on your exam and assignments, and in the class overall.

Take-home assignment: You will have to write a letter to a political representative of the area you live/vote in, asking him or her to press for more forceful attempts to stop the genocide in Darfur. A copy of the letter has to be turned in electronically by noon on December 9th. You will get more specific instructions for this assignment well before that. This assignment will count for one third of your grade.

Take-home exam: There will be one take-home exam, which will be worth one third of your final grade. The exam may focus on any or all material we covered up to that point (including all lectures, demonstrations, discussions, videos, speakers, etc.). The exam will be given on November 18th and has to be turned in electronically by 12pm on November

21st. Please plan ahead to allow yourself enough time on the weekend of November 19th/20th to complete the exam.

Extra credit: You cannot gain human subjects extra credit (i.e., extra credit for participating in research studies on campus) for this class. Instead, you can obtain up to 5 percentage points of extra credit by helping to develop a glossary of all the key terms that come up over the course of the semester. For each extra credit percentage point, you have to define a key term that came up in a reading or in class in the online glossary which will be kept on this course's blog on Moodle.

Some rules for glossary definitions: A definition of a key term has to include references; references like Wikipedia or YahooAnswers are considered inappropriate and will invalidate your definition for extra credit. You can only define one key term per class; should you define more key terms for any given class, you will still only get 1 percentage point of extra credit for your work. Should another student have been faster and already added a definition of the key term to the glossary that you wanted to define, this is bad luck; duplicates of already existing definitions will not get you extra credit. Should I deem a definition not worthy of extra credit (e.g., "International Criminal Court = ICC"), or a term not worthy of a definition (e.g., "court" would not be worthy of a definition; "International Criminal Court", however, would be worthy of a definition), you will not get any extra credit for it; in such a case, I will let you know. I may often make minor corrections to or fine-tune your definitions; but if you do not receive an email from me that your definition was not worthy of extra credit, extra credit will still be granted.

Readings: It is essential that you do the readings for this course! We will discuss the assigned readings in class, so please read the material before coming to class. To be better prepared to draw on the readings during class discussions, you should take notes while doing the reading. To facilitate your reading and note-taking, you will also get "lead/thought questions" relevant to each reading and video at least one week before it is due. This will not only allow you to participate in class more actively, but it will allow you to ask questions about the material at the time it is discussed. Also, print the readings and bring them to your class, in case we need to look at specific parts of the texts. No books are required for this course. Instead I have made the readings available on the Moodle course page. You can access Moodle via the following website:

<http://moodle.umass.edu/>

On the upper right side of the screen, type in your SPIRE ID/NET ID and password and click "Login". Once you are logged in, on the left side of the screen look for "My courses" and "PSYCH391GC-SEC01 S-IntJustc-AgeOfGlobalConflict Fall 2011". Click on this course. Then you will be able to access all materials for this course.

For those readings that report empirical studies in detail (i.e., empirical papers), you do **not** need to read the Method and Results sections of the studies (except for the few qualitative studies in the readings). Reading the introduction(s), the Discussion(s), and the General Discussion or Conclusion is usually sufficient.

Informing yourself as a supplement to some readings: It is likely that some readings touch on conflicts, or aspects of conflicts, that you know little or nothing about. If the background of the conflict given in the reading is not sufficient for you to fully understand the reading, it is your responsibility to seek out more information about the

conflict (via the internet, the library, etc.). Of course, I will also give you all the necessary information about the conflict in class (as much as time allows). But you do not want to wait until then to fully understand the reading that was due for that class, because then you will likely not be able to participate enough in that class.

Staying informed about current world events: It is likely going to be important in this class (e.g. for class discussions) to stay informed about current world events, especially as they pertain to international conflicts and justice. Therefore, it will be advantageous for you to read the newspaper, read online news (please choose a “prestigious” news website rather than Google News or Yahoo News!), and watch or listen to the news on TV or in the radio. If all else fails, even shows like The Daily Show will be better than nothing. There is no grade for staying informed about current world events, but doing so will certainly improve your class participation and performance. Thus, indirectly it will help your grade.

Final course grades: I will weigh your best result 5% more and your weakest result 5% less than indicated above. So, for example, if your best result comes from class participation and your weakest result from the exam, then your class participation will be worth 38.33% and the exam 28.33% of your final grade. Potential extra credit you may have obtained will then be added to this.

Grade	Percentage
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
F	Below 64

Communication

Email Policy: Feel free to email me or schedule a meeting outside of office hours via email.

For all email responses, please permit more than 24 hours before a response can be expected (e.g., you are unlikely to receive a response the night before an exam or assignment deadline).

Electronics: To show consideration for your fellow students and the instructor, please turn off and put away electronics that make sounds (e.g., phones, headsets). Laptop computers are welcomed for note taking purposes *only*. Also, no electronics will be allowed in any exam. Exceptions to these rules are allowed when special permission is requested and granted prior to the use of the electronic device(s).

Missed exams and/or assignments: If you *do* have a valid reason to miss an exam you must inform me the day before the exam (no later). If you are ill or cannot access your email yourself for other reasons, please have your caregiver or friend contact me. Valid documentation must be provided as soon as possible. The make-up exam will be scheduled within the shortest time period possible (within a few days to a week). Make-up exams cannot be provided after several weeks have passed, nor during the last week of classes. A new exam will be created for you, and the exam may be in any form (e.g., essay or oral exam). Also, avoid being late for exams. You will not be allowed to begin an exam if anyone has already completed the exam and left the room.

Policy on Attendance and Lateness

Absences justify some grade reduction and a total of four absences mandate a reduction of one letter grade for the course.

More than four absences mandate a failing grade for the course, unless there are extenuating circumstances, such as the following:

- an extended illness requiring hospitalization or visit to a physician (with documentation)
- a family emergency, e.g. serious illness (with written explanation)
- observance of a religious holiday.

As this course meets for only 50 minutes for any given class, it is essential that everybody arrives on time (“on time” meaning you will not rush through the door in the last minute and then spend the first 5 minutes of class rummaging through your backpack). This is also a sign of respect for your class mates. If you are more than 5 minutes late, this tardiness may be counted as an absence for the day. Elevator wait times and such are not an excuse; plan ahead and account for such wait times.

The attendance and lateness policies are enforced as of the first day of classes for all registered students. If registered during the add/drop period, the student is responsible for any missed assignments and coursework. For significant lateness, the instructor may consider the tardiness as an absence for the day. Students failing a course due to attendance should consult with an academic advisor to discuss options.

Plagiarism

Plagiarism is the unacknowledged use of someone else’s work as one’s own in all forms of academic endeavor (such as essays, theses, examinations, research data, creative projects, etc.), intentional or unintentional. Plagiarized material may be derived from a variety of sources, such as books, journals, internet postings, student or faculty papers, etc. This includes the purchase or “outsourcing” of written assignments for a course. A detailed definition of plagiarism in research and writing can be found in the fourth edition of the MLA Handbook for Writers of Research Papers, pages 26-29.

In cases of plagiarism, as well as cheating, students will receive an F in the course. This holds for both the student who plagiarized or cheated, and the student who allowed another to plagiarize or cheat. In addition, the University Academic Honesty Board will be notified and a note indicating your academic dishonesty will be permanently placed on

your transcript. This will be particularly detrimental to you if you intend to apply to graduate school, law school, medical school, etc. All students are expected to adhere scrupulously to the University policy concerning academic honesty. Procedures concerning (allegations of) plagiarism and cheating, and penalties for these acts of academic dishonesty are set forth in the University's academic honesty policy on the following websites: http://www.umass.edu/dean_students/rights and http://www.umass.edu/dean_students/codeofconduct/acadhonesty/

Disabilities

In keeping with the University's policy of providing equal access for students with disabilities, any student requesting accommodations must first meet with Disability Services. A designee from the Disability Services office will meet with students requesting accommodations and related services, and if appropriate, provide an Academic Adjustment Notice for the student to provide to his or her instructors. The instructor is required to review the letter with the student and discuss the accommodations, provided the student brings the letter to the attention of the instructor. This letter is necessary in order for classroom accommodations to be provided. Disability Services is located at 161 Whitmore Administration Building. The phone number is (413) 545-0892 (V/TTY). Students and faculty are expected to review the Disability Services webpage. The webpage can be found at <http://www.umass.edu/disability/> and the office is available to answer any questions or concerns.

Of course, if you would like, you are more than welcome to approach me directly regarding your disability-related needs. However, for accommodations to be provided, University policy requires that you register and communicate with Disability Services as well.

Schedule

SESSION	DATE	TOPIC
1	Sep-07	Introduction
2	Sep-9	Why is justice important? – Part I
3	Sep-12	Why is justice important? – Part II
4	Sep-14	What are the psychological functions of justice?
5	Sep-16	How is justice used in approaches to conflict by warring sides? – The case of Darfur/Sudan
6	Sep-19	What happens without justice? – The consequences of impunity and blanket amnesties

7	Sep-21	Justice as an end to impunity and blanket amnesties
8	Sep-23	Just Wars I – What is just about declaring and fighting (which) wars? – The case of the Iraq War
9	Sep-26	Just Wars II – What about justice after fighting a just war?
10	Sep-28	Just Wars III – Has post-conflict justice been achieved in Iraq? How can it be achieved in Lybia?
11	Sep-30	Retributive Justice I – The psychological underpinnings of retributive justice
12	Oct-03	Retributive Justice II – Criminal justice after mass violence in Rwanda and elsewhere
13	Oct-05	Retributive Justice III – Can international criminal tribunals contain desire for revenge?
14	Oct-07	Beyond retributive justice
15	Oct-10	Restorative Justice I – The psychological underpinnings of restorative justice
16	Oct-11	Restorative Justice II – How does social identity affect preferences for different notions of justice?
17	Oct-12	Restorative Justice III – How do different notions of justice play out in perpetrators and victims of intergroup conflict?
18	Oct-14	Restorative Justice IV – How do different mechanisms of justice play out after intergroup conflict?
19	Oct-17	Restorative Justice V – How are restorative and retributive justice mechanisms related to reconciliation in Rwanda?
20	Oct-19	Movie
21	Oct-21	Movie + Discussion
22	Oct-24	Home-Grown Justice I – Is home-grown justice a solution for the tensions between retributive justice and impunity?
23	Oct-26	Home-Grown Justice II – Home-grown justice in Rwanda
24	Oct-28	Home-Grown Justice III – What are the downsides of home-grown justice?

25	Oct-31	Integrating Retributive and Restorative Justice I – How acceptable are mixed justice mechanisms?
26	Nov-02	Integrating Retributive and Restorative Justice II – How did it work out in Rwanda? (Guest speaker Judith Holmes)
27	Nov-04	How are retributive and restorative justice mechanisms after mass violence perceived by locals and by third parties?
28	Nov-07	Prosecutions of Heads of State I – How do they affect the ingroup members of the accused?
29	Nov-09	Prosecutions of Heads of State II – How do the accused and their ingroup members excuse/defend themselves?
30	Nov-11	Veterans' Day (no class)
31	Nov-14	Justice & empathy and emotions – What role do empathy and shame play in justice processes?
32	Nov-16	Justice & Forgiveness I – Justice and forgiveness—allies or enemies?
33	Nov-18	Justice & Forgiveness II – Justice and forgiveness in South Africa and in Australia
34	Nov-21	Justice & Reconciliation – How can international justice achieve national reconciliation?
35	Nov-23	Justice & Peace I – Does justice promote or hurt “negative peace” in post-conflict societies?
36	Nov-25	Thanksgiving (no class)
37	Nov-28	Justice & Peace II – Does justice lead to “positive peace” in post-conflict societies?
38	Nov-30	Justice & Justice – Is international justice really just?
39	Dec-02	Justice in Ongoing Conflicts I – Why do we often fail to deliver justice in ongoing conflicts? (Guest speaker Eric Reeves)
40	Dec-05	Justice in Ongoing Conflicts II – Do prosecutions of leaders still in power hurt peace and prolong the conflict?
41	Dec-07	Justice in Ongoing Conflicts III – How to seek justice in ongoing conflicts?
42	Dec-09	Conclusion

BIBLIOGRAPHY

September 7th: Introduction – no readings

September 9th: Why is justice important? – Part I

1. Watch online: *Nuremberg Remembered*:
<http://video.google.com/videoplay?docid=6947479336344067504>
2. Held, D. (2002). Violence, law and justice in a global age. In M. Leonard (Ed.), *Re-ordering the world: The long-term implications of September 11th* (pp. 56-72). London, UK: Foreign Policy Centre.
3. Bassiouni, M. C. (2003). Justice and peace: The importance of choosing accountability over realpolitik. *Case Western Reserve Journal of International Law*, 35(2), 191-204.

September 12th: Why is justice important? – Part II

4. Taylor, A. J. W. (2003). Justice as a basic human need. *New Ideas in Psychology*, 21, 209-219.

September 14th: What are the psychological functions of justice?

5. Mikula, G., & Wenzel, M. (2000). Justice and social conflict. *International Journal of Social Psychology*, 35(2), 126-135.
6. Shnabel, N., Nadler, A., Ullrich, J., Dovidio, J. F., & Carmi, D. (2009). Promoting reconciliation through the satisfaction of the emotional needs of victimized and perpetrating group members: The needs-based model of reconciliation. *Personality and Social Psychology Bulletin*, 35(8), 1021-1030.

September 16th: How is justice used in approached to conflict by warring sides? – The case of Darfur/Sudan

7. Watch online: *Sudan: The Quick and the Terrible*:
<http://www.pbs.org/frontlineworld/stories/sudan/> (on the website, click “Watch Video”)
8. Watch online: PBS documentary *Darfur, On Our Watch*:
<http://www.pbs.org/wgbh/pages/frontline/darfur/> (on the website, click “Watch the Full Program Online”)
9. Power, S. (2004). Dying in Darfur. Can the ethnic cleansing in Sudan be stopped? *The New Yorker*.
10. Cheadle, D., & Prendergast, J. (2007). *Not on our watch. The mission to end genocide in Darfur and beyond*. New York, NY: Hyperion. (chapter 3 and 4, pp. 51-85)

September 19th: What happens without justice? – The consequences of impunity and blanket amnesties

11. Watch online: *Turkey, A Family Erased*:
http://www.pbs.org/frontlineworld/rough/2008/11/turkey_a_family.html (on the website,

click “Watch Video”)

12. Hothouse, D. (2008). State of denial: Turkey spends millions to cover up Armenian genocide. *Southern Poverty Law Center, Intelligence Report, Summer 2008*.
13. Opatow, S. (2001). Reconciliation in times of impunity: Challenges for social justice. *Social Justice Research, 14*(2), 149-170.
14. Watch online: *The Men Who Got Away*. Download video files from Moodle, or go to the following website and click “Watch Video” (if the video on the website does not start in the new window, click on “Quicktime large”):
http://www.pbs.org/frontlineworld/stories/bosnia502/video_index.html
15. Lykes, M. B., Beristain, C. M., & Perez-Arminan, M. L. C. (2007). Political violence, impunity, and emotional climate in Maya communities. *Journal of Social Issues, 63*(2), 369-385.
16. Iliopoulos, K. (2010). *Afghan amnesty law a setback for peace*. Crimes of War Project.

September 21st: Justice as an end to impunity and blanket amnesties

17. Cassese, A. (1998). Reflections on international criminal justice. *The Modern Law Review, 61*(1), 1-10.
18. Mendez, J. E. (2001). National reconciliation, transnational justice, and the international criminal court. *Ethics & International Affairs, 15*(1), 25-44.

September 23rd: Just Wars I – What is just about declaring and fighting (which) wars? – The case of the Iraq War

19. Fisher, D., & Biggar, N. (2011). Was Iraq an unjust war? A debate on the Iraq war and reflections on Libya. *International Affairs, 87*(3), 687-707.

September 26th: Just Wars II – What about justice after fighting a just war?

20. Orend, B. (2002). Justice after war. *Ethics & International Affairs, 16*(1), 43-56.

September 28th: Just Wars III – Has post-conflict justice been achieved in Iraq? How can it be achieved in Lybia? – no readings

September 30th: Retributive Justice I – The psychological underpinnings of retributive justice

21. Darley, J. M., & Pittman, T. S. (2003). The psychology of compensatory and retributive justice. *Personality and Social Psychology Review, 7*(4), 324-336.

October 3rd: Retributive Justice II – Criminal justice after mass violence in Rwanda and elsewhere

22. Watch PBS documentary *Ghosts of Rwanda*. Download video files from Moodle.
23. Chief Prosecutor of ICTR, Justice Hassan B. Jallow. (2007). *Justice after genocide: The challenges of the International Criminal Tribunal for Rwanda*. Speech given at the

- University of Lund in Stora Salen, AF-Building, Lund, January 31, 2007.
24. Crane, D. M. (2007). Dancing with the devil: Prosecuting West Africa's warlords – current lessons learned and challenges. In E. Hughes, W. A. Schabas, & R. Thakur (Eds.), *Atrocities and international accountability* (pp. 133-141). New York, NY: United Nations University Press.
 25. Podgers, J. (1996). The world cries for justice. *ABA Journal*, April 1996, 52-62.
 26. Askin, K. (2001). *Legal precedents in Yugoslav court*. Crimes of War Project.

October 5th: Retributive Justice III – Can international criminal tribunals contain desire for revenge?

27. Watch online: *Cambodia: Pol Pot's Shadow*:
<http://www.pbs.org/frontlineworld/stories/cambodia/> (on the website, click “Watch Video”)
28. Field, N. P., & Chhim, S. (2008). Desire for revenge and attitudes toward the Khmer Rouge Tribunal among Cambodians. *Journal of Loss and Trauma*, 13, 352-372.
29. David, R., & Choi, S. Y. P. (2009). Getting even or getting equal? Retributive desires and transnational justice. *Political Psychology*, 30(2), 161-192.

October 7th: Beyond retributive justice

30. Gromet, D. M., & Darley, J. M. (2009). Punishment and beyond: Achieving justice through the satisfaction of multiple goals. *Law & Society Review*, 43(1), 1-38.
31. Baehr, P. R. (2007). How to come to terms with the past. In E. Hughes, W. A. Schabas, & R. Thakur (Eds.), *Atrocities and international accountability* (pp. 6-22). New York, NY: United Nations University Press.

October 10th: Restorative Justice I – The psychological underpinnings of restorative justice

32. Wenzel, M., Okimoto, T. G., Feather, N. T., & Platow, M. J. (2008). Retributive and restorative justice. *Law and Human Behavior*, 32, 375-389.

October 11th: Restorative Justice II – How does social identity affect preferences for different notions of justice?

33. Wenzel, M., Okimoto, T. G., Feather, N. T., & Platow, M. J. (2010). Justice through consensus: Shared identity and the preference for a restorative notion of justice. *European Journal of Social Psychology*, 40, 909-930.

October 12th: Restorative Justice III – How do different notions of justice play out in perpetrators and victims of intergroup conflict?

34. Leidner, B., Castano, E., & Ginges, J. (in revision). Perceived outgroup sentence predicting notions of justice in intergroup conflict: An investigation from victim and perpetrator perspective. *Personality and Social Psychology Bulletin*.

October 14th: Restorative Justice IV – How do different mechanisms of justice play out in intergroup conflict?

35. Heine, J. (2007). All the truth but only some justice? Dilemmas of dealing with the past in new democracies. In E. Hughes, W. A. Schabas, & R. Thakur (Eds.), *Atrocities and international accountability* (pp. 65-80). New York, NY: United Nations University Press.
36. Eisnaugle, C. J. N. (2003). An international “truth commission”: Utilizing restorative justice as an alternative to retribution. *Vanderbilt Journal of Transitional Law*, 36(1), 209-241.
37. Mariner, J. (2003). *Truth, justice, and reconciliation in Latin America*. Crimes of War Project.

October 17th: Restorative Justice V – How are restorative and retributive justice mechanisms related to reconciliation in Rwanda?

38. Prime Minister of Australia, Kevin Rudd (2008). *Apology to Australia’s indigenous peoples*. Speech given at House of Representatives, Parliament House, Canberra, on February 13, 2008.
39. Kohen, A., Zanchelli, M., & Drake, L. (2011). Personal and political reconciliation in post-genocide Rwanda. *Social Justice Research*, 24, 85-106.

October 19th: Movie – no readings

October 21st: Movie and discussion – no readings

October 24th: Home-Grown Justice I – Is home-grown justice a solution for the tensions between retributive justice and impunity?

40. Baines, E. K. (2007). The haunting of Alice: Local approaches to justice and reconciliation in Northern Uganda. *The International Journal of Transitional Justice*, 1, 91-114.
41. O’Brien, A. (2007). *The impact of international justice on local peace initiatives: The case of Northern Uganda*. International Crisis Group.

October 26th: Home-Grown Justice II – Home-grown justice in Rwanda

42. Staub, E. (2004). Justice, healing, and reconciliation: How the people’s courts in Rwanda can promote them. *Peace and Conflict: Journal of Peace Psychology*, 10(1), 25-32.
43. Gahima, G. (2007). Alternatives to prosecution: The case of Rwanda. In E. Hughes, W. A. Schabas, & R. Thakur (Eds.), *Atrocities and international accountability* (pp. 159-181). New York, NY: United Nations University Press.

October 28th: Home-Grown Justice III – What are the downsides of home-grown justice?

44. Corey, A., & Joreman, S. F. (2004). Retributive justice: The gacaca courts in Rwanda. *African Affairs*, 103, 73-89.
45. Thomson, S., & Nagy, R. (2011). Law, power and justice: What legalism fails to address in the functioning of Rwanda's gacaca courts. *The International Journal of Transitional Justice*, 5, 11-30.

October 31st: Integrating Retributive and Restorative Justice I – How acceptable are mixed justice mechanisms?

46. Gromet, D. M., & Darley, J. M. (2006). Restoration and retribution: How including retributive components affects the acceptability of restorative justice procedures. *Social Justice Research*, 19(4), 395-432.

November 2nd: Integrating Retributive and Restorative Justice II – How did it work out in Rwanda? (Guest speaker Judith Holmes) – no readings

November 4th: How are retributive and restorative justice mechanisms perceived by locals and by third parties?

47. Lillie, C., & Janoff-Bulman, R. (2007). Macro versus micro justice and perceived fairness of Truth and Reconciliation Commissions. *Peace and Conflict: Journal of Peace Psychology*, 13(2), 221-236.
48. Arzt, D. E. (2006). Views on the ground: The local perception of international criminal tribunals in the former Yugoslavia and Sierra Leone. *The ANNALS of the American Academy of Political and Social Science*, 603, 226-239.

November 7th: Prosecutions of Heads of State I – How do they affect the ingroup members of the accused?

49. Sheridan, B. (2008). *Trials without borders*. Newsweek, January 10, 2008.
50. Montgomery, M. (2002). *The trial of Slobodan Milosevic*. American RadioWorks.
51. Crimes of War Project (2002). *The Milosevic trial – Summaries of the charges*.
52. Askin, K. (2002). *The Milosevic trial – Part I*. Crimes of War Project.
53. Abrahams, F. (2002). *My testimony against Milosevic*. Crimes of War Project.
54. Tosic, J. (2007). Transparent broadcast? The reception of Milosevic's trial in Serbia. In M.-B. Dembour & T. Kelly (Eds.), *Paths to international justice. Social and legal perspectives* (pp. 83-107). Cambridge, UK: Cambridge University Press.

November 9th: Prosecutions of Heads of State II – How do the accused and their ingroup members excuse/defend themselves?

55. Leidner, B., Castano, E., Zaiser, E., & Giner-Sorolla, R. (2010). Ingroup glorification, moral disengagement, and justice in the context of collective violence. *Personality and Social Psychology Bulletin*, 36(8), 1115-1129.

November 11th: Veterans' Day (no class)

November 14th: Justice & empathy and emotions – What role do empathy and shame play in justice processes?

56. Van Stokkom, B. (2002). Moral emotions in restorative justice conferences: Managing shame, designing empathy. *Theoretical Criminology*, 6(3), 339-360.

November 16th: Justice & Forgiveness I – Justice and forgiveness—allies or enemies?

57. Exline, J. J., Worthington, E. L. Jr., Hill, P., & McCullough, M. E. (2003). Forgiveness and justice: A research agenda for social and personality psychology. *Personality and Social Psychology Review*, 7(4), 337-348.
58. Friedlander, A. (2001). *Is forgiveness possible? A Jewish perspective*. BBC, January 1, 2001.
59. Karremans, J. C., & Van Lange, P. A. M. (2005). Does activating justice help or hurt in promoting forgiveness? *Journal of Experimental Social Psychology*, 41, 290-297.
60. Wenzel, M., & Okimoto, T. G. (2010). How acts of forgiveness restore a sense of justice: Addressing status/power and value concerns raised by transgressions. *European Journal of Social Psychology*, 40, 401-417.

November 18th: Justice & Forgiveness II – Justice and forgiveness in South Africa and in Australia

61. Chapman, A. R. (2007). Truth commissions and intergroup forgiveness: The case of the South African Truth and Reconciliation Commission. *Peace and Conflict: Journal of Peace Psychology*, 13(1), 51-69.
62. Tutu, D. (2010). No future without forgiveness. In D. P. Barash (Ed.), *Approaches to peace. A reader in peace studies* (pp. 277-282). New York, NY: Oxford University Press.
63. Philpot, C. R., & Hornsey, M. J. (2008). What happens when groups say sorry: The effect of intergroup apologies on their recipients. *Personality and Social Psychology Bulletin*, 34(4), 474-487.

November 21st: Justice & Reconciliation – How can international justice achieve national reconciliation?

64. Watch online: *Dark Shadows: The Legacy of War in Serbia and Bosnia*: http://www.pbs.org/frontlineworld/rough/2005/07/dark_shadows.html (on the website, click “Watch Video”; if the video does not start in the new window, click on “Quicktime large”)
65. Kromer, S. K. (2005). The Rwandan Reconciliation. *Washington Post*, October 16, 2005.
66. Kamatali, J. M. (2003). The challenge of linking international criminal justice and national reconciliation: The case of the ICTR. *Leiden Journal of International Law*, 16, 115-133.
67. Aiken, N. T. (2010). Learning to live together: Transitional justice and intergroup

reconciliation in Northern Ireland. *The International Journal of Transitional Justice*, 4, 166-188.

November 23rd: Justice & Peace I – Does justice promote or hurt “negative peace” in post-conflict societies?

68. Meernik, J. D., Nichols, A., & King, K. L. (2010). The impact of international tribunals and domestic trials on peace and human rights after civil war. *International Studies Perspectives*, 11, 309-334.
69. Olsen, T. D., Payne, L. A., Reiter, A. G., & Wiebelhaus-Brahm, E. (2010). When truth commissions improve human rights. *The International Journal of Transitional Justice*, 4, 457-476.
70. Deputy President of the International Crisis Group, Nick Grono (2009). *The role of international justice mechanisms in fragile states*. Speech given at the Overseas Development Institute, on October 9, 2009.

November 25th: Thanksgiving (no class)

November 28th: Justice & Peace II – Does justice lead to “positive peace” in post-conflict societies?

71. Meernik, J. (2005). Justice and peace? How the international criminal tribunal affects societal peace in Bosnia. *Journal of Peace Research*, 42(3), 271-289.
72. Clark, J. N. (2009). From negative to positive peace: The case of Bosnia and Hercegovina. *Journal of Human Rights*, 8, 360-384.

November 30th: Justice & Justice – Is international justice really just?

73. Olsen, T. D., Payne, L. A., & Reiter, A. G. (2010). Transitional justice in the world, 1970-2007: Insights from a new dataset. *Journal of Peace Research*, 47(6), 803-809.
74. Call, C. T. (2004). Is transitional justice really just? *Brown Journal of World Affairs*, XI(1), 101-113.

December 2nd: Justice in Ongoing Conflicts I – Why do we often fail to deliver justice in ongoing conflicts? (Guest speaker Eric Reeves)

75. Watch online: *Samantha Power on a complicated hero*:
http://www.ted.com/talks/samantha_power_on_a_complicated_hero.html
76. Pratto, F., & Glasford, D. E. (2008). Ethnocentrism and the value of a human life. *Journal of Personality and Social Psychology*, 95(6), 1411-1428.
77. Hatfield, E., & Rapson, R. L. (2005). Social justice and the clash of cultures. *Psychological Inquiry*, 16(4), 172-175.
78. Cheadle, D., & Prendergast, J. (2007). *Not on our watch. The mission to end genocide in Darfur and beyond*. New York, NY: Hyperion. (chapter 5, pp. 86-100)
79. Prendergast, J., & Cheadle, D. (2006). Our friend, an architect of the genocide in Darfur.

Los Angeles Times, February 14, 2006.

80. Prendergast, J. (2006). So how come we haven't stopped it? *Washington Post, November 19, 2006.*

December 5th: Justice in Ongoing Conflicts II – Do prosecutions of leaders still in power hurt peace and prolong the conflict?

81. Akhavan, P. (2009). Are international criminal tribunals a disincentive to peace?: Reconciling judicial romanticism with political realism. *Human Rights Quarterly, 31*(3), 624-654.
82. Grono, N. (2007). *What comes first, peace or justice?* Presentation given to the Program in Law and Public Affairs, Princeton University, on March 12, 2007.
83. Grono, N. (2008). *New ICC Prosecution: Opportunities and risks for peace in Sudan.* International Crisis Group.

December 7th: Justice in Ongoing Conflicts III – How to seek justice in ongoing conflicts?

84. Cheadle, D., & Prendergast, J. (2007). *Not on our watch. The mission to end genocide in Darfur and beyond.* New York, NY: Hyperion. (chapter 6 and 7, pp. 106-143)
85. Unger, T., & Wierda, M. (2009). Pursuing justice in ongoing conflict: A discussion of current practice. In K. Ambos, J. Large, & M. Wierda (Eds.), *Building a future on peace and justice: Studies on transitional justice, peace and development* (pp. 263-302). Berlin, Germany: Springer.
86. Deputy President of the International Crisis Group, Nick Grono (2008). *Looking to the future: What role can international justice play in preventing future conflicts.* Speech given at Wilton Park Conference "Pursuing Justice in Ongoing Conflict: Examining the Challenges", on December 9, 2008.

December 9th: Conclusion – no readings