

**CONF 335 – Justice and Reconciliation**  
**Spring 2019**  
**School for Conflict Analysis and Resolution – George Mason University**  
**Monday: 2-4:40pm**  
**Location: TBD**

Dr. Arthur Romano  
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Office hours: By appointment before or after class

This course explores justice and reconciliation from a conflict perspective. Drawing on approaches in the interdisciplinary fields of education, social movement and socio-legal studies and conflict analysis and resolution, the course considers these and other questions: How does injustice fuel conflict? What role should justice play in guiding conflict prevention and addressing the aftermath of violence? How can we define justice? What is reconciliation and how do we know when it has been achieved? Are justice and reconciliation mutually reinforcing processes or does one stand in the way of the other? The first part of the course focuses on foundational concepts and questions understood primarily through domestic US examples. Along the way we pursue such topics as, among others: gender equality and gender violence; migration and integration; discrimination, identity politics, and healing communities; environmental justice; and restorative justice. We then broaden our perspective geographically, as we examine justice and reconciliation as responses to mass atrocity. Throughout the course students are challenged to consider how justice and reconciliation contribute to the quest for peace and how lessons learned internationally can contribute to domestic peacebuilding efforts, and vice versa.

**Course Materials:**

Kozol, Jonathan. 2012. *Savage inequalities: children in America's schools*. New York: Broadway Paperbacks.

Porter, Elisabeth. 2015. *Connecting Peace, Justice, and Reconciliation*. Boulder: Lynne Rienner.

Additional readings will be posted to the Blackboard site or available through direct download from the Web.

**Class Requirements**

In this course students will engage in several types of learning: independent, small group, and whole class. It will be taught as a discussion/seminar. Success in the class, and of the class, depends on attendance and participation. Students are expected to read the assigned material prior to class and come prepared to discuss the readings and related topics. Students will be asked frequently to write about what they are reading, thinking, and discussing on Blackboard. In the second half of the course students will also work together in small groups on a project; some of this work must be done outside class either electronically or in person. Other assignments include two short analytic papers and a midterm take home essay exam.

## Assignments and Grading:

The course grade will be based on the following:

Participation: 15%

Pre- and Post- Class Discussion Contributions: 20%

Take Home Midterm: 15%

Two Analytic Key Ideas papers: 30%

Group Project: 20%

**Participation:** Attendance and active participation in class are expected. Come to class prepared to discuss the readings and share your perspective. You will also have opportunity to apply the course ideas to current events. If you experience difficulty speaking up in class or otherwise participating, make an appointment to speak with Prof. Hirsch outside class.

**Pre- and Post-Class Discussion Contributions:** Prior to **each** class, please post on Blackboard a paragraph that offers a contribution toward class discussion related to one or more of the assigned readings for the week. Your paragraph need not address all the readings but should focus on at least one. Asking a question related to the readings, pointing out a good quote, making connections to previous readings, or offering a critique (not just criticism) are all fine options. Feel free to write more, if you would like. Do not post during class; however, we may look at your contribution during class. You are strongly urged to post discussion contributions after class also to express additional thoughts or react to something said in class. This will improve your grade and allow you to deepen your understanding of the material after our class discussion. On some occasions you might be asked specifically to write a post-class response.

**Analytic Key Ideas Papers:** This assignment asks that you write two papers that each concisely analyzes one or two of the key ideas in the reading assigned for one day of class. Your paper can offer a critique or criticism of the ideas, compare key ideas against one another or other scholarly material, apply the key ideas to understand a particular conflict, or another approach that demonstrates your analytic and critical thinking abilities. Please write and proofread 3-4 pages, double-spaced, 12-point font and post them on Blackboard. One of the papers must address readings on or before March 6th and one must address readings after March 6th. Post your paper to Blackboard on the Friday **AFTER** the day in which those readings were discussed in class. You can mention class discussion in your paper, but the central argument should demonstrate your independent engagement with the readings.

**Take Home Midterm:** This assignment, to be distributed in class, asks students to demonstrate their understanding of the course materials by answering a question provided by the instructor. Please write and proofread 5-6 pages, double-spaced, 12-point font and post them on Blackboard. Due Sunday, March 4<sup>th</sup>.

**Group Project:** This assignment requires students to work together on an analysis of a major justice related issue and peacebuilding response to that issue. The expected products include a slide show or Prezi with accompanying oral presentation to the class and also a Lessons Learned and Prognosis Document. Details about this assignment will be provided in class.

## **Course Policies**

Plan to come on time and remain engaged in the class throughout. Laptops are permitted, if they are used for taking notes. The instructor reserves the right to halt laptop use, if students appear not to be engaged in the class. Please realize that texting and surfing during class indicate a lack of respect for your fellow classmates and your instructor.

## **School and University Information**

### **ACADEMIC INTEGRITY**

All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. You can find a copy of the Honor Code at [academicintegrity.gmu.edu](http://academicintegrity.gmu.edu). All violations of the Honor Code will be reported to the Honor Committee for review. The principle of academic integrity is taken very seriously and violations are treated gravely. With specific regards to plagiarism, three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. **DO NOT** copy and paste from the internet or submit papers from other classes. Finally, do not use your papers from other classes. If there is an important (small part) of a prior paper you wrote (not group work), you can use it (no more than 2-3 sentences) with proper citations! No grade is important enough to justify academic misconduct. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor.

S-CAR requires that all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so **that** it can be compared with 4 electronic databases. Faculty may at any time submit a student's work without prior permission from the student. S-CAR's policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt, please ask for guidance and clarification.

**GMU E-MAIL ACCOUNTS:** Students must use their Mason email accounts to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information. It will not be possible to contact you through another email account; check your email for important course, S-CAR, and Mason information.

### **Notice: Mandatory Reporting**

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence and stalking to Mason's Title IX Coordinator per George Mason University Policy 1412.

### **Student Support**

If you wish to speak with someone confidentially for support there are resources available to you on GMU main campus in Fairfax including the Student Support and Advocacy Center (703-380-1434) or Counseling and Psychological Services (CAPS) (703-993-2380). You may also seek local counseling assistance from the IGC counseling center by calling 032 626-6142 or emailing [wellness@gmu.edu](mailto:wellness@gmu.edu). Mason's

Title IX Coordinator is available by calling 703-993-8730 or emailing [cde@gmu.edu](mailto:cde@gmu.edu). For GMUK Psychological Services, you may call 032 626-6142 or visit the multi-complex building, room 3052. For GMUK's Title IX Coordinator, you may contact Professor Zimmerman by calling 032 626-5110 or emailing [dzimmer2@gmu.edu](mailto:dzimmer2@gmu.edu).

**Academic Accommodations:** If you are a student with a documented disability and need academic accommodations or assistance, please see me at the beginning of the semester. Even if the disability is not documented, speak with me right away so I can get you the assistance you need. The bottom line is that we want you to succeed in class!

**Important Dates:** <http://masonkorea.gmu.edu/academic-calendar/>

**UNIVERSITY POLICIES:** The University Catalog, <http://catalog.gmu.edu> is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu>. All members of the university community are responsible for knowing and following established policies.

## SCHEDULE OF TOPICS AND READINGS

**Aug. 26 Introduction: Justice and Reconciliation at First Glance**

Porter, Chapter 1

**Sep. 2 Multiple Frames for Justice:**

Readings TBD

**Sep. 9 Policing, Punishment, and Social Identity**

Butler, P. 2014-15. Stop and Frisk and Torture-Lite: Police Terror of Minority Communities. *Symposium: Twenty-Plus Years of Critical Race Theory and Criminal Justice: Looking Backward, Looking Forward*. 12 *Ohio St. J. Crim. L.* 57.

Volpe, M. R. 2013. "Police and Mediation: Natural, Unimaginable or Both." In *Moving Toward a Just Peace*. J. M. Fritz (Ed). Netherlands: Springer, pp. 91-105.

Hirsch, S. F. 2009. "Deploying Law as a Weapon: Vengeance, Social Death, and Injustice in America's War on Terror." In: *The Insecure American*. H. Gusterson and C. Bestemann. Univ. of California Press.

Muir, William Ker. "Police and social democracy" *Policing & Society* 18.1 (2008): 18-22

Guardians Not Warriors: Washington Post

<http://www.washingtonpost.com/sf/investigative/2015/12/10/new-style-of-police-trainingaims-to-produce-guardians-not-warriors/>

**Sep. 16      Belonging, Migration, and Justice**

Selections from Bohmer, C. and A. Shuman. 2008. *Rejecting Refugees: Political asylum in the 21<sup>st</sup> Century*. New York: Routledge.

Coutin, S. 2013. "Confined Within: National Territories as Zones of Confinement." In *Laws and Societies in Global Contexts: Contemporary Approaches*. Darian-Smith, E. (ed.). New York: Cambridge University Press.

Choo, Hae Yeon. 2016. "In the Shadow of Working Men: Gendered Labor and Migrant Rights in South Korea." *Qualitative Sociology* 29(4): 353-373.

**Sep. 23      Conundrums in the Rise of International Criminal Law**

Kerr, R. and Mobekk, E. 2007. Introduction, Ch 1, Ch 2, and Conclusion. *Peace and Justice: Seeking Accountability after War*. Malden: Polity.

Rothe and Collins. 2013. "The International Criminal Court: A Pipe Dream to End Impunity?" *13 International Criminal Law Review*.

Kelly, Liz. 2010. "The Everyday/Everynightness of Rape: Is It Different in War?" In *Gender, War, and Militarism: Feminist Perspectives*. Sjoberg and Via (eds). 114-23. Santa Barbara, CA: Praeger.

Film clips: *The Reckoning*

**Sep. 30      Slow Violence and Environmental Justice**

Slow Violence and the Environmentalism of the Poor, Chapters,

TBD

**Oct. 7      Fall Recess**

**Oct. 14      Education, Racial Segregation and Structural Injustice In the US**

Kozol, J: Chapters 1-4

**Oct. 21      Restorative Justice Philosophy and Practice I**

- Boyes-Watson, Carolyn. *Peacemaking Circles and Urban Youth: Bringing Justice Home*. First St. Paul, Minn: Living Justice Press, 2008. Chapter 2
- Bernstein, Nell. *Burning Down the House: The End of Juvenile Prison*. New York: The

New Press, 2014. Print. Chapter 4

Howard Zehr & Edwin Rutsch. “How to Build a Culture of Empathy with Restorative Justice.” The link: <https://www.youtube.com/watch?v=CP8Ecozgsbg>

**Oct. 28 Restorative Justice Philosophy and Practice II**

Davis, F. E., Lyubansky, M., and Schiff, M. (2015). Restoring racial justice. *Emerging Trends in the Social and Behavioral Sciences: An Interdisciplinary, Searchable, and Linkable Resource*.

**Nov. 4 Mass Atrocity, Justice and Reconciliation**

Porter, Chapters 4 and 5

Gibson, J. 2002. Truth, Justice, and Reconciliation: Judging the Fairness of Amnesty in South Africa.. <https://pages.wustl.edu/files/pages/imce/jlgibson/ajps2002.pdf>

**Nov. 11 Social Movements and Justice**

Meyer, David S. “How Social Movements Matter.” *Contexts* 2.4 (2003): 30–35. (On Blackboard)

**Nov. 18 Reparations, Rule of Law, and Peacebuilding**

Porter, Chapters 7 and 8

Balint, “Bringing Us All Together: Law, Reconstruction, and Reconciliation.” From: *Genocide, State Crime, and the Law: In the Name of the State*. New York: Routledge.

**Nov. 25 Nonviolent Conflict Reconciliation**

Dr. Martin Luther King Jr., “My Pilgrimage to Nonviolence,” 1958. (On Blackboard)

**Dec. 2 Reconciliation Reconsidered**

Review Selections from Quinn, *Reconciliation(s): Transitional Justice in Postconflict Societies* and read the final chapter (“Beyond Co-existence”).

**Dec 9: Reflection and Synthesis**

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