**Course Syllabus**

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| **CNU International Summer Session** |

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| **Course Title** | | | **Humanities of Love & Violence:  Tangles of Transitional Justice** | | | | | | | | | | | | | | | | | | |
| **Course Type** | | | Lecture/Seminar | | | | | | | | **Credits**  **(hours)** | | | 3 (45 hours) | | | | | | | |
| **Department** | | | Humanities Institute | | | | | | | | **Professor** | | | Landon Hancock | | | | | | | |
| **Classification**  **(year in school)** | | | Undergraduate & Graduate | | | | | | | | **Course Code** | | | CLT0902 | | | | | | | |
| **Class room** | | | Liberal Arts 1-210 | | | | | | | | **E-mail** | | | lhancoc2@kent.edu | | | | | | | |
| **Prerequisite(s)** | | | None | | | | | | | | | | | | | | | | | | |
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| **Course objectives** | | | * Understand the impact of large-scale human rights violations on populations. * Understand concepts of truth, justice, & forgiveness and their impact on the aftermath of gross human rights violations * Ability to examine and analyze the strengths and weaknesses of amnesties, tribunals, truth commissions, reparations, and local mechanisms * Understand role of monuments and memorials in helping to assuage pain and promote healing * Understand the tradeoffs between forgiveness, punishment, and the need for acknowledgement | | | | | | | | | | | | | | | | | | |
| **Course Summary** | | | Most genocide and major collective atrocities that dominated the 20th Century have been identified as the result of a vicious cycle of violence and refusal to address historical grievances. In most cases they were the result of the failure of concerned communities to build a strong transition between the past, the present and the future. How do we deal with past atrocities or conflicts and still build strong foundations communities to live together? Is justice or forgiveness the best option? Are these the only options possible? Does truth-telling provide a guarantee that communities will be able to live together again? Is justice required for painful memories of past acts to be put to rest? Is it possible to pursue both justice and reconciliation at the same time? These are just some of the questions we will ask and attempt to answer in this class. | | | | | | | | | | | | | | | | | | |
| **Teaching Methods** | | | **Teaching Methods** | | | | | | | | | | | | | | | | | | |
| Lecture | Presentation/Discussion | | | Problem Based Learning | | | | | Project Based Learning | Flipped Learning | | | Experiment/ Practices | | | | Others  (Describe) | |
| **X** | **X** | | | **X** | | | | |  |  | | |  | | | | **Field Visits** | |
| **Grading** | | | Mid-Term | Final | Individual Tasks | | | | Team Projects | | | Class participation | | | Attendance | | Others  (Describe) | | | | **Total** |
|  | **30%** |  | | | |  | | | **20%** | | |  | | **Portfolio 50%** | | | | **100%** |
| ※ Pursuant Section 28 of the Guidelines on Class Management, grading methods can be adjusted for the physically impaired.  ※ Under Section 29 of the University Regulations on Academic Affairs, a student automatically fails a course in case of failure to attend more than 3/4 classes. (More than four(4) times absence) | | | | | | | | | | | | | | | | | | |
| **Accommodations for Handicapped** | | | - Visually impaired: provision of course related materials in audio, note taking helper, permission to record the lecture  - Audibly impaired: provision of course related materials in visual, note taking helper, permission to have e-learning lectures in sign language or shorthand  - Physically or mentally challenged: provision of course related materials, note taking helper, permission to record the lecture   * Any other requests that are considered necessary: provision of assisted   ingress and egress to the classrooms and other supports | | | | | | | | | | | | | | | | | | |
| **Textbooks & References** | | | | | | | | | | | | | | | | | | | | | |
| Category | Title | | | | | | | Author | | | | Publisher | | | | | | | Year of publication | | |
| Main textbook | ***Between vengeance and forgiveness: facing history after genocide and mass violence*** | | | | | | | Minow, Martha | | | | Beacon Press. (available on Kindle) | | | | | | | 1998 | | |
| Others | All other course readings will be available via Google Drive. Students will share their preferred email address with me and I will make sure you have access. | | | | | | |  | | | |  | | | | | | |  | | |
| Reference |  | | | | | | | | | | | | | | | | | | | | |
| **Daily Course Schedule** | | | | | | | | | | | | | | | |
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| **Day**  **(3hurs)** | **Lecture Topic** | **Hours per day** | **Method of Instruction** | **Class Materials & Assignments** |
| 7/1 | Course Introduction & Overview | 3 | Discussion/Lecture | Reading: Ki-Young (2012) |
| 7/3 | **After the Conflict: Dealing with the Post-Conflict Environment** | 3 | Discussion/Lecture | Reading: Minow (1998) Chapters 1 & 2 |
| 7/4 | Vengeance & Justice | 3 | Discussion/Lecture | Reading: Jacoby (1983) |
| 7/7 | Trials & Tribunals I | 3 | Discussion/Lecture | Reading: Minow (1998) Chapter 3 Mertius (2000). |
| 7/8 | Trials & Tribunals II | 3 | Discussion/Lecture | In Class: Video: Nuremberg: Tyranny on Trial |
| 7/10 | Forgiveness & Truth | 3 | Discussion/Lecture | Reading: Review Minow (1998) Chapter 2 pp. 14-24  Govier (2002) |
| 7/11 | **Truth Telling & Truth Commissions** | 3 | Discussion/Lecture | Reading: Minow (1998) Chapter 4 Kim, Hunjoon (2009) |
| 7/14 | **The South African TRC** | 3 | Discussion/Lecture | In Class: Video: Long Night’s Journey into Day |
| 7/15 | Truth vs. Justice | 3 | Discussion/Lecture | Reading: Call (2004), Heine & Turcotte (2015) |
| 7/17 | **Other Mechanisms: The Question of Gacaca** | 3 | Discussion/Lecture | Reading: Uvin & Mironko (2003), Longman (2010) In Class: Watch “In the Tall Grass” |
| 7/18 | **The Real & Symbolic Functions of Reparations** | 3 | Discussion/Lecture | Reading: Minow (1998) Chapter 5. |
| 7/21 | **Facing History with Commemorations, Monuments & Memorials** | 3 | Discussion/Lecture | Reading: Minow (1998) Chapter 6. Steidl (2013) |
| 7/22 | **Unofficial Memorialization: May 4 Task Force & No Gun Ri** | 3 | Discussion/Lecture | Reading: Grace (2009), Choi (2016) |
| 7/23 | **Wed (Field Trip to No Gun Ri Peace Park)** |  | Field Trip |  |
| 7/24 | **Roundtable Discussion & Reflection** | 3 | Discussion |  |
| 7/25 | **Final Exam** | 3 | Exam |  |

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| **References** |
| In this class we will examine the dilemma that many societies face when emerging from violent conflict and transitioning to a peaceful post-conflict existence; whether to seek reconciliation with past enemies or exact revenge for their deeds. Problems related to forgiveness, reconciliation, truth commissions, amnesties, tribunals, memorials, commemorations, and reparations will be examined. We will focus on many case studies, including South Africa, Rwanda, Nazi Germany, South Korea, and how the US has handled issues such as the killing of students on May 4, 1970.  **COURSE REQUIREMENTS**  **Participation: (20%)**  Learning is not a spectator sport, nor is teaching a performance activity. Consequently we will aim for an interactive course, where we will all learn with and from each other. Successful course dynamics will require all of us to come to class sessions with readings prepared in advance and to be willing and able to discuss them meaningfully.  **The e-Portfolio: (50%)** The bulk of your out-of-class work for this summer will be on creating an e-portfolio to showcase your understanding of the material, the concepts and to give your analysis and reflection of both our in-class learning and of how that learning translates to our wider world. Shortly after the beginning of class you will receive an invitation to join a social network Ning. The network is private and not accessible by individuals outside the class. Once you have created your account and logged in, you will be able to customize your personal information page and begin creating blogs, uploading photos, videos or other activities normally undertaken on social networking software.  Although you are encouraged to add photos, links, videos and other non-narrative content, the main focus of the e-portfolio will be the creation of a blog designed to reflect on your learning in and out of class. For each week I will expect you to write a blog post detailing your reflections on the readings, class discussions and case analyses. Each entry should be approximately 300 to 500 words but may be longer. While these entries will be largely self-directed, expect that I may ask specific questions about topics I would like you to address in your blog; especially if you are not making regular entries. I may also ask you specific questions or make comments regarding your blog entries and I encourage each of you to comment on each other’s blogs. Blog post due dates will be listed at the end of this syllabus and posted on the social network.  **Final Exam: (30%)** This will be an in-class exam. More detail about the exam will be given in class.  **General Guidance:**  The following advice and resources are intended to help you make the most of – and get the most from – your time in this course.   * Come to class, be prepared, and participate actively. * As you read for the class, be sure to take notes on the articles or chapters. Write down any interesting questions or thoughts you have. This way you will be prepared to speak during the class, to ask and to answer questions and participate in the discussion. * Ask questions and raise concerns. If something is unclear or is not working effectively for you educationally, please tell me or bring it up in class. |