

TRUTH & RECONCILIATION OR JUSTICE & VENGEANCE?

INR 2002-01, Bryan Hall
Will Moore, Associate Professor
Office: Bellamy 561
Office Hours: MWF 11-12, TR 2-3¹

TR 3:30-4:45 pm
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INTRODUCTION:

This course will investigate the recent phenomenon of truth commissions and pardons as a means to confront massive human rights violations. We will compare this approach to (1) the more traditional, legalistic approach of criminal prosecution as exemplified by the Nuremberg Trials or the recent creation of the International Criminal Court and (2) doing nothing. We will explore the moral trade-offs involved, explore which approach best serves society, and study several specific cases where truth commissions have been used.

In addition, I hope that you will further develop some skills that will be useful to you regardless of what you do after leaving FSU. Specifically, I will emphasize the importance of thinking analytically and critically, and presenting and supporting logically sound arguments. Thus, the objective of the course is to develop sound analytic skills, and the ability to communicate arguments to others, both verbally and with the written word.

Finally, I want to stress that this course is challenging. I expect more of you than perhaps is typical, but the adage that 'what one gets out of a course is a function of what one puts in' is appropriate. If you fall behind, fail to do the reading, etc. then the course will be a struggle and you will likely be frustrated and have a poor experience, not to mention a poor grade.

REQUIREMENTS & EVALUATION:

You are expected to have completed the assigned reading prior to attending class. This is not a lecture course: the emphasis is on reading and in-class discussion, supplemented with lecture.

Your grade will be determined by your performance in class discussion and on a paper. Each will compose 50% of your final grade.

¹ Or by appointment.

Class Participation (50%):

Class participation will be assessed as fairly as I know how: as long as you are prepared for class and contribute to discussion when called upon, you will receive 100% for participation. That is, you begin the course with a 100 for participation, and as long as you are prepared and make a positive contribution to discussion when called upon, you will retain your score of 100. However, should you be unprepared (or absent) when called upon, you will be marked down: each time that you are poorly prepared you will lose 3.5% (there are 28 class meetings, $28 * 3.5 \cong 100$). Students will be called on at random. Of course, not everyone will be called on every day, so you might be able to show up poorly prepared and still not lose any participation points.

Paper (50%):

The paper for this course is a demanding term paper. It is not due until the end of the semester, but you should be working on it throughout the course of the semester. Students who put it off until the final 4-6 weeks of the semester are far less likely to produce an excellent paper than are those who work on it throughout the term. In addition, students who do not consult with me (including giving me rough drafts to read) are also less likely to produce an excellent paper (I am a pretty good editor, which is why I am on the editorial board of several political science journals).

For the paper you must answer the question: "Should Tallahassee hold a Truth Commission for the events of the 1950s and 1960s, during the civil rights struggle?" Those events are described in two books: Glenda Rabby's book *The Pain and the Promise*, University of Georgia Press, which is available at Bill's Bookstore, and Patricia A. Duester & Tananarive Due. 2003. *Freedom in the Family*, One World Press, which was just published. You must read one of these two books. When writing your paper you must document the abuses that took place. You also are required to include a description of the jurisdiction, mandate, and powers of the legal system (if you favor judicial courts), the commission (if you favor establishing a commission), or, if you favor amnesty without legal proceedings or a commission, the process for applying for and receiving amnesty. If you favor doing nothing, then you will want to explain why you prefer that option relative to courts or a commission.

The paper must be printed or typed on 8.5" x 11" white paper. Use one side of the paper only. A title page is required and must contain the following information: the title, your name, the date, and the course number. The paper must be stapled with one staple in the upper left hand corner (papers with paper clips, fasteners, report covers, etc. will not be accepted). You may use an 11 or 12 point font. Please do not use a script or other 'fancy' font as they are difficult to read (Times is the best choice). The papers must also meet the following specifications:

! Pages must be numbered

! Text must be double spaced

Papers that do not meet these specifications will not be accepted.

The papers must conform with one of the styles described in Diana Hacker's *A Pocket Manual of Style*, 3rd edition (i.e., MLA, APA, or Chicago).

Naturally, grammar, punctuation and spelling "count" in these papers--please run the spell check if you use a word processor. PLEASE make a copy of your paper (or print an extra one) and hang on to it. That way if it gets lost, you have a backup.

The paper is due, in my mailbox on the 5th floor of Bellamy, on Friday 25 April at 5:00 pm, EST. PLEASE NOTE: Late work will be marked down 1 letter grade per day late (e.g., A- → B-). Like banks, I take the 5:00 deadline seriously: 5:00:01 is late. These policies will only be excepted when genuine medical excuses, or emergencies beyond your control prevent you from completing the work on time. Written documentation is required.

GRADING SCALE

<i>Description</i>	<i>Letter & Numeric Grades</i>		
Excellent:	A = 100-93	A- = 92-90	
Good (above average):	B+ = 89-88	B = 87-83	B- = 82-80
Average:	C+ = 79-78	C = 77-73	C- = 72-70
Below average:	D+ = 69-68	D = 67-63	D- = 62-60
Unacceptable:	F = 59 - 0		

POSTING GRADES

At the end of the semester I will post grades outside my door using the last 6 digits of the student ID number. If a student does not wish to have her/his grades posted, s/he needs to send me an email message or write me a memo to that effect (the request must be in writing).

STUDENTS WITH CHALLENGES

Students with challenges who require individualized testing or other accommodations should identify themselves and express their needs during the first week of the semester. Where the challenge is not immediately apparent, verification will be required.

READING ASSIGNMENTS:

The daily reading assignments come from three books available from Bill's Bookstore. I have also ordered a manual of style that you will find useful:

- Hayner, Priscilla B. 2001. *Unspeakable Truths: Confronting State Terror and Atrocity*, New York: Routledge.
- Rotberg, Robert I. & Dennis Thompson (eds). 2000. *Truth v. Justice: The Moraility of Truth Commissions*, Princeton: Princeton University Press.
- Rabby, Glenda. 1999. *The Pain and the Promise: The Struggle for Civil Rights in Tallahassee, Florida*, University of Georgia Press.
- Hacker, Diana. 2000. *A Pocket Manual of Style*, 3rd edition, Bedford.

The daily assignments are listed below. The readings are *due on the day they are listed* (i.e., we will be discussing those readings that day).

Tu 7 Jan: Human Rights

No assigned reading. Discussion of the [Universal Declaration of Human Rights](#).

Th 9 Jan: Human Rights Violations

“Democratic Republic of Congo,” *World Report 2002*, Human Rights Watch,
<http://www.hrw.org/wr2k2/africa3.html>.

“Recalcitrant Recruits: Children and Adults Forcibly Recruited For Military Service in North Kivu, Democratic Republic of Congo,” Human Rights Watch,
<http://hrw.org/reports/2001/drc3/Goma.pdf>, pp. 6-9, or
http://www.hrw.org/reports/2001/drc3/Goma-04.htm#P139_13777.

“Guatemala,” *World Report 2002*, Human Rights Watch,
<http://www.hrw.org/wr2k2/americas6.html>

“Kosovo,” *World Report 2002*, Human Rights Watch,
<http://www.hrw.org/wr2k2/europe23.html#developments>.

“Saudi Arabia,” *World Report 2002*, Human Rights Watch,
<http://www.hrw.org/wr2k2/mena7.html>.

Video in class: “Cry Freetown”

Tu 14 Jan: Why a Truth Commission?

Hayner, *Unspeakable Truths* (hereafter, Hayner), chs. 1-3.

Th 16 Jan: Five Truth Commissions

Hayner, ch. 4.

Tu 21 Jan: South Africa’s TRC

No assigned reading.

Videos in class: “Facing the Truth with Bill Moyers, Part I”
“Facing the Truth with Bill Moyers, Part II”

Th 23 Jan: South Africa’s TRC, continued; 16 Other Commissions.

Hayner, ch. 5.

Video in class: “Facing the Truth with Bill Moyers, Part II” continued

Tu 28 Jan: What is Truth I?

Hayner, ch. 6.

Th 30 Feb: What is Truth II?

Villa-Vicencio, Charles & Wilhelm Verwoerd. “Constructing a Report: Writing up the ‘Truth’” in Rotberg & Thompson *Truth v. Justice* (hereafter, Rotberg & Thompson), pp. 279-294.

Tu 4 Feb: A Truth v. Justice Tradeoff? I

Hayner, ch. 7.

Th 6 Feb: A Truth v. Justice Tradeoff? II

du Toit, André. "The Moral Foundations of the South African TRC: Truth as Acknowledgment and Justice as Recognition," in Rotberg & Thompson, pp. 122-140.

Tu 11 Feb: A Truth v. Justice Tradeoff? III

Slye, Ronald C. "Amnesty, Truth, and Reconciliation: Reflections on the South African Amnesty Process," in Rotberg & Thompson, pp. 170-188.

Th 13 Feb: A Truth v. Justice Tradeoff? IV

Greenwalt, Kent. "Amnesty's Justice," in Rotberg & Thompson, pp. 189-210.

Tu 18 Feb: Moral Foundations?

Gutmann, Amy & Dennis Thompson. "The Moral Foundations of Truth Commissions," in Rotberg & Thompson, pp. 22-44.

Th 20 Feb: Naming the Guilty

Hayner, ch. 8.

Tu 25 Feb: Healing? I

Hayner, ch. 9.

Th 27 Feb: Healing? II

Bhargava, Rajeev. "Restoring Decency to Barbaric Societies," in Rotberg & Thompson, pp. 45-67.

Tu 4 Mar: Healing? III

Boraine, Alex. "Truth and Reconciliation in South Africa: The Third Way," in Rotberg & Thompson, pp. 141-157.

Th 6 Mar: Healing? IV

Minow, Martha. "The Hope for Healing: What Can Truth Commissions Do?" in Rotberg & Thompson, pp. 235-260.

Tu 11 Mar & Th 13 Mar: Spring Break (if you have not yet started reading the Rabby book, get started now).

Tu 18 Mar: Reconciliation & Reforms

Hayner, ch. 10.

Th 20 Mar: Reparations

Hayner, ch. 11

Tu 25 Mar: Reparations & Transitional Justice

Crocker, David A. "Truth Commissions, Transitional Justice, and Civil Society," in Rotberg

& Thompson, pp. 99-121.

Th 27 Mar: Leaving the Past Alone

Hayner, ch. 12.

Tu 1 Apr: Due Process

Levinson, Sanford. "Trials, Commissions, and Investigating Committees: The Elusive Search for Due Process," in Rotberg & Thomson, pp. 211-234.

Th 3 Apr: Practical Issues

Hayner, ch. 14.

Tu 8 Apr: International Politics & Truth Commissions

Hayner, chs. 13 & 15.

Th 10 Apr:

Ntsebeza, Dumisa B. "The Uses of Truth Commissions: Lessons for the World," in Rotberg & Thompson, pp. 158-169.

Tu 15 Apr: *Class does not meet.*

Begin reading Glenda Rabby. *The Pain and the Promise* or Patricia A. Duester & Tananarive Due. *Freedom in the Family*.

Th 17 Apr: *Class does not meet.*

Continue reading Rabby or Duester & Due.

Tu 22 Apr: *Class does not meet.*

Finish reading Rabby or Duester & Due; begin drafting paper.

Th 24 Apr: *Class does not meet.*

Fri 25 Apr: papers due.

About The Professor

Too few faculty give students insight to who they are outside of their role in a given classroom. I have included the following sketch to give those of you who might be interested some background.

EDUCATION:

Ph.D., Political Science, August 1991, University of Colorado, Boulder.
B.A., Cum Laude, Economics, May, 1984, University of Colorado, Boulder.

SELECTED PUBLICATIONS:

- "Sometimes You Just Have to Leave: Threat and Refugee Movements, 1964-1989," Christian A. Davenport, Will H. Moore, and Steven C. Poe, *International Interactions*, 2002, 28:321-349.
- "Ethnic Minorities and Foreign Policy," Will H. Moore, *SAIS Review*, 2002, Summer-Fall, 22(2):77-92.
- "Presidential Uses of Force During the Cold War: Aggregation, Truncation, and Temporal Dynamics," Sara McLaughlin Mitchell and Will H. Moore, *American Journal of Political Science*, 2002, 46(2):438-452.
- "The Repression of Dissent: A Substitution Model of Government Coercion," Will H. Moore, *Journal of Conflict Resolution*, 2000, 44(1):107-127.
- "Repression and Dissent: Substitution, Context and Timing," Will H. Moore, *American Journal of Political Science*, 1998, 42(3):851-873.
- "Ties that Bind? Domestic and International Conflict Behavior in Zaire," Will H. Moore and David R. Davis, *Comparative Political Studies*, 1998, 31(1):45-71.
- "Ethnopolitical Rebellion: A Cross-sectional Analysis of the 1980s with Risk Assessments for the 1990s," Ted Robert Gurr and Will H. Moore, *American Journal of Political Science*, October, 1997 41(4):1079-1103.
- "Ethnicity Matters: Transnational Ethnic Alliances and Foreign Policy Behavior," David R. Davis and Will H. Moore, *International Studies Quarterly*, 1997: 171-184.
- "Land Reform, Political Violence and the Economic Inequality--Political Conflict Nexus: A Longitudinal Analysis," Will H. Moore, Ronny Lindström and Valerie O'Regan, *International Interactions*, Spring, 1996, 21(4):335-363..
- "Rational Rebels: Overcoming the Free-Rider Problem," Will H. Moore, *Political Research Quarterly*, June, 1995, 48(2):417-454.
- "Action-Reaction or Rational Expectations? Reciprocity and the Domestic-International Conflict Nexus During the Rhodesia Problem," Will H. Moore, *Journal of Conflict Resolution*, March, 1995, 39(1):129-167.
- "Rebel Music: Appeals to Rebellion in Zimbabwe" Will H. Moore, *Political Communication & Persuasion*, 1991, 8(2):125-138.
- "Deprivation, Mobilization and the State: A Synthetic Model of Rebellion," Will H. Moore and Keith Jagers, in Q. Kim (ed.) *Revolutions in the Third World*, Leiden: E.J. Brill, 1991, pp. 17-36.
- "IMF Conditionality and Polity Type in Black Africa: An Exploratory Analysis," Will H. Moore and James R. Scarritt, *Africa Today*, December 1990, 37(4):39-60.
- "Discrimination and Political Violence: A Cross-Sectional Study with Two Time Periods," Maro Ellina and Will H. Moore, *The Western Political Quarterly*, June, 1990, 43(2):267-278.

PREVIOUS EMPLOYMENT:

9/91-7/97 Assistant Professor, University of California, Riverside.
9/86-8/91 Ph.D. Student, University of Colorado, Boulder.
9/85-7/86 Account Executive, Beco Inc., Park Ridge, Illinois.
7/84-5/85 Sales Specialist, Kroy Inc., Rolling Meadows, Illinois and Foster City, California.