Women, Peace, Transitional Justice, and the Rule of Law

Professor Natalie Wright Romeri-Lewis:
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#210 HRCB

Class Info:
Class Number: POLI 359R, WS 390R
Class Schedule: MW 4:00-6:30PM, April 27 – June 13
Class Location: #660 SWKT
Office Hours: Professor Romeri-Lewis: MW after class in our classroom for students who would like to stay behind and by appointment MTWTHF during the day in #210 HRCB

Course Goals:
The goal of this course is to (1) understand the theories, strategies, stakeholders, and practices of the women, peace, and security regime; (2) explore the consequences of increasing the quantity and quality of participation of women during the peace, transitional justice, and rule of law periods; (3) improve the regional-expertise of students through intense focus on a conflict in one country; (4) improve students’ research and writing skills; and (5) prepare students who are interested in pursuing a career in one of these fields through academic and networking experiences.

Student Learning Objectives:
Upon successfully completing this course, a student will be able to do the following:
1. Comprehend the breadth of post-conflict processes, operations, and goals
2. Identify the complex needs of women in one post-conflict nation, the stakeholders among whom they must work, and indicators through which to measure progress
3. Articulate the benefits to, successes of, and failures of women’s participation during the peacebuilding, transitional justice, or rule of law phases
4. Understand how to obtain and sift through foreign data and research materials
5. Articulate potentially useful indicators with which to measure progress and identify the shortcomings of existing indicators
6. Draft a high-quality research paper and plan to (a) submit an abstract for a conference poster session, (b) present at a student conference (e.g. Kennedy Center’s International Inquiry Conference November 2016), or (c) design a development, peace, or justice project

Course Description:
This is a higher-level class which explores females as leaders (e.g. negotiators, diplomats), victims, and other agents during the conflict and post-conflict periods and particularly within the Women, Peace, and Security (WPS) Movement. This research and discussion-based course is grounded in theory, case studies, and notable reports from key players. Students work in groups to prepare a region-specific or policy-specific paper they may submit to one of many conferences this year on women, women’s studies, human rights, peace, and/or security. Students may also elect to turn their research paper in a development project proposal.

The course’s project-based work and assignments reflect real-life scenarios. Project-based work also helps future human rights, development, justice, and peace practitioners learn many skills: to collaborate with people from other disciplines (e.g. majors), divide up research and writing tasks, delegate and maintain good communication, persuade and negotiate with professionalism, select a problem to attack and an approach to solving the problem, and develop a network of future professional contacts.

UN Women, Galima Muhametarimovna collects five to six liters per day of milk, https://www.flickr.com/photos/unwomen/page37

Country-focused research and analysis will allow students to begin to develop a regional expertise.

Throughout the semester, through class and group discussion, outlines, country-group meetings, papers, and guest speakers, students will have an opportunity to acquire an understanding of the organizations and players involved in conflict and post-conflict processes. Guest speakers include the Gender Advisor at the International Center for Transitional Justice, a grassroots peacebuilding practitioner who worked in Burundi, staff at The World Justice Project, and founder of the Leavitt Institute (rule of law/legal training in Eastern Europe). We may also enjoy guest appearances from a staff member at the Department of Defense’s WPS program as well as a project evaluation and gender expert from USAID.
Course Logistics:
Professionalism: Unless we make an individual agreement otherwise, I expect you to arrive and set up early such that you are ready to engage the moment we begin. Additionally, you will confront ideas, beliefs, and values that differ from your own. Some of you may agree with or come to agree with over time, some you might never agree with. Please respect each person’s contribution to class through communication that (a) demonstrates you listened to other speakers and (b) explains the merits of your decision to disagree. We will not attack people –just ideas. People’s ideas can change. Practice persuasion and inclusive behaviors to win the hearts and minds of those with whom you speak. Additionally, as undergraduates, your professional persona begins right now. The way you write emails, carry yourself, prepare for class, joke, and so forth speaks volumes. Some of you wonder about how to properly approach a potential mentor or employer or about proper protocol when meeting dignitaries through the Kennedy Center and other events. In response to student request, we will hold Professionalism Workshops this semester. We will cover how to approach professionals, write emails, ask for business cards, prepare for an informational interview, design resumes, dress for success, and other helpful topics. You can find similar workshops at the Marriott School.

IT Policy: Some people use their laptops, phones, or other devices for non-class activities during class. Although other professors may confiscate the device, humiliate the student, or count the student absent that day (5 absences leads to failure), we do not feel such a policy is needed. Please do not rob yourself of rich class discussions or distract those sitting around you with IT. Out of respect for the preparation you need for your future missions in life and out of respect for yourself, fellow students, and us, please turn off such devices before class and stow them away. Please distance yourself from temptations you know are difficult for you. Your future self will thank you. (Laptops and other devices used for note-taking are permissible.)

Diversity & Respectful Environment Policy: We will aim to make our classroom similar to the workplace. In the workplace, it is illegal to discriminate based on race, color, sex, religion, national origin, disability, or age. Furthermore, we believe Christ would never belittle anyone based on their race, color, religion, sex, national origin, disability, or age. Therefore, we feel strongly that no one in our classroom should be belittled for any reason. If you experience such an offense in our class (caused by us or a fellow student), we strongly encourage you to contact us.

“Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments about others… We hear derogatory and sometimes even defamatory comments about

those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor careful and, if necessary, correct any such that might occur here, however inadvertent or intentional... I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another.” President Cecil O. Samuelson, Annual University Conference, August 24, 2010.

Last, please do not harass each other by asking for unwanted dates repeatedly. Similarly, to avoid conflicts of interest, no approaching my TA for romantic relationships until after grades are submitted.

**Course Texts:** As an upper-level and interdisciplinary course, this course is intended to introduce complex ideas within and across specific fields. Each reading appears in red on the night you should begin it. Please begin each reading and assignment as soon as possible. You will need time to sift through complex and multi-layered concepts and develop your own response to readings. After each reading, you will want to create a mini outline of the author’s main theories, recommended solutions/approaches to development, and convincing data (e.g. a few percentages, dollar amounts, quotes) upon which her/his solutions rely for that section of the book. Mini outlines can follow the structure of the book, chapter, or article assigned or another format. You choose your format. Your outlines will help you to recall and synthesize what you read, rapidly compare authors, participate in class discussion and group work, and submit your final research paper.

You can expect from me an interactive discussion of the readings, during which you will summarize the day’s readings and articulate your concerns with, points of agreement with, and reactions to the text. Come to class fully prepared to share and debate. The purpose of the class is not only designed to enable you to acquire specific knowledge but teamwork, writing, presentation, and analytical and critical thinking skills. A fighting chance of painting the most holistic picture for you of the women, conflict, peace, and security communities means that we will draw upon many authors. We will also incorporate guest speakers, on and off-campus events, and movies that relate to, apply, or argue against the theories the authors present. BYU and UVU Libraries share reciprocity agreements, as do Provo and Orem Public Libraries. We will use Learning Suite (“LS”) to post articles, chapters of non-main texts, and “guiding questions” with page numbers to help you focus on the main points during your readings.

**Assigned Texts:**

**Part I: Women and Post-Conflict Reconstruction**


Scholarly articles, newspapers, and online reports on country of focus

**Part II: Women and Peacebuilding**

*Women Leading Peace*, Georgetown Institute for Women, Peace, and Security, 2015,
Better Peace Tool, ICAN, 2015
http://static1.squarespace.com/static/561fe570e4b0fcf85503b6ce/t/563a8fa9e4b0d87f0df2a83/1446678441471/Printable+Better+Peace+Tool.pdf


http://www.beyonddintractability.org/essay/women-conflict


Scholarly articles, newspapers, and online reports on country of focus

Part III: Women, Transitional Justice, and the Rule of Law
http://www.ssrc.org/publications/view/1ED88247-585F-DE11-BD80-001CC477EC70/

Chapter 1 on electronic course reserve

Works recommended by the experts the student-teams interview
Scholarly articles, newspapers, and online reports on country of focus

Optional:
Women and Transitional Justice: Progress and Persistent Challenges in Retributive and Restorative Processes, Mayesha Alam, 2015

Transitional Justice, Ruti G. Teitel, 2000


Works recommended by the professor during consultations and the experts the student-teams interview
Scholarly articles, newspapers, and online reports on country of focus

Suggested References as Starting Points for Your Research:
Atrocities During Conflict or Related to Militaries:
The securitization of rape: Women, war and sexual violence, KZ 7162 .H57 2014, Law Library

Children and youth in armed conflict, Zainab Salbi K 639 .N55 2013 V.1, Law Library
Women trafficking around US military bases or in temporary marriages with GIs. How women are seen by militaries, how women are not seen as nation-builders. Why does a GI’s right to sex outweigh a woman’s right to safety, freedom, food, and legal identification?

Women and Peace, Peacebuilding, and Security:
http://www.icanpeacework.org/general-resources/ (toolkits, UN docs, movie lists)

http://www.beyonadintractability.org/userguide/peacebuilders (general user guide on peace research materials)

http://www.beyonadintractability.org/library/browse-virtual-bookshelves-standard


Women Building Peace: What They Do, Why It Matters, Sanam Naraghi Anderlini (chapter 3)

http://jpr.sagepub.com/content/37/1/51.abstract  (newly added article by empirical expert Mary Capriolli)


"It's not ok" New Zealand's efforts to eliminate violence against women, HV 6250.4 .W65 .F48 2008, Law Library

Female Combatants in Conflict and Peace:
Challenging Gender in Violence and Post-Conflict Reintegration, Edited by Seema Shekhawat


http://www.peacewomen.org/security-council/2015HLR, Comments/research by Peace Women on UNSCR 1325’s High level Review


http://www.womenpeacesecurity.org/programs-events/training (all documents related to 1325)

http://www.womenpeacesecurity.org/media/pdf-Moving_1325_Forward.pdf (solutions for people to try to improve women’s status in P&S discussions)

https://www.inclusivesecurity.org/explore-resources/curriculum/ (Inclusive Society’s curriculum for including women in the peace process)
https://www.inclusivesecurity.org/explore-resources/training-services/

**International NGO Perspective:**

Donna Pankhurst’s Sex Wars and Other Wars. Towards a Feminist Approach to Peacebuilding’ in Development and Practice, 13, 2 & 3, 154-177, 2003

http://www.incore.ulst.ac.uk/research/projects/rwsst/ Univ of Ulster project with other institutions, contact indivs for their papers.

Ali, Fatuma (2007): Women and War. Deconstructing the notion of victim and reconstructing their role as peace builders, Tesis de Doctorado, Universitat Jaume I. Mimeo

**Transitional Justice in General:**

Transitional Justice and Development: making Connections, International Center for Transitional Justice

**Women and Justice:**
“Transitional Justice and Women” in the general HBLL search box, with the “articles” option clicked, renders 510 results. If you unclick “articles,” the HBLL lists over 5000 books with the same key words.

http://www.beyondintractability.org/userguide/transitional-justice

What happened to the women? Gender and reparations for human rights violations, K 5301 .W47 2006, Law Library


**Human Rights and the Justice System:**
Human rights and the criminal justice system, K 3240 .A465 2015, Law Library

Amnesties, accountability, and human rights, K 5132 .J44 2014, law Library
Globalizing transitional justice: Contemporary essays,

Non-state justice institutions and the law: Decision-making at the interface of tradition, religion and the state, KZ 3925 .N663 2015

Transitional justice: How emerging democracies reckon with former regimes, K 5250 .T73 1995 V.1, Law Library

Restorative justice, reconciliation, and peacebuilding, HV 8688 .R4945 2014, Law Library - ask for it at the Circulation Desk

Justice for victims before the International Criminal Court, KZ 7495 .M64 2014, Law Library (TJ, international law, victims, reparations)


**Women as Leaders or Potential Community and National Leaders:**
Women and Politics Around the World: A Comparative History and Survey

Women in Conflict & Peace, Int IDEA (free to download)

Basic concepts, projects, institutions, and case studies in the field of transitional justice and state-building
Modern, informal, and formal means to influencing the re-organization of the state and the reconstruction of institutions that provide services

**Rule of Law in Crisis-Affected Countries:**


**Women & Peacekeeping:**
http://www.beyondintractability.org/library/browse-virtual-bookshelves-standard


http://scholarship.law.wm.edu/cgi/viewcontent.cgi?article=1110&context=wmjowl

http://www.irinnews.org/report/89194/

http://www.usip.org/publications/the-essential-role-women-peacekeepers

**Region-Specific Sources:**
http://www.icanpeacework.org/general-resources/ (Scroll down to Papers Offering Regional Perspectives)

**Asia:**
Transitional justice in the Asia-Pacific, K 5250 .T7349 2014, BYU Law Library
Eastern Europe:
Post-communist transitional justice: Lessons from twenty-five years of experience, KJC 432 .P67 2015, Law Library


The Cultural Dimension of Peace, Decentralization and Reconciliation in Indonesia
Birgit Bräuchler

**Africa:**


Justice for victims before the International Criminal Court, KZ 7495 .M64 2014, Law Library (TJ, international law, victims, reparations, Northern Uganda)


http://www.polis.leeds.ac.uk/assets/files/students/student-journal/ug-summer-10/amie-alden-summer-10.pdf
http://issuu.com/georgetownsf/docs/erica_vasquez_-_western_sahara_fina

**Middle East:**

Transitional justice in post-Saddam Iraq: The road to re-establishing rule of law and restoring civil society: a blueprint, Law Law Dws, request via Interlibrary Loan
Gender Equality and Development After Violent Conflict, The Kurdistan Region of Iraq

http://issuu.com/whatthewomensay/docs/wws_women_s_rights_peace_and_security_forum_key_

**Latin America:**

**Extra Credit Opportunities (2% increase = 12 hrs, 0.5% increase = 3 hrs):**
Because I know that you have diverse professional interests and learning styles, below are a variety of extra credit options. Each opportunity must take at least twelve (12) hours of work. In addition to the work product (outline, class lecture, write-up), please sign a statement that you spent at least twelve (12) hours on this assignment. You may choose a total of two opportunities for a total grade increase of 4% at the end of the semester. (Please use 12-point font for writing assignments.)

**Movies:** Watch at least three (3+) movies from the below list and, in a group of at least three people, submit to TA or present to our class a 1-page outline of each movie. The outline must summarize the main development problems and their root causes as well as the producers or screenwriter’s agenda, choice of main characters and setting, and chosen solution to the problem. Feel free to agree with or critique the producer’s or screenwriter’s choices of solutions and propose your own approaches or interventions. You may need to watch several movies to reach at least 12 hours.

**Peacebuilding:**
Please send professor information on the movie and a trailer (if one exists) for prior approval.

**Justice:**
Please send professor information on the movie and a trailer (if one exists) for prior approval.

**Rule of Law:**
Please send professor information on the movie and a trailer (if one exists) for prior approval.
**Human Rights:**
Child Soldiers: “Invisible Children”
Child Soldiers: “Soldier Child”
Sex Trafficking: “Sacrifice”, “Taken (I)”
The modern slave trade: “To Free the Slaves”
Women’s Rights (Pakistan): “For a Place under the Heavens”
Rape as a weapon of war: Operation Fine Girl: “Rape as a Weapon of War”
Sex Trafficking: “The Day My God Died”
Darfur: “Darfur Diaries”
Child Soldiers: “What’s going on?”
Burma: “State of Fear”

**Events:** Attend at least eight (8+) workshops or presentations on international development outside this class. The Department of Political Science, Department of Social Work, Kennedy Center for International Studies, Amnesty International, and other departments and clubs will offer several. Enjoy the breadth of topics and practice networking with the presenters following their presentations!

*You can combine the Movies and Events categories (e.g. watched 5 hrs of movies and attended 7 1-hr lectures = 12 hrs = 2% bump).*

**Volunteering:** Participate in social change at a local, national, or international level. After receiving authorization from us that the organization or “effort” qualifies for class purposes, you spend at least ten (12) hours volunteering. You could spend your time writing grants for research or NGO project funding, researching country conditions for NGOs updating their websites, fundraising and/or designing a fundraising campaign that others will implement, mentoring refugees relocating to Utah (e.g. teach them English, how to write a resume, to prioritize their kids’ education as a way out of poverty), or pursuing any number of worthwhile projects and organizations.

Depending on the project, you can either present a summary to the class or write up a brief one to two (1-2) page summary using the following headings: Problem Identification, My Target Beneficiaries, My Approach to Solving a Piece of the Problem, My Resources, My Results, How My Results Did or Did Not Affect the Larger Picture, What I Would Do Differently If I Encounter a Similar Problem/Project in the Future.

You will also need to provide a signed letter (on the organization's letterhead if possible) stating that you provided at least twelve (12) hours of volunteer work and summarizing your tasks. If you design an NGO, stand-alone project, or fundraising campaign for a ‘cause,’ you may lack a supervisor. Please have two people with whom you worked or who know of your volunteer hours write a letter stating your hours and task summaries as they saw them.

**Book Groups:** Read at least 12 hours-worth of “Suggested Materials” and create a 10-minute presentation with other students who read the same work(s).
**Course Schedule:**

<table>
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<tr>
<th>Date</th>
<th>Assigned Readings</th>
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<tr>
<td><strong>Part I</strong></td>
<td><strong>Intro to Course, Intro to Women and Post-Conflict Reconstruction</strong></td>
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</table>
| **Wed Apr. 27** | Topic 1A: Women During Conflict and their Post-Conflict Needs  
Introduction: Syllabus, Texts, Assignments, Professor  
Discussion: Why Study Women as a Solution to Conflict, Human Rights Violations, and Corruption?  
Topic 1B: Women During Conflict and their Post-Conflict Needs  
Activity: Form a group around a region of interest (e.g. city, refugee group, or country). Learn about that area and begin to develop regional expertise! (You will later choose your issue of interest (e.g. Security Council Resolution 1325, grassroots peacebuilding, truth commissions, rule of law indicators, prosecutions, reparations, funding).  
Reading: Syllabus (spend about 1 hr studying and inserting major deadlines into your planner)  
*Why Women? Inclusive Security and Peace Societies*, O’Reilly, 2015 (about 1 hr of careful reading)  
Reading: Chapter 2 “Normative Framework for Women, Peace and Security,” in UN Women’s 2015 Global Study of UNSCR 1325, (about 1.5 hr)  
Homework: Send at least 2 hours identifying the effects of a particular conflict on females |
| **Part II** | **Women and Peacebuilding**  
Definitions, timelines, and examples below (optional):  
http://www.beyondintractability.org/coreknowledge/peacebuilding |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic 2A: Major Conferences and Women and UNSC Resolutions on Women, Peace, and Security</th>
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<tbody>
<tr>
<td>Mon May 2</td>
<td>Topic 2B: Join an issue-specific or geographical region-specific group by today</td>
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<tr>
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<td>Activity: Students in their country teams chart out how women were affected in one conflict and</td>
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<td>then present their chart to class (hang charts, students can add to their chart during the semester)</td>
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<td></td>
<td>Reading: <a href="http://www.beyondintractability.org/essay/women-conflict">http://www.beyondintractability.org/essay/women-conflict</a> (20 min)</td>
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<td>Research: Study a conflict in your country and identify its impact on females to prepare for next class</td>
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<td>(at least 4 hrs studying scholarly articles, newspapers, and online reports on country of focus)</td>
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<td></td>
<td>Group Homework: Finish presentation for class “Visually Charting Your Country’s Conflict”</td>
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<tr>
<th>Wed May 4</th>
<th>Topic 3A: Women’s Movements for Peace at the National Level</th>
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<tr>
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<td>Topic 3B: Presentation: Visually Charting Your Country’s Conflict (Assignment #1)</td>
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<td>(<a href="http://www.beyondintractability.org/educationtraining/multi-level-conflict-mapping">http://www.beyondintractability.org/educationtraining/multi-level-conflict-mapping</a> show DRC,</td>
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<td>Great Lakes, and ISIS)</td>
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<td></td>
<td>Group Homework: Do Stakeholder Analysis on the Conflict in Your Country</td>
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<tr>
<td></td>
<td>Research: Scholarly articles, newspapers, and online reports on country of focus</td>
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<tr>
<td></td>
<td>Reading: Introduction and Literature Review (pages 13-30) of “Women Leading Peace,” Georgetown University’s Institute for Women, Peace and Security,</td>
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<td></td>
<td>Reading: Chapter 12 “Linkages between Human Rights Mechanisms and the Security Council</td>
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<td>Resolutions on Women, Peace and Security: Opportunities for Enhanced Accountability for</td>
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<td>Implementation,” in UN Women’s 2015 Global Study of UNSCR 1325,</td>
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<tr>
<th>Mon May 9</th>
<th>Topic 4A: Treaties/Laws Promoting Peace</th>
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<tr>
<td></td>
<td>Topic 4B: How the International Community Organizes</td>
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<td>Activity: Stakeholder Analysis of the Women, Peace, Security Movement in Your Country</td>
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<td></td>
<td>Bottom-Up Approaches: Community Asset &amp; Resource Mapping within Your Country’s Women-</td>
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<td></td>
<td>Peacebuilding Movement (“Participatory Development”)</td>
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<td></td>
<td>Reading: Sabrina Karim and Kyle Beardsley, “Female Peacekeepers and Gender Balancing: Token</td>
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<td></td>
<td>Gestures or Informed Policymaking?” International Interactions, Vol 39, Issue 4, August 2013</td>
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<td></td>
<td>Reading: Chapter 10 “Key Actors for Women, Peace and Security: Monitoring and</td>
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<td></td>
<td>Accountability,” in UN Women’s 2015 Global Study of UNSCR 1325,</td>
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<tr>
<th>Wed May 11</th>
<th>5A: Peacekeeping</th>
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<tr>
<td>5B: Guest Expert on Women and Peacekeeping: Sabrina Karim</td>
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<tr>
<td>Reading: ICAN’s Better Peace Tool,</td>
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<td><a href="http://static1.squarespace.com/static/561fe570e4b0fcf85503b6ec/t/563a8fa9e4b0d87f0df2a83/14466784">http://static1.squarespace.com/static/561fe570e4b0fcf85503b6ec/t/563a8fa9e4b0d87f0df2a83/14466784</a></td>
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<td>/Printable+Better+Peace+Tool.pdf</td>
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<td>Reading: Chapter 7 “Inclusive and Peaceful Societies in the Aftermath of Conflict,” in UN Women’s 2015 Global Study of UNSCR 1325,</td>
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<td>Reading: Lessons Learned (pages 119-128) of “Women Leading Peace,” Georgetown University’s Institute for Women, Peace and Security,</td>
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<td>Mon May 23</td>
<td>8A: Inquiry &amp; Truth Commissions</td>
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<td>8B: Healing Groups</td>
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<td>Activity: Bottom-Up Approaches to Peacebuilding</td>
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<td></td>
<td>Meetings &amp; Research: Seek out and obtain advice from stakeholders and “outside consultants”</td>
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<td>Research: Scholarly articles, newspapers, and online reports on TJ in country of focus</td>
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<td>Submit: answers to above 3 TJ readings (Reading Questions #2)</td>
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<tr>
<td>Wed May 25</td>
<td>Catch up from syllabus: Healing Groups</td>
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<tr>
<td></td>
<td>Activity: Bottom-Up Approaches to Peacebuilding</td>
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<td></td>
<td>9A: Criminal Justice: Prosecutions, Convictions, and Sentences</td>
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<td></td>
<td>9B: Vetting: Investigating Corruption &amp; Removing Public Officials</td>
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</table>
Reading: Chapter 5 on Reparations, *Transitional Justice & Development: Making Connections*, de Greiff & Duthie  
http://www.ssrc.org/publications/view/1ED88247-585F-DE11-BD80-001CC477EC70/

Reading: The Disappeared and Invisible: Revealing the Enduring Impact of Enforced Disappearance on Women, ICTJ  

Reading: Reparations in Peru From Recommendations to Implementation, ICTJ  

Reading: Chapter 9 on Land Reform, *Transitional Justice & Development: Making Connections*, Greiff & Duthie,  
http://www.ssrc.org/publications/view/1ED88247-585F-DE11-BD80-001CC477EC70/

Submit: answers on above 4 TJ readings (Reading Questions #3)

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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<tr>
<td>Wed June 1</td>
<td>10A: Land Rights</td>
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<td>10B: Reparations</td>
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<td>Discussion: Western, Female-led NGOs: Institute for Inclusive Security</td>
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<td>Group Discussion: Top-Down Approaches: Who are the International TJ Regime/Stakeholders in your country?</td>
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</table>
http://www.ssrc.org/publications/view/1ED88247-5DE11-BD80-001CC477EC70/ |
|          | Video: Making the case for TJ  
https://www.youtube.com/watch?v=2fm1GmDwOqo (18 min) |
|          | Video: Lessons Learned from TJ Efforts: A comparison of TJ in South America Countries  
http://www.wola.org/video/livestream_transitional_justice_in_colombia (Watch the first 15 min and 46 seconds.) |
|          | Video: How to Provide Justice for Victims: A Case Study of Cambodia  
https://www.youtube.com/watch?v=EPz34YWSdjU (19 min) |
|          | Submit: answers on above TJ reading and 3 videos (Reading Questions #4) |
|          | 11B: The Security Sector and Vetting |
|          | 11C: Discuss Transitional Justice Memo |
|          | Group Homework: Find a time to meet with professor to obtain feedback on your project or paper |
|          | Group Homework: Draft paper on Transitional Justice in Your Country |
|          | Reading: (in preparation for our guest speaker) Chapter 1, *Advancing the Rule of Law Abroad*, Rachel Kleinfeld |
|          | Reading: Chapter 7 on Judicial Reform, *Transitional Justice & Development: Making Connections*, de Greiff & Duthie  
http://www.ssrc.org/publications/view/1ED88247-5DE11-BD80-001CC477EC70/ |
|          | Submit: answers to the above 2 rule-of-law readings (Reading Questions #5) |
| Wed June 8 | “The Rule of Law Day” |
|          | 12A: The Rule of Law |
12B: Independent Judiciary

12C: Guest Expert: “Anti-Corruption and Rule of Law Initiatives in the Former Society Union,” Chelom Leavitt, Co-Founder of The Leavitt Foundation

Research: Scholarly articles, newspapers, and online reports on country of focus
Group Homework: Submit paper on Transitional Justice in your country (“TJ Memo”) on Thursday, June 9 by midnight to natalie_romeri-lewis@byu.edu (Assignment #4)
Group Homework: Prepare for “Presentation & Consultation Day” and solicit feedback

**Part IV**

**Applied Peace, Justice, and the Rule of Law**

**Monday, June 13**

13A: Presentations: Group Paper, Report, and Projects

13B: Group Discussion: An LDS Perspective of Conflict, Peace, Justice, Development with guest Lt. Colonel Gregory A. Weisler, Deputy Chief of the Support Division, Afghanistan-Pakistan Task Force Defense Intelligence Agency providing direct support to the Pakistan-Afghanistan Coordination Cell

13C: Group Discussion: Your next step to pursuing a career in this field
Before and after Personal Profiles
Group Homework: Prepare for Final Consultation with professor during Exam Time
Group Homework: Finish and submit Final Paper or Project by Monday, June 20

Meet for consultations during exam time Wednesday, June 15

**Submission: Final Paper or Project by Monday, June 20 at noon MST to natalie_romeri-lewis@byu.edu**

Break

Implement your Updated Personal Profile’s plan: apply for an internship, study abroad, research, or other work experience; look into or apply to graduate school; approach potential contacts and mentors; look into travel scholarships; form a club or organization; dream big!

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**Assignments:**

Unless you have a real emergency that you articulate to us (e.g. flooding, funeral, sick child and no other child care), we expect to receive your assignments and tests on the days they are due. Please inform us ahead of time when you will be away on an excused absence (e.g. court appearance, university musical or athletic trip, childbirth) or foresee an emergency (e.g. missed plane connection that prevents you from returning in time to take a test). We can work with those experiencing true hardship or emergencies.

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**Points:**

1. **Group Assignments**  
   Group Presentation: Visually Charting Your Country’s Conflict  
   10

   40


Group Paper: Women, Transitional Justice, and the Rule of Law 10

2. Reading Summaries 20

3. Group Paper, Report, or Project 41

Group Presentation (to obtain feedback on project) 10
Group Consultation with professor 1
Final Project 30

TOTAL 101

+ Extra Credit points:
Movies, Events, Volunteering = 2 pts/each x 2 categories max = 4 pt max 4

POTENTIAL TOTAL 105

BYU Student Policies:

Plagiarism: While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, as well as deal with the stress and strain of college life without resorting to cheating. General information about the honor code can be found at honorcode.byu.edu. Details about Academic Honesty are found at http://honorcode.byu.edu/content/academic-honesty-details. Students who wonder if their papers are within these guidelines should visit the HBLL Writing Lab, visit the JFSB Writing Lab, or consult me prior to turning in the paper. Useful books to consult on the topic include the current Harbrace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers. PLEASE DO NOT MAKE ME FAIL YOU BECAUSE YOU PLAGIARIZED -- YOU STOLE SOMETHING THAT WAS NOT YOURS TO CLAIM.

Sex Discrimination: You have every right to demand a safe learning environment. We take this very seriously! Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. If you encounter unlawful sexual harassment or gender based discrimination, please immediately talk to us; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); and/or contact the Honor Code Office at 422-2847. Just to prevent any conflict-of-interest issues, students cannot date our TA until after May 5, 2015.

Disabilities: Brigham University is committed to providing a working and learning atmosphere, which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767) and let us know so we can create the best learning environment for you. We can only help with what we know about. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The SSD Office coordinates between you and us. If you need assistance or if you feel you have been unlawfully discriminated against on the basis
of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-285 ASB.

**Professor’s Background:**

**Natalie Wright Romeri-Lewis**

**Education:**
- J.D., Order of the Barristers (Honors), West Virginia University, USA
  - Leadership: International Law Student Association, President; International Law Jessup Moot Court Team, Captain
- M.Sc., Applied Development Studies, University of Reading, UK
  - Thesis: The Human and Legal Rights of Refugee Women and How to Empower Them in Refugee Camps
  - Leadership: Graduate Student Council Chairwoman
- Short Courses:
  - RedR Essentials of Humanitarian Disaster, Suffolk, UK
  - Chinese Language & Culture, Suzhou University, China
  - International Summer School in Forced Migration, University of Oxford, UK
  - EU Parliament & Commission Study Trip, Brussels, Belgium
- B.A., International Area Studies, Development emphasis, Brigham Young University, Provo, UT, USA
  - Leadership: HELP International, Co-Founding Member; Social Entrepreneurship, Course Designer and TA; BYU Self-Reliance Conference, Student Presenter; Ballroom Dance, Captain

**Experience:**
- NGO founder, Country Co-Director, International Law Consultant, Law Clerk (assistant to judge), Attorney Contractor, Language Teacher, Tutor to Foreign Students, Microfinance Promoter, Freedom of Religion Research Advisor, Adjunct Professor, Consultant to WomanStats, Advisor to NGO president

**Professional Interests:**